

NET2021 Conference

Live session full abstracts

Theme Session 5B

Learning, teaching and assessment strategies

5Bii, 10:30 - 12:20, 2 September 2021

Research paper

Interprofessional learning through simulated scenarios

Sarah-Jane Ketterer, University of Liverpool

Promotional abstract: This project implemented an innovative Oncology-specific interprofessional simulation experience; involving Oncology registrars, Medical Physicist trainees and Radiotherapy students. A range of scenarios were developed across the full spectrum of activities within the radiotherapy treatment pathway. The simulation was designed to help facilitate peer teaching with regard to professional skills, and nurture an increased understanding of professional identities. Evaluation utilised the “Readiness for Interprofessional Learning Scale” before and after the intervention. A post-event survey gathered feedback relating to participant experience. The event was positively evaluated and found to improve skills and increase awareness of other roles within a sphere of practice.

Background, including underpinning literature and, wherever possible, the international relevance of the research: Interprofessional learning (IPL) has formed an essential aspect of most Health Education curricula over the last 20 years (WHO, 2010; Frenk *et al.*, 2010). A key aspect of IPL is group work that draws on individual professional knowledge to develop enhanced understanding of other roles and responsibilities. IPL is commonly used to bring together students from a range of health disciplines, irrespective of their final roles. While this does facilitate logistically efficient teaching of common skills and knowledge, evidence suggests that for some students the professional groupings do not match to the everyday experience within the career. In the field of Radiation Oncology in particular, few robust studies have been performed into Oncology-specific IPL initiatives.

Aim(s) and/or research question(s)/research hypothesis(es): This pilot project aimed to develop and evaluate an innovative interprofessional simulation experience based in the field of radiotherapy. A range of scenarios were developed that utilised simulation equipment and expert patients across the full spectrum of activities within the radiotherapy pathway. The simulation event was designed to help facilitate peer teaching with regard to professional skills and nurture increased understanding of professional identities.

The primary research questions were:

- Can a simulated radiotherapy placement improve mutual understanding of key roles among radiotherapy professionals?
- Do participants feel that a simulated radiotherapy placement day is a useful experience?

Research methodology/research design, any ethical issues, and methods of data collection and analysis: Evaluation of the event utilised the well-validated “Readiness for Interprofessional Learning Scale” (RIPLS) before and after the intervention to measure impact across four domains (McFadyen *et al.*, 2005). In addition, a post-event survey

gathered feedback from participants relating to their experience of the IPL simulation. This survey comprised a series of Likert style questions and some open questions related to participants' lived experiences. Responses to open questions were subjected to thematic content analysis by two independent analysts with discrepancies resolved through negotiation.

Key findings and recommendations: In total there were 26 participants comprising 13 Radiotherapy students, 7 Medical Registrars and 6 Medical Physics trainees. There was a statistically significant 3% increase of overall RIPLS score following simulation. Increases were seen in relation to teamwork, collaboration and professional identity. Most of the respondents (23/26) enjoyed the event, felt they had learned skills, gained understanding of other roles and desired more simulation events in the future. These findings triangulated well with the textual data where themes clearly highlighted the perceived value of working alongside clinically relevant personnel in a challenging, yet fun environment. Respondents provided many comments relating to aspects of each other's roles they were unaware of, and reported learning from peers during activities. It was clear participants found the experience enjoyable and useful. They reported increased technical and interpersonal skills arising from engagement with the scenarios, as well as observations of team members. It was encouraging to see the RIPLS and textual data demonstrating improved awareness of professional identities and increased desire for interprofessional learning. Participants were enthusiastic about future iterations, although they expressed a need for increased time per scenario. This work suggests strongly that IPL activities should be designed to include learners from mutually relevant professions. Simulated scenarios involving multiple professions not only improve skills but also increase role awareness within a sphere of practice.

Three key points to indicate how your work contributes to knowledge development within the selected theme:

- The simulation evaluation clearly highlighted the perceived value of working alongside clinically relevant personnel in a challenging, yet fun environment.
- Simulated scenarios involving multiple professions not only improve skills but also increase awareness of other roles within clinical oncology.
- IPL activities should be designed to include learners from mutually relevant professions.

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Keywords: IPL Simulation, Professional Identity, Peer Learning.

5Biv, 10:30 - 12:20, 2 September 2021

Research paper

The impact of interprofessional simulation on undergraduate Paediatric Health Care Professionals (Medical and Nursing students)

Sasha Ban and Peter Dryden, Northumbria University

Promotional abstract: Interdisciplinary working is vital to ensuring good outcomes for paediatric patients, yet undergraduate Medical and Nursing students rarely get the opportunity to work together before entering clinical practice. The aim of this project was to explore if providing interprofessional simulation teaching for Medical and Nursing students enhances their learning experience of assessing and managing the acutely unwell child.

Background, including underpinning literature and, wherever possible, the international relevance of the research: Interdisciplinary working is vital to ensuring good outcomes for Paediatric patients (Dufrene, 2012; Fox *et al.*, 2018), yet undergraduate Medical and Nursing students rarely get the opportunity to work together (Rhodes, 2016). Developing team working skills in Pre-Registration programmes is fundamental to workforce development (Herge *et al.*, 2015).

Aim(s) and/or research question(s)/research hypothesis(es): The aim of this project was to explore if providing interprofessional simulation teaching for Medical and Nursing students enhances their learning experience of assessing and managing the acutely unwell child.

Research methodology/research design, any ethical issues, and methods of data collection and analysis: Third year Medical students and final year Nursing students participated in a one-day interprofessional simulation course focused on assessing and managing the acutely unwell child, utilising best practice guidance (INASCL, 2016). At the end of the course, students were invited to complete a questionnaire to evaluate how the course had impacted upon their learning. After the course, some students agreed to participate in telephone interviews to explore the impact of the course further. Ethical approval for the project was granted by both universities. Quantitative data analysis was completed on data generated by questionnaires. Qualitative data was collected from questionnaires and telephone interview transcripts with thematic analysis conducted using NVIVO software.

Key findings and recommendations: Interprofessional simulation teaching proved resoundingly popular with students as they described the experience as authentic and helpful in breaking down hierarchy to enhance team working. Nursing students prior to the study stated they were afraid to talk to doctors, this is supported by Lui *et al.* (2015). The students' transformative learning is evident, underpinned by symbolic interactionism and unsurprisingly, Medical and Nursing students want more interprofessional simulation. They valued the safe space within the simulation lab (Mccaughey & Traynor, 2010). Consequently, further opportunities for interprofessional simulation and learning should be explored, especially where Medical and Nursing curricula align. Some higher education institutions (HEIs) support simulation with volunteers, owing to challenges with aligning curricula (Webster *et al.*, 2018). This study highlighted the importance of embedding the initiative alongside learning outcomes for both Medical and Nursing standards.

Three key points to indicate how your work contributes to knowledge development within the selected theme:

- Joint curriculum development between programmes and organisations is fundamental.

- Training/preparation of IPE facilitators is integral in ensuring success.
- Patient care and safety is improved with opportunity to learn together.

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Keywords: Simulation, Medical/Nursing Students, Child Health.

5Bv, 2 September 2021, 10:30 - 12:20

Poster+

Responding to the evolving needs of healthcare provider education: Rethinking the approach to professional education for healthcare providers for Integrative Healthcare Education

Tania Xerri and Marianne Koh, York University

Promotional abstract: The Health Leadership & Learning Network at York University developed an approach to Healthcare Education, with a certification, that is driven directly by the needs of clients/patients/caregivers. Using this 'bottom-up' approach, our education acknowledges the unique needs of individuals, provided with care by various professions. The education is interdisciplinary and includes health and non-health professions, which may be involved in healthcare at varying stages of care. Our approach is not meant to negate traditional methods of professional Healthcare Education, but complement it and exist in parallel by diversifying current skills and competencies, and expanding on those that are within their scope of practice, but not fully developed, and do so within a professional standard

Main focus/theme of, or issues addressed by, the poster: Patient-centred healthcare is growing in Canada and clinical practice multidisciplinary education foci on Integrative Health

are emerging. With extensive empirical evidence for their use, a compelling need exists to ensure healthcare has access to education based on a standard (Wolever, 2013). An example of this approach is our Health Coaching Professional Certificate with certification from the National Board of Health and Wellness Coaching. We wish to demonstrate a model of high quality education, directly serving patient-centred care, has an Integrative Health focus, is multidisciplinary in nature, has high quality and excellence, and can be offered to an international audience.

Research approaches and underlying evaluation: The Health Coach Certificate was created by faculty who conducted research into the effectiveness of health coaching on behaviour change and health outcomes. The training programme is based on evidence examining various health coaching competencies and outcomes, such as Hill, Richardson & Skouteris (2015), and Sherifali (2017). To further evaluate this programme, we sought external review from the National Board for Health and Wellness Coaching (NBHWC). The NBHWC established a Job Task Analysis for the industry, validated by more than 1,000 health coaches. The analysis was used to create the health coaching content outline, which serves as the framework for education standards that programmes must meet to receive NBHWC approval.

Implications for healthcare education: Teaching Integrative Health practice skills is here to stay, and opens doors to a global audience for education. We must provide education that acknowledges the unique and diverse needs of individual persons served by healthcare. Our goal is to do this while complementing and existing in parallel with traditional methods of professional Healthcare Education. It is worthwhile to diversify the way we teach current health professional skills and competencies, to expand on Integrative Health skills that are within their scope of practice, but not fully developed, do so within a standard, and to embrace a multi-disciplinary approach to the future of Healthcare Education

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Keywords: Universal Course by Design, Multidisciplinary Education, Responsive Education, Global Education, Education Transformation & Innovation.