

NET2021 Conference

Live session full abstracts

Theme Session 5C

Learning, teaching and assessment strategies

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

Innovation paper

Using recorded scenarios to prepare students and placement staff for collaborative learning in practice trial and evaluation

Dr Graham Williamson and Adele Kane, University of Plymouth

Promotional abstract: In this session we will discuss how we developed and evaluated video resources for the preparation of students and staff to run Collaborative Learning in Practice.

Background, context and evidence base for the innovation, including, where possible, its international relevance: Collaborative Learning in Practice (CLIP) seems to have benefits including introducing students to the 'real world' of nursing practice earlier, fostering greater responsibility for patient care and more effective preparation for registrant practice. These ideals resonate with the need to foster effective clinical learning extant in international literature, and with the new NMC standards for student support (Clarke, Williamson & Kane, 2018). Simulation has long been established as a useful and practical method of skills rehearsal and learning in Nurse Education, is effective where simulation relates to real-world Nursing practice, and is authentic (Cant & Cooper, 2014).

Aim/focus of the innovation:

Research question: Are audio/visual methods authentic and effective in preparing students for CLIP placements?

Study Aim: To design, trial and evaluate reusable learning objects for CLIP preparation and communication.

Objectives:

1. Illustrate in an audio/visual format how to get the best out of CLIP settings.
2. Produce re-usable learning objects.
3. Develop resources for future clinical skills teaching sessions.
4. Trial and evaluate the resources with students.

Implementation of the innovation: We have worked with stakeholders including CLIP clinical facilitators, students and learning technologists to develop realistic scenarios, which have been filmed and edited to produce reusable learning objects to introduce CLIP to placement staff and students.

Methods used to assess the innovation: In a survey design, we have used Johnsen *et al.*'s (2018) instrument to evaluate the validity of our nursing students' video-based simulation. Johnsen *et al.*'s, (2018) work is as yet untitled but our adaptation is called the CLIP Video Evaluation of Simulation Tool (VESTCLIP). This has been sent by email using

JISC surveys to 1,200 students and alumni. Only those who have undertaken CLIP can view the videos and evaluate them. Data collection will finish in January 2020.

Key findings: Data collection will finish in January 2020 but preliminary analysis indicates that respondents believed the videos to be authentic and valuable in preparing them for CLIP.

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

1. Preparation and support for CLIP is essential.
2. Video simulation is an established method for skills and other preparation for student nurses.
3. Our resources seem authentic and valuable to students and alumni who have undertaken a CLIP placement.

References:

Cant, R.P. & Cooper, S.J. (2014) 'Simulation in the Internet age: The place of Web-based simulation in nursing education. An integrative review'. *Nurse Education Today*, 34(12), 1435-1442.

Clarke, D., Williamson, G.R. & Kane, A. (2018) 'Could students' experiences of clinical placements be enhanced by implementing a Collaborative Learning in Practice (CLiP) model?' *Nurse Education in Practice*, 33, A3-A5.

Johnsen, H.M., Fossum, M., Vivekananda-Schmidt, P., Fruhling, A. & Slettebø, Å. (2018) 'Nursing students' perceptions of a video-based serious game's educational value: A pilot study'. *Nurse Education Today*, 62, 62-68.

Keywords: Collaborative Learning in Practice, Survey, Video, Simulation.

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

Innovation paper

A window into the world of an MSc Advanced Clinical Practitioner apprentice: What is the reality? An evaluation of the use of a goldfish bowl technique to facilitate an educational workshop

Catherine Fletcher and Catherine Gordon, University of Liverpool

Promotional abstract: The aim of this presentation is to provide delegates with a window into a Liaison Academic Tutor (LAT) meeting by use of simulation. The aim is to enable delegates to gain a greater understanding of the challenges of apprentices on an MSc Advanced Clinical Practitioner apprenticeship programme as they balance the demands of study with that of full-time employment in the NHS. Delegates will gain an understanding of the requirements of the apprenticeship and the negotiations that are necessary between all three contributors to enable the apprentices to demonstrate evidence of meeting all the standards before completing the programme.

Background, context and evidence base for the innovation, including, where possible, its international relevance: The first apprenticeship in the University of Liverpool, which was the MSc Advanced Clinical Practitioner (ACP) apprenticeship, began in February 2019. Postgraduate apprentices offer a different profile to other postgraduate students due to previous academic and life experiences and programme requirements. The diverse range of Allied Health Professionals and Nursing students registered on the MSc Advanced Clinical Practitioner apprenticeship are faced with challenges additional to those faced by students

registered on a traditional MSc programme. Liaison Academic Tutor (LAT) meetings are integral to an apprenticeship programme but are a non-traditional method of facilitating individual apprentice progress (Education & Skills Funding Agency, 2020).

Aim/focus of the innovation: The aim of the workshop was to provide the delegates with a window into a Liaison Academic Tutor (LAT) meeting which is a tripartite meeting in so much as it involves the apprentice, the mentor/supervisor and the employer. The delegates observed a simulated meeting using authentic players in order to demonstrate the major difference between a standard MSc programme and the apprenticeship (Bogassian, 2019). This demonstrated the tripartite nature of the meeting and the elements of the portfolio that the apprentices need to complete in order to prepare for the End Point Assessment (EPA).

Implementation of the innovation: The intended outcome of the workshop, which used a 'Goldfish Bowl' technique (Shirazi *et al.*, 2020) was to enable delegates to gain a greater understanding of the challenges and difficulties encountered by this group of mature students as they balance the demands of study with that of full time employment in the NHS. Additionally, the delegates gained an understanding of the requirements of the apprenticeship, especially the OtJT element, and the negotiations that are necessary between all three contributors to enable the apprentices to demonstrate evidence of meeting all the standards before progressing to the EPA and completing the programme.

Methods used to assess the innovation: The educational innovation that has been implemented was a workshop that was evaluated by the use of a short Likert scale questionnaire. Each delegate was asked five questions prior to the start of the workshop to assess their baseline knowledge and understanding of the purpose and format of a Liaison Academic Tutor tripartite meeting. At the end of the workshop the same Likert scale questionnaire was used to assess their knowledge and understanding following the workshop. This enabled identification of the knowledge and understanding gained by delegates who attended the workshop.

Key findings: It was identified prior to the start of the workshop that each delegate had little knowledge or understanding of a Liaison Academic Tutor tripartite meeting. However, the Likert scale questionnaire completed by the delegates at the end of the workshop demonstrated a marked change in their knowledge and understanding of this key component of the MSc Advanced Clinical Practitioner apprenticeship programme.

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

1. The workshop provided evidence that the baseline knowledge and understanding of the Liaison Academic Tutor (LAT) tripartite meetings was limited. There was a need to provide pre-LAT meeting information to improve engagement and targeted support.
2. The workshop explored learning and teaching practices and initiatives that help to ensure equity and consistency to support this diverse group of postgraduate apprentices working in a variety of settings.
3. The workshop ensured that each apprentice was provided with the best opportunity for learning, regardless of background, financial status, geographical access to education, or childcare commitments.

References:

Bogassian, F.E, Cant, R.P, Ballard, E.L., Cooper, S.J., Levett-Jones, T.L., McKenna, L.G., Ng, L.C., & Seaton, P.C. (2019) 'Locating "gold standard" evidence for simulation as a substitute for clinical practice in prelicensure health professional education: A systematic

review.' *Journal of Clinical Nursing*, 28, 3759–3775. Available at: <https://doi.org/10.1111/jocn.14965> [Accessed 6/2/20].

Education and Skills Funding Agency 2020. Apprenticeship funding rules and guidance for employers August 2019 to July 2020. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/857046/1920_Employer_Rules_Version_2.0_FINAL.pdf [Accessed 10/2/20].

Shirazi, M., Modarres, M., Shariati, M. & Dehshiri, A.S. (2020) 'Technical Simulation Using Goldfish Bowl Method: A Medical Teaching Method for Increasing Student's Creativity.' *Iranian Medicine*, 23(1), 37-43.

Keywords: Individualisation, Targeted Support, Simulation, Apprenticeship, Inclusivity.

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

Research paper

Qualified Practice: Do they really think they are ready? Findings from a qualified exploratory study

Kim Sargeant, Keele University

Promotional abstract: As part of a Professional Doctorate in Education, a qualitative exploratory study investigated perceptions of newly qualified nurses (NQNs) from four fields of nursing. Within the first few weeks of qualified practice, prior to enculturation, participants were asked about their perceived readiness and professional identity. Their preparedness for qualified practice and their adaptation to the realities of the qualified workforce were explored. This paper discussed the findings from the research in relation to the international literature around readiness for qualified practice. It considers the implications for curriculum development and nurse retention, in the challenging global healthcare arena.

Background, including underpinning literature and, wherever possible, the international relevance of the research: There is currently an international crisis in nurse retention (Marc *et al.*, 2019); the reasons for which are multifaceted. If newly qualified nurses are to remain in the profession, they need confidence and resilience. Preparation must come through the Pre-Registration Nurse Education curriculum if new nurses are to effectively engage with the career ahead of them. A review of the literature revealed a plethora of research around the final period of the Pre-Registration programme, and the period following support from preceptorship. However, internationally, limited work has been undertaken during initial entry to the qualified workforce.

Aim(s) and/or research question(s)/research hypothesis(es): The aim of this study was to explore newly qualified nurses' perceptions of their professional identity and readiness for qualified practice. The title of the research was 'Practice Readiness: An English exploratory study describing newly qualified graduate nurses' perceptions of practice readiness and professional identity'.

The aim was to address the questions:

- From the NQN perspectives, what themes around practice readiness and developing professional identity emerge from the study?
- What are the key influencing factors for practice readiness?
- How can the emerging themes inform future undergraduate Pre-Registration Nursing curriculum and student nurses' readiness for qualified practice?

Research methodology/research design, any ethical issues, and methods of data collection and analysis: An exploratory qualitative study was undertaken using individual semi-structured interviews with 20 newly qualified nurses from four fields of nursing. Interviews were conducted during the first four months following entry to qualified practice. Ethical approval was gained from the University Ethics Committee and participants gave informed consent and were aware of their right to withdraw from the research. Data was collected via digital recording and was transcribed verbatim. All data was analysed using the Braun and Clarke (2006) six-step approach to thematic analysis both manually and using NVivo software.

Key findings and recommendations: Newly qualified nurses perceived that their role as a qualified nurse did not always align with their reasons for entering the profession, but for some, the Pre-Registration programme had prepared them for the realities of qualified practice.

They acknowledged differences between different fields of nursing but suggested that they needed greater exposure to the other fields. For most, the realities of qualified practice had come as a shock (Kramer, 1974), but they felt prepared to deal with the realities and continued to develop their professional identity. This conflicts somewhat with previous studies which suggested that the newly qualified nurses did not feel prepared to adapt to the realities of being a qualified nurse. In the main there was increasing confidence and job satisfaction. Where participants expressed job dissatisfaction and lack of confidence, it was associated with perceived lack of support from colleagues and led to participants moving jobs or looking to leave the profession.

Recommendations:

- More resilience training during the Pre-Registration programme.
- Challenging idealistic ideas during the Pre-Registration programme to encourage greater appreciation of the realities of qualified practice.
- Greater discourse between universities and clinical practice around realistic expectations of newly qualified nurses on entry to the workforce.

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

- Resilience training during the Pre-Registration programme can help to prepare student nurses for the realities of qualified practice and can be important during the early stage of their qualified career.
- Greater awareness and understanding of all fields of nursing could provide more quality holistic care for patients.
- Greater exposure to the different fields of nursing would support learning and the delivery of individualised patient care.
- Challenging idealistic ideas during the Pre-Registration programme and preparing student nurses for the realities of qualified practice may lessen frustration and job dissatisfaction with the qualified role, and reduce attrition

References:

Braun, V. & Clarke, V. (2006) 'Using thematic analysis in psychology.' *Qualitative Research in Psychology*, 3, 77-101.

Kramer, M. (1974) *Reality Shock: Why Nurses Leave Nursing*. St Louis: Mosby.

Marć, M., Bartosiewicz, A., Burzyńska, J., Chmiel, Z. & Januszewicz, P. (2019) 'A nursing shortage – a prospect of global and local policies.' *International Nursing Review*, 66(1), 9-16.

Keywords: Practice Readiness, Newly Qualified Nurse.

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

Research paper

Qualified Advanced Clinical Practitioners: Preparedness and relevance of research

Rosie McCarthy and Dr Nicola Morrell-Scott, Liverpool John Moores University

Promotional abstract: The concept of advanced practice can be charted since the 1980s. More recently, the workforce transformation programme of the NHS (NHS/HEE, 2017) has refocused the agenda leading to the development of a Multi-Professional Framework for Advanced Clinical Practice (HEE, 2017). There are four elements of advancing practice which provide the platform for this framework, Clinical, Leadership, Education and Research (HEE, 2017). Educational programmes have developed curricula to reflect the current agenda. This study will investigate the research preparedness of qualified advanced clinical practitioners.

Background, including underpinning literature and, wherever possible, the international relevance of the research: Masters-level programmes are required to equip the Advanced Clinical Practitioner (ACP) with the knowledge and skills to become autonomous, safe, competent experts in practice. The ACP programmes whilst providing students with advanced assessment and diagnostic skills, may not however, prepare them to function as researchers. If the role is to develop and ensure that practice is evidence based, it is essential that clinical leaders are well versed in research methods and possess a critical mind, a point that is made in the "Developing clinical academic careers" programme. This proposed study will investigate the research preparedness of qualified ACPs.

Aim(s) and/or research question(s)/research hypothesis(es): The aim of the study was to explore if advanced practice programmes prepare ACPs to undertake research in practice.

Research Objectives:

- To investigate if qualified Advanced Clinical Practitioners feel prepared to undertake research.
- To explore ACP's perceptions of the value of research and research activity undertaken.
- To establish if there are any challenges to undertaking research as an ACP.
- To explore what specific strategies should be used within the ACP curricula to enhance the research process, enhance learning and to influence research preparedness.

Research methodology/research design, any ethical issues, and methods of data collection and analysis: The study methodology adopts a survey design. Participants will complete a pre-validated Evidence Based Practice Questionnaire by Upton and Upton (2006), exploring barriers to research. Additionally, there are open questions that will allow the participants to elaborate on their preparedness and any barriers that may exist. A primary gatekeeper, the deputy chair of the UK Association of Advanced Practice Educators' (AAPE) forum, will provide access to the members who lead their Universities' respective advanced practice programmes and who will act as the secondary gatekeepers. The

secondary gatekeepers will disseminate the questionnaire to ACPs who completed the ACP Programme at their HEI.

Key findings and recommendations:

Time frame for research study in progress:

- Full ethical approval LJMU has been granted.
- March 2021 – July 2021 Data collection and analysis.
- August – Presentation of results.
- September – Publication.

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

- Further knowledge would be gained of the research activity by Advanced Clinical Practitioners and understanding of any potential challenges in undertaking research, which will inform practice.
- Knowledge gained would facilitate strategies to be developed and utilised within the ACP curricula to enhance the research process, enhance learning and to influence research preparedness.
- Knowledge gained would assist with employers in the first instance, and then ultimately would assist with improving patient care.

References:

NHS Health Education England (HEE) (2017) *Multi-professional framework for Advanced Clinical Practice in England*. NHS.

Upton D. & Upton P. (2006) 'Development of an evidence-based practice questionnaire for nurses.' *Journal of Advanced Nursing*, 53, 454–458.

Keywords: Advanced Clinical Practitioner, Multi-Professional Advanced Clinical Practice, Research Preparedness.

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

Poster+

Enhancing student transition and engagement in Physiotherapy and Rehabilitation and Exercise Science at Keele University

Victoria Pearsall, Keele University and Michael McCluskey, University of Liverpool

Promotional abstract: Due to high demands, Healthcare students can experience challenges balancing academic, social and personal objectives, which can have a detrimental effect on their transition and engagement in higher education. Following assessment of readiness to learn, it was highlighted that students did not feel adequately prepared for effective self-directed learning. Evaluation of a peer-mentoring programme also identified that it offered reassurance and was associated with higher assessment performance. Based on these findings, mentoring has been further embedded into the curriculum with an emphasis placed on supporting transition into higher education and utilising shared experiences to promote readiness for self-directed learning.

Main focus/theme of, or issues addressed by, the poster: Due to high demands, healthcare students can experience challenges balancing academic, social and personal objectives, which can have a detrimental effect on their transition and engagement in higher education. This project explored student experience of transition into, and performance

during, higher education. The aim was to identify challenges and barriers experienced by students and develop solutions to address this. This led to the evaluation of readiness to study on entry and the effects of peer mentoring.

Research approaches and underlying evaluation: An evaluation of student perceptions on transition and performance in higher education was conducted with year 1 Physiotherapy and Rehabilitation and Exercise Science students at Keele University during the 2018/19 academic year. It consisted of a combination of action research utilising a pre-validated readiness for self-directed study questionnaire, focus groups and reflective and collaborative workshops. The effect of a peer mentoring programme was also evaluated using an online questionnaire to gather feedback identifying benefits and drawbacks and module results were compared to the year group mean performance. Analysis included the presentation of descriptive statistics and thematic analysis of outcomes.

Implications for healthcare education: Evaluation suggested Healthcare students did not feel adequately prepared for self-directed study on entry to the programme. Key themes including the importance of peer support, the opportunity for trial and error and difficulties developing effective individual study skills. Review of a peer mentorship programme highlighted that students felt this gave reassurance and was associated with improved academic performance. Based on these findings, an enhanced mentoring programme was embedded into the curriculum. Aiming to establish a supportive academic network for students, an emphasis was placed on supporting transition into higher education and utilising shared experiences to promote readiness for self-directed learning.

References:

McCluskey, M. (2019) 'An evaluation of the effect of peer mentoring on assessment preparation and performance in students new to undergraduate physiotherapy education.' *The Journal of Academic Development and Education*, 11. Available at: <http://eprints.keele.ac.uk/6255/>.

Keywords: Transition, Healthcare Students, Higher Education, Readiness for Self-directed Learning, Peer Mentorship.