

NET2021 Conference

Live session full abstracts

Theme Session 6D

Learning, teaching and assessment strategies

6Di, 14:00 - 15:20, 2 September 2021

Research paper

Preparing future evidence-based practice champions

Dr Therese Leufer, Dublin City University and Dr Nadiah Abd. Baghdadi and Dr Wafa Ham AL Megewly, Princess Nourah Bint Abdulrahman University

Promotional abstract: This presentation will discuss an educational endeavour which set out to positively influence evidence-based practice capability levels among Saudi nurses. Evidence-based practice is an important factor in the delivery of high quality, safe patient care. It is important that nurses have the requisite knowledge to utilise EBP in their practice. An intensive EBP module was delivered to students undertaking a Masters in Nursing: Advanced Practice programme. A pre-/post-module evaluation was undertaken to determine if there was any change in the knowledge, beliefs and utilisation levels of EBP following the module. Findings suggest the module positively influenced EBP attributes.

Background, including underpinning literature and, wherever possible, the international relevance of the research: The presentation will discuss the impetus for, and formal evaluation of, an intensive Evidence-based Practice (EBP) module delivered within a Masters in Nursing programme within kingdom of Saudi Arabia. The programme was developed in response to the Kingdom of Saudi Arabia Vision 2030 (AL-Dossary, 2018) which included a need to reduce reliance on expatriate workers including nurses. A key goal of the programme was to grow a cadre of nurses who would progress towards advanced roles in practice. To help achieve this aim a dedicated intensive EBP module was incorporated into the programme.

Aim(s) and/or research question(s)/research hypothesis(es): The module set out to provide students with knowledge, skills and capability to implement and champion EBP as they moved forward into Advanced Nursing roles. A formal evaluation was undertaken which included with the following aims:

- To foster capability for EBP through specifically tailored teaching, learning and assessment strategies implemented within the academy.
- To evaluate the impact of specifically tailored teaching, learning and assessment strategies on the attitudes and beliefs, knowledge level and utilisation of evidence-based practice.
- To evaluate the Organisational Culture and Readiness for System-Wide Integration of Evidence-based Practice among Saudi nurses.

Research methodology/research design, any ethical issues, and methods of data collection and analysis: A pre-test/post-test quasi-experimental study was undertaken to measure the effectiveness of an intensive EBP module. Data gathered using an online survey included demographic questions and information about EBP knowledge, beliefs, implementation, and organisational culture and readiness for EBP. Survey tools were

administered to the same group of students both before and after completion of the module (paired sample n= 50).

Key findings and recommendations: Preliminary findings include a statistically significant improvement in attitudes and beliefs, knowledge level and implementation of EBP following module completion. The findings make a positive contribution to the existing knowledge base on how best to successfully target the integration of Evidence-based Practice among Saudi nurses to promote sustainability at the bedside going forward. Providing education and skills is an essential component to growing and supporting EBP mentors and champions for practice (Gallagher-Ford *et al.*, 2020).

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

- Preparing nurses for advance practice and their role of future BP champions includes ensuring they have the requisite knowledge and skills to use EBP.
- Determining successful educational approaches to promote EBP competence is essential to support emerging advanced practice.
- Preliminary findings suggest that a short intensive EBP module can improve attitudes, beliefs, knowledge level and utilisation of EBP.

References:

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Keywords: Evidence-based Practice, Teaching and Learning, EBP Champions, Advanced Practice.

6Dii, 14:00 - 15:20, 2 September 2021

Innovation paper

Nursing Education and Neuroeducation: Resources for understanding how students learn?

Dr Patricia Peebles, University of Bradford

Promotional abstract: Facilitating student learning is at the heart of education. Helping students understand, recall and retain information is vital to academic and professional success in the ever-evolving world of healthcare. Neuroeducation has been recognised by the Organisation for Economic Co-operation and Development (OECD) as important to 21st Century education. The relatively new discipline of Cognitive Neuroscience is working to bridge the gap between scientific research and educational practice. This session will unpack what is being discovered about neuromyths, neuroplasticity and how students learn, stimulating conversation about how this growing field can enhance Health Education.

Background, context and evidence base for the innovation: Evidence based practice is the gold standard for nursing practice and the bedrock of high quality healthcare delivery. Likewise, in Nursing Education pedagogy is best informed by an understanding of how the brain works and how students learn. Studies in intrinsic motivation and cognitive load theory can guide those who facilitate student learning. Strategies to motivate curiosity and structure

classroom experiences enhance student working memory, improve attention in class, and support student academic resilience and success. While we don't need to be neuroscientists, curiosity and knowledge about the topic may strengthen our skills and improve our ability to help our students succeed.

Aim/focus of the innovation: The aim of this presentation will be to explore the interprofessional discipline of Cognitive Neuroscience to discover what the latest research tells us about how the brain works and how students learn. There is a recognised gap between the language and world view of neuroscientists, cognitive psychologists, and the educators whom their work is meant to inform. Despite these growing pains, Nursing Educators can benefit from what is being learned. The session will be both theoretical and practical, explaining the background knowledge and exploring possible implementation in teaching.

Implementation of the innovation: The presentation will discuss the role of neuroplasticity/experience-dependent plasticity in Nursing Education and life-long learning, as well as that of curiosity in intrinsic learning. The presentation will touch on brain research and what is known about learning pathways to encode, retrieve and then process knowledge in the short term and long-term recall. The session will also discuss neuromyths and their impact on educational practices. Finally, we will consider practical ways to structure classroom learning with these concepts in mind.

Methods used to assess the innovation: This session will present information to spark conversation and debate about future possibilities for nursing research. Increasing awareness of available resources from Cognitive Neurosciences benefits Nurse Educators working to equip the 21st century nursing workforce. Pedagogy is often planted firmly in the current needs of clinical training, classroom planning, and historic ways of providing education. In order to increase our vision for the future of Nursing Education, we interrogate cutting-edge knowledge and what it means for us now. This presentation can be a catalyst for exploration, deepening understanding of how to facilitate learning.

Key findings: Understanding brain function and neuroplasticity are powerful tools to enhance education. Though integration of this information has not been widely undertaken in nursing research, and indeed, formalised integration is underway throughout multidisciplinary research. This session makes a case for the pedagogical benefits of understanding research findings from cognitive neuroscience.

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

- Exploring brain research, neuroplasticity, and neuromyths helps Nurse Educators strengthen pedagogy.
- Emboldening curiosity and intrinsic learning helps Nursing students succeed.
- Discussion will contribute to practical understanding of course planning and classroom teaching.

References:

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Keywords: Nursing Education, Pedagogy, Neuroeducation, Neuroplasticity, Innovation.

6Diii, 14:00 - 15:20, 2 September 2021

Research paper

Does identifying personality traits of new graduate nurses assist with their transition to practice?

Dr Craig Phillips, University of South Australia

Promotional abstract: The period of time when new graduate nurses complete their studies and transition to the health workforce is often one of heightened anxiety and challenge. Health services offer a range of support to new graduates, however, many graduates find difficulty in adjusting to their new role, with feelings of burn out and considerations of leaving

the profession. Using a theory of organisational socialisation to on-board new graduates, supporting personality type is a factor for successful transition. This study explores personality types and an association with transition to practice for newly qualified graduate nurses.

Background, including underpinning literature and, wherever possible, the international relevance of the research: Transition from student to health professional is often a period of heightened anxiety and challenge for nurses and can lead to them leaving the profession. This is a major concern internationally, with attrition rates as high as 20-50% (Whitehead *et al.*, 2016; Phillips *et al.*, 2017; Ekerson, 2018; Draper, 2018). Health services attempt to support new nurses through graduate nurse programs. The theory of organisational socialisation (Bauer & Erdogan, 2011) attempts to explain what factors assist successful transition (on-boarding), one of them being personality type. However, personality type has received little attention with respect to successful transition of new nurses.

Aim(s) and/or research question(s)/research hypothesis(es): The aim of the research was to determine if personality type of new graduate nurses is associated with successful transition to practice. We have previously examined other constructs of organisational socialisation theory – for example, how new nurses' behaviours (feedback seeking) and organisational efforts (formal orientations) assist transition. There are many ways of describing personality, one of the most commonly used being the Big Five Personality traits (extraversion, agreeableness, neuroticism, conscientiousness and openness). We hypothesised that based on the theory of organisational socialisation, extraversion and openness would be associated with better transition.

Research methodology/research design, any ethical issues, and methods of data collection and analysis: A cohort study of new graduate nurses (n=30) from one health service completed a Big Five personality questionnaire at three months into their graduate program. A second questionnaire on satisfaction with transition to practice was completed at the end of the one-year program, with satisfaction rated on a 1-10 scale. Data were exported into SPSS. Multiple regression analysis was conducted to evaluate the association between personality type and satisfaction with transition. Approval for the study was granted by the ethics committees of the health service and the author's university.

Key findings and recommendations: Overall, participants rated their transition highly, with all respondents scoring between 6 and 10. However, this ceiling effect made attempts to predict successful transition more difficult. Of the five personality traits, agreeableness (tendency to be compassionate and cooperative towards others rather than suspicious and antagonistic) had the most positive association with satisfactory transition to practice. Agreeableness suggests a graduate has ability to establish work relationships, demonstrate respect, kindness and sensitivity to others, and an ability to be cooperative, collaborative and appropriately manage conflict. As the only study reported to date, that explores an association between personality and transition, it has provided some insight that personality types need to be acknowledged, to support new graduate nurses in their work. Future recommendations suggest additional educational opportunities and activities to understand all personality types, so that all graduate nurses may be supported more fully during transition. For example, how to best support graduates who may be introverted (neuroticism), or extroverts (extraversion) who may lack self-awareness. A second consideration is aligning personality type of graduates with preceptors of similar disposition, so a more harmonious and empathetic relationship can be established.

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

The theory of organisational socialisation is a suitable framework to describe on-boarding of graduate nurses into their new role, so that successful transition to practice is achieved. Examining personality type to support new graduates is novel and should be continued, as transition to practice is often a very individualised experience for graduate nurses, therefore development and understanding of different personality traits may offer additional benefits to practice. Working in partnership with health services and clinicians to better support the current and future generations of nurses is paramount for workforce planning, and to address the significant issues of graduate nurse attrition.

References:

Bauer, T. & Erdogan, B. (2011) 'Organizational socialisation: the effective onboarding of new employees'. In: Zedeck, S. (Ed.), *Maintaining, Expanding, and Contracting the Organization APA Handbooks in Psychology*. vol. 3. American Psychological Association, Washington, DC, US, pp. 51–64. <http://dx.doi.org/10.1037/12171-002> (viii, 960 pp.).

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Keywords: Graduate Nurses, Personality Type, Transition, Organisational Socialisation.

6Div, 14:00 - 15:20, 2 September 2021

Issues for debate paper

Developing an educational framework for social media use in Health Education

Louise Wem and Dominic Egan, University of Bradford

Promotional abstract: Social media has evolved into a major communications medium.

The evidence base supporting social media use in Health Education tends to focus on specific professional student groups. This review aims to draw on evidence from across the multidisciplinary health sector to present an educational framework for social media use in the Healthcare Education setting.

Key concepts to be addressed: Social media (SM) has evolved into a major communications medium. The evidence base supporting SM use in Health Education tends to focus on specific professional student groups. This review aims to draw on evidence from across the international, multidisciplinary health sector to present an educational framework for SM use in the Healthcare Education setting. The influence of three key aspects of SM use for Healthcare Education were identified and explored in the literature: Support and fostering resilience, teaching and learning, and promoting positive professional behaviours.

Aim(s)/focus: The aim of this study was to enable higher education institutions (HEIs) to integrate and promote safe and effective utilisation of SM by Healthcare students and educators. Educators should actively promote positive engagement with SM to enable support and build student resilience. The intended benefits of this approach are to:

- Promote professional behaviours;
- Encourage peer support;
- Facilitate student support by academics and placement;
- Enhance the student experience through integration of SM into the curricula, as an educational tool and support network;
- Encourage critical debate and digital literacy.

Evidence base and literature informing the arguments: Students use SM for social interaction but also to gain and provide peer support, this is of particular value whilst on placement, reducing isolation and promoting professional identity. Such exchanges were shown to promote resilience in students, an issue of increasing concern for educators in health. HCP students not only experience the stress of exams and studying but also the stresses related to the clinical environment; factors which are linked to student attrition and HCP retention post qualification.

Information sharing and discussion of course content encouraged critical thinking and debate. The applications (apps) used by students varied across the studies reviewed. It should be noted that age of student, cultural differences and ages of study may have a bearing upon app choice. The principles of professional engagement with the apps should not change. Academics will need to maintain currency to ensure appropriate SM interaction continues. Healthcare Professional regulators' and health education institutions have an obligation to protect the public. Professional regulatory bodies have responded to this social phenomenon by integrating the use of SM into the regulations and standards expected of the registered HCP. The NMC, HCPC and GMC have all published supplementary guidelines on the use of SM.

Issues for debate: By reviewing and collating the evidence from across the healthcare sector it is possible to identify the essential concepts for SM use and explore the possibility of fostering student involvement in interprofessional and international learning and debate. Points for debate include:

- Facing the fear: digital literacy and the healthcare academic;
- Barriers to implementation: finances, infrastructure and workload;
- Positive versus punitive regulation of SM use.

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

- The current evidence base falls short of recommendations for future practice, when evidence from all HCPs is combined, a clearer picture for progress is evident.
- Embedding strategies, to maintain and protect mental health and wellbeing, into HCI curricula is an essential aspect of student welfare.
- Encourage the use of SM for novel education delivery and methodologies whilst promoting digital literacy amongst academics and students.

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Keywords: Social Media, Health Education, Professionalism, Resilience.

6Dv, 2 September 2021, 14:00 - 15:20

Poster+

Becoming a Star Communicator

Claire Moran, Angela Lee and Dr Anne Killeth, University of East Anglia

Promotional abstract: The "Communication Star" is a new and innovative learning and assessment tool, devised for use with University of East Anglia Occupational Therapy students, designed and delivered by Occupational Therapy lecturers. This tool was developed to aid students in the understanding and acquisition of effective communication skills, designed for use in formative assessments, on placement, and as a reflective activity across the course of the degree. This poster presentation demonstrates the tool's design and ongoing evaluation. Each point on the star represents an important aspect of communication, a visual aid demonstrating the journey towards becoming a star communicator.

Main focus/theme of, or issues addressed by, the poster: Good communication is critical to good healthcare. Online communication is the preferable medium for many students entering Healthcare degrees (Giordano & Giordano, 2011). Students often lack explicit understanding of what makes good verbal and non-verbal communication, and feedback

from clinical settings highlighted concerns about the quality of student communication skills. We developed the Communication Star to help students to gain insight into their skills, creating a method to assess communication that was clear and engaging, visual and fun. The points on the star correspond with clinical experience and inter-professional research around therapeutic alliance (Hartley *et al.*,2020; Brown *et al.*, 2020).

Research approaches and underlying evaluation: We are conducting an ongoing evaluation, involving both students and assessors who have used the tool, aiming to assess its usefulness and validity. We want to understand how helpful it is for the students, in their development, as well as rating its reliability and ease of use for assessors. The evaluation is an online anonymous survey, gathering quantitative and qualitative data about the use of the tool. Our hope is that we can use this information to inform ongoing development including any changes needed, as well as possible future use of the tool in other settings.

Implications for healthcare education: Communication skills are an essential skill in healthcare, yet we do not have a standard by which we assess this explicitly on the Occupational Therapy degree. Healthcare Education should ideally provide an opportunity for students to practice their skills and gain timely feedback in a setting that is supportive and informal, in order to prepare for the clinical setting. Using the Communication Star, we offer the students a chance to understand the necessary aspects of communication, in an accessible way. The tool is easily transferable across other healthcare disciplines.

References:

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Keywords: Communication, Self-Assessment, Reflection, Therapeutic Alliance, Healthcare Students.