Group 2 of theme sessions

Student experience

Core paper and theme paper abstracts

Wednesday 3 – Thursday 4 September 2014
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Please note:
References are as supplied by authors
USA and Australian spelling has been retained as appropriate
Papers included are those being presented at the conference at the time of going to press.
Core paper

Biographical details of core presenters

Student experience

Lisa Taylor, Occupational Therapy Lecturer, University of East Anglia, Norwich, UK

Lisa’s clinical experience and teaching is in neurological rehabilitation – her MSc dissertation evaluated the predictive ability of the FIM/FAM outcome measures on a rehabilitation unit and her PhD thesis focussed on formulating and evaluating a treatment programme for individuals with hemianopia following stroke using a mixed methods approach. She also has an interest in graduate employability for health professionals.

Career History
• Occupational Therapy Clinician in NHS – Neurological Rehabilitation 1995-2002
• Head Occupational Therapist – 2002-2004
• Associate Tutor UEA – 2008-2010
• Occupational Therapy Lecturer UEA – 2010 to present
• Employability Lead School of Rehabilitation Sciences UEA – 2012 to present

Academic Background
• MSc completed 1998
• PhD completed 2006

Publications
• Taylor and Hong (2014) – book in press: to be published Summer 2014
• Taylor et al. (2012) International Journal of Therapy and Rehabilitation
• Taylor et al. (2011) Clinical Rehabilitation
• Taylor et al. (2002) British Journal of Occupational Therapy
• Taylor et al. (2001) Disability and Rehabilitation
• Taylor (2000) British Journal of Therapy and Rehabilitation
• Patel and Taylor (1999) British Journal of Therapy and Rehabilitation
• Patel and Taylor (1999) British Journal of Optometry and Dispensing
• Taylor (1997) British Journal of Therapy and Rehabilitation.
C18

The formulation of the healthcare employability development portfolio: An evidence-based model of employability for healthcare students to use throughout their studies to maximise their employability

Lisa Taylor, Occupational Therapy Lecturer, University of East Anglia, Norwich, UK

Employability
Nationally, in the recent Wilson Report it is stated that ‘strategies should ensure the development and recording of students’ employability’ (Wilson, 2012 p2). Graduate employability has been explored with some interesting findings (Hinchliffe and Jolly, 2011) suggesting that employers are looking for more than just skill development and a tick box approach to employability. Employability is complex and being able to develop a precise and clear focus on it as a concept is difficult (Harvey, 2001). The importance of employability within the strategic direction of the department of education and employment has been highlighted (Hillage and Pollard, 1998). Yorke (2006) states that employability as a concept was developed within education and has focussed on the possession of relevant achievements and the ability of function in a job, not actually the process of acquiring a job. There needs to be a holistic approach to employability (McQuaid and Lindsay, 2005). The evaluation of the skills approach to employability is not positive, yet this approach is still used widely within policy formation (Holmes, 2001). Little research exists to underpin the alternative approaches to the skills approach to employability (Hinchliffe and Jolly, 2011), with little guidance to academic staff and students as to what components of employability should be focussed on in order to maximise employability. It is critical that education establishments and employers have the same understanding of employability (Holmes, 2001) to ensure consistency in expectations and to assist the transition from studies to employment.

Some universities have developed an employability framework to be used to categorise elements of the curriculum in relation to employability (Day, 2009). Within the healthcare arena there have been documents outlining employability profiles for allied health professions students (Kubler and Forbes, 2005a) and for nursing students (Kubler and Forbes, 2005b) but these have not been particularly user friendly and very long documents. The right attitudes, behaviours, skills and mind-set are essential for a career in healthcare, and employability means more than just getting a job within the workplace. If this type of employability mind-set can be established in healthcare students, then this will ensure that their personal employability growth and career potential is maximised. However, if there are not sufficient evidence based resources to guide academic staff and students to work towards employability, then it is likely that employability potential will not be maximised.

Research undertaken to develop the healthcare employability development portfolio
The research that was undertaken was to develop an evidence-based accessible University of East Anglia (UEA) healthcare employability development portfolio – providing healthcare students with user friendly software to facilitate their personal development towards a number of priority employability domains throughout their studies.

Methodology
A case study methodology was used to explore case questions surrounding the attributes qualities and activities that enhance allied health professions (AHPs) graduate employability, to generate knowledge in this area of study (Stake, 1995). Case study research has been established as a reliable methodology and clear guidelines have been developed to enable the researcher to appropriately conduct research (Stake, 1995).

Recruitment
Participants were allocated into three groups:
1. AHP student group included occupational therapy, physiotherapy and speech and language therapy pre-registration students from AHP,
2. The AHP faculty included AHP faculty who are involved in AHP pre-registration education,
3. Members of organisations involved with employing AHPs and organisations that may be considering employing AHP graduates made up the participants of the final group.

Group criteria
• Groups had physiotherapy, occupational therapy and speech and language therapy professions represented.
• Within the employer/potential employer group NHS and non-traditional settings (such as charities) were represented within the group.
• Different levels of experience with AHPs were represented within each group.

Data collection
Case study methodology is useful to enable data to be generated from multiple viewpoints (Tellis 1997). This project used focus groups (Krueger and Casey 2009) and questionnaire methods (Silverman 2005) implemented within during three phases as outlined below.
Phase 1 - Focus groups
The core questions that were asked in the focus group were based around employability of AHP graduates and used an interview guide. As the focus group developed the questions became more focussed on specific areas of employability in order to yield specific information around employability of AHP graduates (Krueger and Casey, 2009).

Phase 2 – Participant validation
The second stage of data collection used participant validation to confirm the initial categories generated from the focus group data.

Phase 3 - Online questionnaire survey
The final phase of data collection involved the participants completing an online Survey Monkey questionnaire to confirm the themes by consensus in the responses. The questionnaire survey also further explored the themes generated from the focus group data analysis.

Ethical considerations
Ethical approval was granted from the local ethics committee. An information sheet outlining the project was given to all participants at the beginning of the recruitment process. Written consent was completed by participants prior to the focus groups after having been given the opportunity to ask further questions on the project. Confidentiality and anonymity of data collection and analysis were maintained.

Data analysis
The triangulation of the questionnaires with the focus group data enabled a breadth of exploration of the question. Audio data was transcribed by an experienced transcriber. Subsequent data analysis of the focus groups data was undertaken by the lead researcher and an individual independent of the project experienced in qualitative data analysis. Thematic analysis was completed to develop codes categories and themes (Bogdan and Biklen, 1992), which were analysed both within each focus group and then between the focus groups.

Focus group data analysis
The initial stage of data analysis resulted in the development of main themes around what is meant by employability and what is required of students to enhance their employability for each focus group. A selection of the themes are presented below, for each focus group, with relevant transcript supporting that theme.

Student focus group
Application
‘being prepared and, you, you know, if you go to interview, obviously, do your homework where you’re going to’
Flexibility
‘you’ve got skills that are transferable to other areas as well as what you want to do because if you come out and that role isn’t there, you may need to go and get experience somewhere else under sort of a different profession or under a different role’
Pro-activeness
‘when you’re out on placement, you can seek out opportunities to involve yourself in, for example, discussions about maybe a client, or a service user, or getting involved in meetings and perhaps sort of being proactive in terms of finding opportunities’
Selling yourself
‘using our core skills that we’ve developed in different placements and be able to come across an interview with, apply or transferring those skills into that area that you’re going, need to be in and selling yourself and showing that you’re able to communicate’
Unique selling point
‘employers are looking for not just a degree but having extra things because it’s so competitive, you need extra experiences’

Staff focus group
Filling in application forms
‘if there’s lots of spelling mistakes, et cetera, et cetera, she wouldn’t even look at the forms, she said’
Flexibility
‘you haven’t had placement experience in all these areas but we can look at the job description and go, yeah, could do that,’
Selling yourself
‘something that gives you the edge over competition, perhaps, is the what, what have I got to bring that makes me more than just all like this crowd of people, qualified people?’
Changing work landscape and response to change
‘it’s a very different world our graduates are entering now’
**Employer focus group**

Transferable skills
‘well, actually,’ you know, ‘I haven’t had a placement in your area but,’ you know, ‘there’s these transferable skills that we’ve looked at and all that kind of thing,’ I think that to me is a big part of employability.

Pro-activeness
‘so many graduates that I’ve experienced seem to want a instruction book where it’s the, the really effective ones who actually said, ‘well,’ you know, ‘my line manager doesn’t know, the CEO probably doesn’t know, but, actually, I’m going to try and find a path by building it one step at a time’

Attitude
‘who’ve got that ability to get on with everybody, somebody who’s got a sunny disposition, somebody who you, you know, you think, they’re just a pleasure to be with’

Confidence
‘confidence in your own abilities because it doesn’t matter how good your training is, if you are not confident in what’re doing then it comes across and it comes across with the clients you work with and the rest of the team and in an interview it will come across’

Flexibility
‘flexible, adaptable, people who’ve got some resilience’

Changing landscape
‘to adapt into the world which we’ve been forced into, which is moving away from the very traditional settings, and broadening it out and understanding that, actually, OT can work anywhere’

Participants were invited to complete a participant validation form to confirm that the initial analysis accurately represented the discussions. The information included all of the themes that had been generated with excerpts from the discussions to evidence the development of the theme.

Feedback provided from the participant validation stage were integrated with the previous findings and final themes were developed.

A second Survey Monkey questionnaire was developed based on the final developed themes to confirm with the participants. The themes were rated and on level of importance for employability and suggestions were made for related activities that would the enhance employability of AHP graduates.

**Formulation of the UEA healthcare employability development portfolio**

A framework was developed from the themes developed so that the information generated from the research could be used to populate it. The employability themes were renamed employability domains, and were placed within 4 areas for development:

- personal development
- professional considerations
- preparation prior to the interview
- on the interview day itself.

Each area for development has activities for the student to work through, to maximise their employability within the domains. By the end of the programme the user will have had the opportunity to consider, reflect, develop and action plan for each employability domain that was identified through the research as being required to maximise employability.

The strengths of the UEA healthcare employability development portfolio are that:

- it is an evidenced based tool based on the employability requirements identified by healthcare students, healthcare teaching staff and potential employers of healthcare graduates
- it defines the priority areas of development and gives ideas of how to develop within those domains so that they are fully prepared for employment in the healthcare of tomorrow
- it is a simple, user friendly tool to encourage engagement by students throughout their studies so that employability becomes a focus throughout their studies to maximise their student experience.

**Piloting the UEA healthcare employability development portfolio**

The initial programme has been piloted by final year pre-registration healthcare students and the feedback from the students has been used to develop the final version of the UEA Healthcare Employability Development Portfolio.

**Future Plans for the UEA healthcare employability development portfolio**

The UEA healthcare employability development portfolio will be available for healthcare students and staff to use independently or within pre registration programmes to enhance student employability.

**Conclusions**

Employability is very difficult to define – but a holistic approach rather than a skills led approach has been recommended. Very little evidence exists to support the implementation of a holistic approach to employability. The UEA employability
development portfolio presented provides an evidence based tool for healthcare students and educators to use to facilitate maximising the employability of healthcare students.

References
Theme papers
An initiative learning program on student nurses’ personal death-related experience

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Introduction
The importance of life and death study in nursing education has been addressed over decades but there were only a few studies concerning the life and death study for the undergraduate nursing students. Young nursing students may unaware of the details of death and dying as it remains a taboo in the Chinese family. It is also difficult for them to conceptualize the meaning of death without concrete illustration. In this regard, the learning activities of life and death study for the higher diploma in nursing students in Queen Elizabeth Hospital had been revised. Talk on grief and bereavement followed by workshop in sharing of personal death-related experiences were added. Besides, experts of the palliative management were invited as the advisors and facilitators of workshop.

Aim
To facilitate the nursing students to rejuvenate their compassion towards those who are facing losses and death through sharing and reflections.

Objectives:
1. reflect the experience of losses in a wider perspective
2. acknowledge the importance in understanding of the experience of dying and loss in end-of-life care
3. promote an empathetic attitude to people facing death and loss.

Overview of the workshop
Four personal death-related experiences had been shared in the workshop. Owing to the limited clinical experience, they reflected on the death experience of their family members. In the sharing, nursing students used a variety methods e.g. video to express their feeling or thought. They not only expressed their gratitude and respect to their loved ones, but also reminisced about the past that they had with the deceased. Some of the students shared their caring experience of the dying family members and they relived their positive and negative reactions during their bereavement journey.

Results
Self-administered questionnaires with 10 items using 6-point likert scale (ranged from 1 = ‘strongly disagree’ to 6= ‘strongly agree’) for evaluating the satisfaction on the workshop and the narrative comments as well as take home messages were also analyzed. Total 99 2nd year students (female: 82, male: 18) participated in the workshop with the mean age of 21.7 (SD 1.5). The response rate was 100%. The mean scores of the workshop were 5 (SD 0.14) and participants agreed that the objectives of the workshop had been achieved (Mean: 5.2; SD 0.5). The highest rating item was ‘promoting their appreciation of empathetic attitude to people facing death and loss’ (Mean: 5.2; SD 0.8) and the least rating item was about the design of the program (Mean: 4.9; SD 0.8).

For the narrative comments, students (n=33) commented that they loved the sharing of the death-related experience by their classmates and their true emotional expression really touched them. On the other hand, they believed that the workshop provided an opportunity for them to reflect the meaning of life and death and it also allowed them to appreciate the preciousness of life (n=8). A few of students appreciated the supportive comments from the facilitators. On the other hand, some of them (n=9) suggested further refinement of the workshop to minimize the interruption of the sharing.

Conclusion
In this program, it is proved that the experience sharing serves as a kind of learning among young nursing students. The workshop allows the nursing students to discuss and reflect the death issue feely in a supportive environment. Empathic attitude in caring, dying people and their families was cultivated. Follow-up study and the application to the clinical area should be further explored.

References

How this contributes to knowledge development within this theme:
• nursing teachers in School of General Nursing
• subject lecturer in the subjects nursing therapeutics
• co-ordinator in end-of-life care.
Leave them to their own devices: Healthcare students’ experiences of using mobile devices for learning

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Mobile technologies have developed and advanced over recent years with a corresponding shift from e-learning to mobile learning (m-Learning) in UK universities, allied to the increasing use of social networking tools across the population (Mandula et al., 2013). Over 75% of visits to the Virtual Learning Environment (Moodle) at City University London in 2012/13 were via a mobile device (Google analytics), yet little was known about how students used mobile devices, their choice of device and the compatibility of electronic learning systems in the university with different devices.

Healthcare students studying at City University London have substantial periods working in clinical practice where they use mobile devices to access course information, university communications, assessments, learning materials and discussion forums relating to their academic programmes. In some clinical placements devices may also be used as diagnostic and/or therapy tools.

This study investigated healthcare students’ use of a range of currently available mobile devices. Students who completed the study were permitted to keep the device.

Aims
1. to investigate the efficacy of currently available devices in accessing electronic learning and assessment tools in the School of Health Sciences at City University London
2. to establish how students use mobile devices in their learning, including assessment submission
3. to establish the importance of the usefulness (utilitarian) versus hedonistic value of m-Learning.

Students’ views on their experiences were the focus of the project design. One third year undergraduate healthcare student from each of the eight healthcare programmes at City University London participated in the study in 2013/14. Over seventy students applied. All students were undertaking practice and campus-based learning during the six-month period of the study.

The evaluation of the aims was carried out using Thematic Analysis (Guest, MacQueen and Namey, 2012) following group and individual interviews with the students and analysis of students’ personal blogs kept throughout the project. A bespoke practice virtual learning environment site was set up for testing purposes. Results of the study will be reported at the conference.

The results of the project contributed to course design and its delivery with particular emphasis on improving the level of the healthcare students’ engagement with their programme, the school and the university community.

References
Google analytics for City University London (accessed on 28 February 2013).

Key words:
• student
• healthcare
• m-Learning
• devices
• technology.

How this contributes to knowledge development within this theme:
• contribution to knowledge of the efficacy of currently available devices in accessing electronic learning and assessment tools in a range of healthcare programmes at City University London
• contribution to the development of web-based tools and delivery mechanisms of education specifically in a healthcare context
• contribution to knowledge about the degree to which healthcare students have a utilitarian versus hedonistic approach to m-Learning.
Has the hub and spoke approach to placement provision enhanced the student experience?

Nicky Westwood, Senior Lecturer; Rob Preece, Senior Lecturer; Andrea Mason, Senior Lecturer; Ruth Poxon, Senior Lecturer; Gemma Thompson, Student Advisor, University of Wolverhampton; Sarah Sherwin, Practice Placement Manager, Queens Hospital and Burton Hospital NHS Foundation Trust; Donna Lewis, Practice Placement Manager, Walsall Healthcare NHS Trust; Lynne Westwood, Senior Lecturer, Learning Disability, University of Wolverhampton, UK

The principal objective of this paper is to provide an analysis of the evaluation of a hub and spoke model utilised for student nurse placements at the University of Wolverhampton. The University of Wolverhampton has a hub and spoke approach to placement launched in September 2011 which incorporated guidance from the NMC. Hub placements are year-long; the same mentor supports the student throughout this period. Spoke placements are allocated to complement the hub placement with inclusion of spokes to facilitate field experiences, the length of these vary from a few days to a few weeks.

Approved pre-registration nursing programmes are required to include 2,300 hours of practice placement (NMC, 2010). The NMC expect students to gain exposure of practice-centred care in a variety of learning environments which includes 24-hour care and alternative fields of nursing. One way of achieving this is through a hub and spoke model of practice placement. This model ensures that competent and effective practitioners are able to gain entry to the appropriate professional register and meets the requirements of the QAA (2007) relating to quality and standards within practice placements. To oversee the organisation of student placements, a placement unit has been established. Staff from this unit work closely with senior clinicians from partner organisations, who have been given a specific remit in the management of placements. An evaluation of the hub and spoke model was commissioned by the Birmingham and Black Country strategic health authority.

Methods
The overarching approach to the research was qualitative with a variety of data collection methods being utilised including, focus groups, surveys and semi-structured interviews. These were used to create an evaluative case study. Both mentors and students undertook the survey by accessing this through Survey Monkey. Focus groups are being held with mentors, students and academic staff. Semi-structured interviews were conducted with representatives from the placement unit.

Findings
Findings have highlighted that mentors and students both feel that strong professional relationships are built through the hub placements, together with the ability for students to learn new skills and consolidate their knowledge. There were vast opportunities within different aspects of nursing which enabled students to further develop their knowledge and experience. Feeling part of the team is a positive element mirrored in both mentor and student surveys. Some survey responses discussed the change of mentors, gaps being too long between returning to the hub placement, which was felt may affect the students’ confidence on return.

Spoke placements were stated to facilitate student learning through exposure to other fields, opportunity for interprofessional learning, and working with different client groups from different fields of nursing, therefore, facilitating a wide range and exposure of placements. Positive elements of enhancement of student learning and experience were drawn from the semi-structured interviews, together with the feeling that this also enhanced the patient experience. Challenges of placement allocation and capacity were raised together with the areas that work well within the model through joint partnership working.

Conclusion
The research has demonstrated the breadth of placement experience and exposure available to the students through the utilisation of the hub and spoke model for placement allocation. Feeling part of a team, increased confidence, continuous assessment and strong professional relationships were highlighted as all contributing to the development of student experience and learning.

References
Nursing and Midwifery Council (2010) Standards for Pre-registration Nurse Education. London: NMC.


Key words:
• student
• experience
• mentor
• placement
• enhancement.
How this contributes to knowledge development within this theme:

- shape and develop future placement experiences and provision for students
- further develop robust, but flexible approaches of the student placement journey
- utilise findings to further develop the hub and spoke model to enhance the student assessment, development and progression.

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T149

The lived experiences of British student nurses in the transitional spaces of their clinical placement

Jean Astley-Cooper, Principal Lecturer, Strategic Practice Lead, Coventry University, UK

The nature, design and content of pre-registration nurse education in Britain over the last 30 years has undergone radical change. There is little known about the impact of these changes within the transitional spaces of practice placements on learning and development of nurses’ identities from students’ perspectives. How nursing practice is understood and interpreted by others influences students’ practice experience, which in turn impacts on how they learn and construct their understanding of nursing and their identities as registered professionals.

This research study explored student nurses’ lived experiences within the spaces of clinical placement whilst undertaking a pre-registration adult branch nursing course. A qualitative, hermeneutical, phenomenological approach was used and, after ethical approval, the narratives of nine student nurses were collected using unstructured, individual interviews. These were transcribed and analysed using the principles of thematic analysis by van Manen (2003) and Lave and Wenger’s theory of situated learning (1991).

Drawing on the sociological concepts of Lave and Wenger (1991), the key findings from the study showed that clinical placement experience fell into three main categories: ‘successful’, ‘unsuccessful’ and ‘failing’ communities of practice. In successful placements, students practiced alongside registered nurses and undertook similar work-related activities, providing them with opportunities to observe these nurses at work. Marshall (1972) and Bandura (1977) see these as being important functions of learning. Students described these as positive learning experiences. In unsuccessful practice communities, students described how they often worked on their own or with non-nurses, leaving them feeling alienated – lonely, lacking belonging and feeling an outsider – and this impacted on their learning. In particular, students compartmentalised work and learning with students perceiving that work experiences did not provide them with the learning opportunities they required. Students described how they adopted a tactical approach to learning to enable them to be exposed to the learning opportunities they thought they required to achieve the learning outcomes. Failing communities of practice exposed and subjected the students to unprofessional values and behaviours from registered nurses, which if adopted and applied, impacted detrimentally on the care patients received.

In recent times the underpinning values and care practices of the nursing profession have been under scrutiny due to the findings of such reports such as Francis (2013). As the experience of clinical placement influences how students are socialised into the profession of nursing including their underpinning values; the construction of their identities as registered nurses; their conceptualisation of nursing; and the quality of care experienced by service users, this research concludes with providing solutions to strengthening the clinical placement component of pre-registration nurse education.

References


Key words:

- curriculum development
- phenomenological – hermeneutics
- placement quality
- student identity
- student practice experience.
How this contributes to knowledge development within this theme:

- belonging and modelling
- placement quality and organisation
- curriculum development for mentor preparation and updating and pre-registration nursing.

T150

Nurses as imposters: A strategy for overcoming fear in clinical practice

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The process toward academic achievements takes courage, risk taking, confronting the unknown to seek and reach an aspired destiny. One of the primary inhibitors to seeking a nursing career is the emotional intimidation of fear of failure. This paper will address both positive and negative connotations of fear of failure, its implications in the classroom and in nursing practice. As a motivator, fear can thrust students into action with good study habits and as a consequence, prepares them for the task at hand. As a de-motivator, fear can paralyze and undermine confidence and self-esteem. A study by Cheung and Au (2011) showed that ‘nursing students were significantly less proficient in performing newly acquired [treatment] procedures after an anxious-mood induction than after a calm-mood induction’. The study showed the detrimental impact negative feelings can produce in the clinical setting as fear undermines the students’ ability to perform.

If fears are allowed to dominate, the student nurse will struggle with feelings of inadequacy that may result in the once licensed nurse, being afraid to practice due to feelings of incompetence. Imposter Phenomenon, first examined in the 1970s, described individuals whose fears often inhibit careers and certainly cause those affected to suffer from the emotional consequences of believing that their success is merely a result of luck and they are really a phony not deserving of praise for their achievements. Living under a cloud of dread, the individual nervously anticipates being found out, exposed as a fraud (Pishva, 2010). As nurse educators, it is imperative to be cognizant of Imposter Phenomenon and how it affects student outcomes. Identifying those who struggle with the associated emotional distress and being knowledgeable of helpful interventions can save a career.

Beyond academia, the student moves into a new role as a licensed practitioner. Constructive discomfort is felt when stepping out into the unknown; the individual must take the risk of failure in order to pursue the possibility of a positive outcome. Feelings of inadequacy are expected as the student adjusts to a new role. Lingering feelings of being an imposter can exacerbate at this time. An educated nurse who is qualified and talented but who is afraid to pursue the challenging position inhibits the growth process. Opportunities are lost; the nurse becomes stagnant in a position she has outgrown. Fears bind thoughts and actions, paralyzes providence in its tracks. Regrets come as fears dominate and dreams are lost. This paper will examine measures that nurse educators can employ to help students transition from amateur to proficient student and from amateur to proficient nurse, taking into account the Imposter Phenomenon.

References

Pishva, R. (2010) Phew, I fooled ‘em this time...but I may not be so lucky next time: the imposter syndrome among graduate students. Psynopsis: Canada’s Psychology Newspaper, 32: 3, 35.

Key words:
- education
- fear
- imposter,
- transition
- modelling.

How this contributes to knowledge development within this theme:
- exploring fear in the learning environment
- discussing strategies students employ to overcome fear
- investigate transitional roles within professional education and practice.
T151

Presentations as a method of assessment: a students perspective

Carol Blackmore, Senior Lecturer, University of Central Lancashire, UK

Introduction
Presentations as an assessment method provide good opportunity for students to develop transferable skills such as communication and information technology which are rarely the focus of assessment. Nursing as a career offers a variety of developmental and professional opportunities for graduates, for example nursing research, teaching and managerial roles, also conference presentations all of which require a range of skills and abilities including presentation skills and public speaking. Assessment should support the programme aim to enhance employability (NCIHE, 1997; Knight and Yorke, 2004).

Aim of study
The aim of this study was to understand the benefits and limitations of presentations as a method of assessment from a students’ perspective.

Learning Outcomes:
1. recognise the benefits and limitations of presentations as a method of assessment from a students’ perspective
2. demonstrate an understanding of the student experience of this method of assessment.

Methods
A qualitative study under the heading of phenomenology, the lived experience of the individual. The study was undertaken on all three branches of pre-registration nursing within the University of Central Lancashire. Focus groups were utilised in this study which acquired large quantities of data which were analysed using thematic analyses.

Findings
Students experience many positive benefits with this assessment method including increased confidence in communication and presentation skills. This study highlights presentations clearly develop students’ communication skills and several examples were provided of the relevance of these skills in relation to their future nursing career. The students believed this assessment method greatly enhanced their learning as it necessitated a deep approach to learning of the subject matter in order to be able to present to others. The major disadvantage was the anxiety experienced by some students whilst undertaking a presentation. This study highlights anxiety experienced by some students not only impacted on their own performance but also on their ability to concentrate on their peers presentations. However the students were able to provide suggestions for managing their anxiety before and during presentations.

Implications for practice
Educators need to encourage students to participate in activities to help them manage their anxiety, for example, practising before the day of assessment, utilising peer support, practice workshops, improving their confidence by having a good knowledge of their subject. Educators need to have an awareness of the potential bias in this assessment method due to their interactions with the student during this assessment and ensure consistency in facilitation throughout all student presentations. This assessment method enhances the development of communication skills necessary for providing good quality patient care (DH, 2003; DH, 2000), therefore is a valuable assessment tool within the nursing curriculum.

Conclusion
This research study clearly demonstrates students’ views and experiences of presentation as a method of assessment. Presentation clearly enhances the development of transferable skills, especially communication, recognised as important for nursing registration (NMC, 2010) to enhance care delivery.

References


Nursing and Midwifery Council (2010) Standards for Pre-registration Nursing Education. London: NMC.

Key words:
• assessment
• presentations
• higher education
• students
• oral presentations
• perceptions.
How this contributes to knowledge development within this theme:
- students’ experiences of presentations as a method of assessment
- students acknowledged this assessment method promoted a deep approach to their learning
- students agreed this assessment method enhanced their confidence in public speaking and communication skills.

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**T152**

**Giving students a voice: An overview of student perceptions of their Nursing and Midwifery Programmes in Scotland 2010 – 2014**

*Jane Cantrell, Programme Director; Iain Colthart, Research and Information Officer, NHS Education for Scotland, Edinburgh, UK*

**Introduction**

NHS Education for Scotland (NES), on behalf of Scottish Government reviews, on an annual basis, the six commissioned nursing and midwifery programmes within Scotland in relation to key performance indicators, recruitment and retention and fitness for purpose.

As part of this annual process NES administers a survey to all third year nursing and midwifery students, mentors, charge nurse, team leaders and care home managers. The survey’s purpose is to gather the views of respondents on the education programmes, the educational environment in practice and students’ preparedness for their roles as registered practitioners.

**Methods**

Participants complete a questionnaire electronically and can make additional qualitative comments on issues important to them.

In terms of survey content, the student survey collects information on a range of aspects including clinical practice preparation, clinical skills facilities, support from academic staff and placement experience e.g. mentor support and feedback, access to learning resources. Similarly the mentor and charge nurse survey seeks their views on their own preparation, support, strengths and areas for development as well as their perceptions of the students’ abilities.

**Results**

The survey results are comprehensively analysed and are fed into a report for each institution which in turn feeds into the annual review meetings. In addition the results are collated into a national overview against which each institution can compare and contrast their results. These national results are available to all.

There have been a number of challenges with regard to this national survey including the timing, the process and content of feedback, and the cluttered landscape in which the student survey takes place, which includes the National Student Survey as well as institutional surveys. In addition many mentors, charge nurse and other practice staff are also heavily involved all year round with audit which makes it difficult to engage with respondents year after year.

Importantly, NES has worked hard with stakeholders to address these challenges by defining and clarifying the focus of the student component of the survey and trying to minimise unnecessary overlap in both process and content.

**Discussion**

There is recognition that this survey is different in content to other surveys that are administered within nursing and midwifery education, and that in considering the key messages over the last five years, this will allow us to build a picture of both the successes and challenges of the undergraduate nursing and midwifery programmes in Scotland.

This paper will present some of the high level national messages from the survey with regard to the students’ perceptions of their programmes and give an overview of relevant trend analysis. In addition examples will be given of how some of the challenges of this national survey have been overcome and consider the way forward for this survey.

**Key words:**
- students
- experience
- undergraduate
- pre-registration
- education.
T153

Dementia through the eyes of a child: A student’s perspective

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Introduction

The University of the West of Scotland, School of Health Nursing and Midwifery, has collaborated with South Lanarkshire Council Education Department to enhance the student learning experience through the research, development and delivery of a variety of health promotion/health education topics to children in primary and secondary schools within the South Lanarkshire area.

This established partnership has allowed the Health Promotion team to introduce the topic of dementia to school children, 9-12 years of age. This work is underpinned by the Scottish Government’s Curriculum for Excellence, Health and Well Being Programme (2004), Dementia Strategy (2010), Dementia Standards (2011) and Promoting Excellence (2012) which highlight the increasing need for public awareness and better understanding of this condition (NHS Education for Scotland and Scottish Social Services Council, 2011).

Final year BSc Adult Nursing students supported by Part 1 Adult students researched dementia and contributed to the development of an interactive teaching plan suitable for school children. Students delivered the interactive teaching session on dementia which was followed by a workshop where pupils were exposed to a simulated ‘dementia experience’.

Aim

To deliver and assess schoolchildren’s knowledge and understanding of dementia following the delivery of an awareness session and workshop to simulate the ‘dementia experience’.

Objectives

The objectives of this research were twofold:

1. Student objectives:
   - to research and deliver a dementia awareness session and interactive workshops to school children
   - to synthesise knowledge and understanding of dementia.

2. Pupil outcomes:
   - demonstrate an awareness of dementia
   - demonstrate examples of how they may support an individual who displays some of the symptoms of the condition.

Method

The research comprised of a quasi experimental design. Final year nursing students (n=5) supported by Part 1 students (n=12) and a core team of lecturers delivered a dementia awareness session and workshop to four distinct groups of pupils (n=120) in four different schools (three primary and one secondary).

The pupils were given a pre and post-intervention questionnaire, comprising of closed and open ended questions to gauge awareness of dementia.

Questionnaires were also utilised to self-evaluate the session delivery by participating students (n=17) and class teachers who supported the sessions (n=4).

Findings

Findings suggest greater knowledge and understanding in relation to dementia. In response to the statement ‘There is no cure for dementia’: pre-intervention 13% agreed with this statement, whereas post-intervention 67% agreed. In relation to the statement ‘The main symptom is memory loss’: pre-intervention 82% agreed, whereas post-intervention 93% agreed. Again, similar results were evident in relation to ‘We can help if a family member has dementia’: pre-intervention 76% agreed and post-intervention 94% agreed.
Qualitative data also emerged in relation to ‘suggest ways that you might be able to help someone with dementia’. Thematic analysis was conducted with the following themes emerging: ‘care and compassion’, ‘reminiscence’, ‘safety’, ‘care home/hospital’ and ‘future developments’.

All students found this to be a rewarding experience, which allowed them to integrate theory with practice. They valued the opportunity to develop their literature searching, research, communication, problem solving, teaching and team working skills.

Conclusion
Participating in research and health promotion activities is a useful means of integrating theory with practice, building confidence and gaining a valuable insight into the diverse roles of a nurse.

References


Key words:
- dementia
- student experience
- health education.

How this contributes to knowledge development within this theme:
- student evaluations are an integral aspect of the contemporary curriculum
- access to innovative learning experiences and participation in research can potentially enhance the student learning experience
- student nurses have an important role to play in raising dementia awareness.

T154
Evolving perceptions of caring during the first year of a nurse education longitudinal study

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Background
The value-base of nursing has a profound influence on the caring practices of nurses (Firth-Cozens and Cornwell, 2009). In the UK influential reports on standards in healthcare (Francis, 2013) have criticised the recruitment strategies adopted by universities, arguing that nurses are recruited who lack the values to develop and deliver compassionate care. However Stage 1 of a longitudinal study (Phillips et al., 2013) revealed that new students espoused caring and compassionate values on entry to the programme. This paper will report on the next stages of this study, and consider the influence of curriculum on how core values are shaped over year one of a nursing degree.

Aim/purpose
The overall aim of the study is to understand how nursing curricula shape nursing students’ personal beliefs and values about nursing by comparing how beliefs are shaped by two educational curricula. Stage 1 involved individual interviews with a cohort of adult nursing students to explore their beliefs about the core values of nursing as they commenced their pre-qualifying programme. These findings were presented in 2013. This paper will present the findings of stages 2-4 of the study.
Methods
Stage 2 involved a focus group with the same cohort immediately following their first placement in practice (n=6). The data were collected in October 2013, transcribed verbatim, and analysed thematically before reporting. Ethics approval has been granted for all stages of the study and students will have been prepared through formal written invitation including a participant information sheet and consent form. None the less on-going consent was established prior to all sets of data collection.
Stage 3 will involve a second focus group at the end of year 1 of the programme in February 2014. Stage 4 will involve individual interviews with second cohort of adult nursing students, pre-programme commencement (n=44). They will be undertaking a different nursing curriculum based on a humanising values framework (Galvin and Todres, 2013).

Findings
At the time of abstract submission, stage 2 data have been collected and analysed. Predictably exposure to clinical practice was both exciting and challenging for the students. The interview questions from stage 1 were explored in the focus group and analysis yielded four themes: feeling the culture of practice describes the need to ‘fit in’ when faced with the realities of practice; being a real nurse highlights a growing perception of how knowledge shapes nurses’ roles; developing resilience considers own and others coping mechanisms including the challenge of ‘speaking up’; finally seeing uncaring and caring nursing reflects on the extent to which caring approaches were reflected in and rewarded by practice colleagues.
It will be interesting to see how these issues develop when the stage 3 data are analysed at the end of year one and to make comparisons between the first and second cohorts in stage 4.

Conclusion
The values explored in stage 1 were still evident but challenged by the realities of clinical practice in terms of the emotional labour and responsibility of caring as a professional but also by the culture of practice and mentor perceptions of the role that nursing students are expected to fulfil.

References


Key words:
• nurse education
• professional values
• humanising care
• curriculum
• research.

How this contributes to knowledge development within this theme:
• explore how the values and beliefs of nursing students evolve during the first year of their undergraduate programme
• examine how values and beliefs around caring are challenged following exposure to clinical practice
• explore the extent to which education can help or hinder the development of ‘what it means to be human’ at distinct progression points in the pre-qualifying programme.