

# 14th Healthcare Interdisciplinary Conference: Selected Education Abstracts From The 2013 Conference, Trinity College Dublin, November 6th-7th.

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## 1. Learning From Practice: The Value Of Story In Nurse Education.

Edwards, Sharon

*Buckinghamshire New University.*

**Background:**The central contention of this research is that story as an aid to learning, is not being used to its full potential in nurse education. Two tendencies are briefly outlined; the first, a 'top-down', managerialist approach, which is theory-focused, with assessment strategies related to extrinsic criteria; and the second, a 'bottom-up' approach, focused on practice itself. This research argues that these approaches are too often treated in isolation from one another, but that for nurse education to be effective, professional practice must unite the two, and that story is an imaginative and stimulating method by which this can be achieved.

**Aims of the study:** 1. The emphasis is on the 'humanness' of stories and the varied and diverse roles they could play in the development of nurse education. 2. The unique contribution that story can make to nurse education is placed in the context of two major theories of learning.

**Methodology:** Ethics approval was obtained prior to the study and the collection of data. The research methodology adopted is narrative, and data were provided by student nurses' written stories and their perceived learning from it, and notes taken during focus groups. In all, 55 students' written stories and learning accounts were collected, and then analysed using a three stage approach.

**Findings:** Therefore, whilst accepting that direct learning from story is difficult to demonstrate, the evidence presented in this research illustrates the different ways in which stories can be an aid to student learning from practice, particularly by encouraging students to differentiate and structure clinical experiences that might otherwise remain undifferentiated and unstructured, and acknowledge and identify the tacit nature of their learning in practice and develop strategies for making it explicit.

**Conclusions and implications:**The evidence presented in this research supports the contention that inclusion in the curriculum of students' stories of clinical practice can contribute towards the transformation of nurse education.

## 2. A Pilot Study Of Factors Influencing Student Response Rates To Online Course Surveys.

Huntley-Moore, Sylvia and Murray, Amy.

*Trinity College Dublin.*

**Background:** Student surveys have long been integral to evaluation of teaching and courses in higher education. Hard copy questionnaires are increasingly superseded by online versions. In one Irish university, declining student response rates have been noted since the introduction of online surveys in 2011. This trend is consistent with international evidence that students are less likely to respond to online surveys. Research into reasons for this has been limited and results unclear.

**Aim:** To investigate factors that may influence students' decisions to respond to online course surveys to identify ways of increasing response rates.

**Objectives:** To identify demographic features of students who do and do not respond to online course surveys;

To explore student attitudes to online course surveys;

To assess what can be learned from student engagement in the evaluation process. **Method:** A quantitative descriptive cross-sectional survey design was employed. A self report anonymous questionnaire was designed and hard copies administered during class to a purposive convenience sample of third year undergraduate nursing students (n=39). Data was entered manually into SurveyMonkey. A report was produced describing the study variables and identifying correlations.

**Ethical approval:** Granted prior to study commencing.

**Findings:** 52% frequently respond to online course surveys for various reasons e.g. to provide constructive feedback or indicate extent of satisfaction with the course, whereas students who rarely respond, do so only when dissatisfied with a course. They also expressed far less confidence that their feedback would be reviewed by lecturers and acted upon. Relevance of questions and survey design were of high importance. Respondent anonymity and confidentiality were of less importance. Respondents aged 25+ want to know how lecturers use their feedback. Respondents

aged < 25 years more concerned with timing of surveys.

**Conclusions:** Findings from this pilot provide a useful starting point for identification of factors influencing student response rates to online surveys. Sample size and method mean that care should be taken in generalising findings however plans are in place to administer the questionnaire in other academic departments as well as conducting a follow-up focus group with nursing students.

### 3. Being Emotionally Intelligent: An Ontological Approach To Nurse Education.

Ian Llewellyn-Nash

*Birmingham City University.*

**Background:** This research explores the essence of emotional intelligence (EI) in the experiences of a group of student nurses in the United Kingdom. The nursing literature suggests that emotional intelligence has a role to play in nurse education. This study seeks to understand the lived experience of emotional intelligence in the neophyte nurse with a view to gaining understanding as to what it means to be emotionally intelligent within that context. This research considers the important area of nurse education and practice learning of neophyte nurses within a Higher Education Institute in the United Kingdom. It has been recognized that the caring practice of nurses cannot be separated from their affective state. **Aim and objectives of the study:** The primary research question of this study is: What is the lived experience of emotionally intelligent neophyte nurses? Secondary questions were:

What was the EI score for each informant upon entry into the study based on the MSCEIT V2.0? To what extent were they aware of affective learning contexts? How did their nurse education shape their affective learning?

**Method:** A hermeneutic phenomenological approach informed by Heidegger and van Manen. Nine informants were included in the study for which ethical approval was obtained at inception.

**Findings:** Emergent findings extracted from the data revealed a number of themes that framed an ontological approach to student nurse education: 'Authenticity of Being – Occupying two worlds', 'Being fully present', 'The Nemesis of the Kinsfolk Legacy', 'Apprehending the Affective Learning Space'.

**Conclusions and Implications:** The chosen methodology of this study limits conclusions to suggestions for further study and application. However, the notion of resonance with the theme areas may provoke fruitful discussion and further exploration of the experience of emotionally intelligent education. On this basis, research inquiry into the nurse educator's EI would be valid and the development of an EI curriculum that places an ontological focus on nurse education as a complement to one that is competency based.

#### 4. Use Of Problem Based Scenarios To Prepare Nursing Students To Address Quality Improvement In Health Care Unit: North West University Experience.

Rakhudu, Mahlasela Annah

*North West University.*

**Introduction:** Preparation for quality health care must begin in the basic education and should be integrated in the clinical education to be more meaningful.

**Aim:** The aim of this paper is to report the views of the students and assessors on use of PBL scenario to address quality improvement in health care unit and collaborative assessment.

**The objectives of the study included:** to explore and describe the views of nursing students and assessors regarding the use of PBL scenario in addressing quality improvement in the health care unit; to explore and describe views of nursing students and assessors regarding collaboration in assessing clinical PBL project.

**Method:** Problem based scenario was used to address quality improvement at unit level for the level 4 nursing students and followed collaborative assessment after placement in the clinical services for four weeks preparing for quality inspection. On completion of students' assessments, both the students and assessment team were interviewed using individual and focus group discussions to obtain their views regarding use of PBL scenarios and collaborative assessment in clinical assessment learning. Purposive sampling was used to recruit the participants. Three (n=3) focus groups on fourth year nursing students, n=10 preceptors, n=8 nurse educators and n= 8 operational managers from the Provincial Hospital where students are placed for clinical learning were interviewed. Ethical clearance was obtained from NWU ethics committee (Ethics No. NWU-00033-11-A9) and permission to conduct the study was obtained from North West Provincial Health Department.

**Findings:** Both students and assessors reported positive outcomes on PBL scenarios and collaborative assessment of clinical learning. Themes that emerged from the interviews included: empowerment from PBL clinical project; preparedness to address quality improvement in clinical setting; contribution to the unit readiness for quality improvement; and strengthening of inter-institutional and interdisciplinary collaborations.

**Conclusions:** PBL scenarios are very effective in closing the theoretical and clinical learning gaps and collaboration in assessment of students benefit students, clinical staff and nurse educators.

## 5. From OSCE TO OSLER- A Pilot Study To Evaluate The OSLER As A Potential Replacement From An OCSE In A Year 2 Nursing Programme.

Traynor, Marian

*Queen's University Belfast.*

**Background:** The Objective Structured Long Case Examination Record (OSLER), involves the use of case scenarios and is designed to test the student's ability to assess, plan and implement aspects of care for individuals with a range of needs and to assess the student's overall (holistic) approach to the patient. The OSLER is primarily used in medical education. The Objective Structured Clinical Examination (OSCE) whilst similar in structure is mainly concerned with clinical skills and does not always allow for a holistic approach.

**Aim and Objectives:** To compare an Objective Structured Long Case Examination Record (OSLER) with the more traditional Objective Structured Clinical Examination (OSCE).

**Methods:** This was a pilot study to compare the more traditional OSCE with an OSLER as a method of assessing clinical skills and competence in undergraduate nursing. The study has School research Ethics approval. **Design:** A convenience sample of third year nursing students (n=230) within one UK Higher Education Institution (HEI) were the research group. There were places for 30 students and 21 volunteered to participate. **Findings:** Students were positive about the use of an OSCE and or OSLER as a method to assess clinical skills. The more traditional OSCE was the preference for first year assessment with the OSLER being the method of choice for second year assessment as it was deemed to be suited to the assessment of the more holistic nursing skills.

**Conclusions:** The introduction of an OSLER as well as the more traditional OSCE to supplement the assessment of clinical competence should be given consideration by those HEI's delivering nurse education as well as those responsible for the quality assurance of undergraduate education within the NMC.