

Introduction



CHALLENGE

Background

- The purpose of this paper is to report on students' experience of teaching and assessment in pre-registration nursing practice; particularly the operational processes in achieving learning competencies

Where We Were

Curriculum	Practice learning and teaching strategy	Role of the mentor
Apprenticeship model	Students were essential members of the ward team	Mentor was described as a trusted adviser
Project 2000 programme	Focus on theory as nurse training moved to higher education institutions (HEIs)	The concept of the mentor was introduced and although the roles of mentor and assessor were intended to be separate many mentors assessed student performance
<i>Making a Difference</i>	Programmes continued in HEI but the emphasis was on the need to ensure that the student was fit for practice and competent to practice	Competencies were introduced alongside principles which were mapped to learning objectives

Where We Are



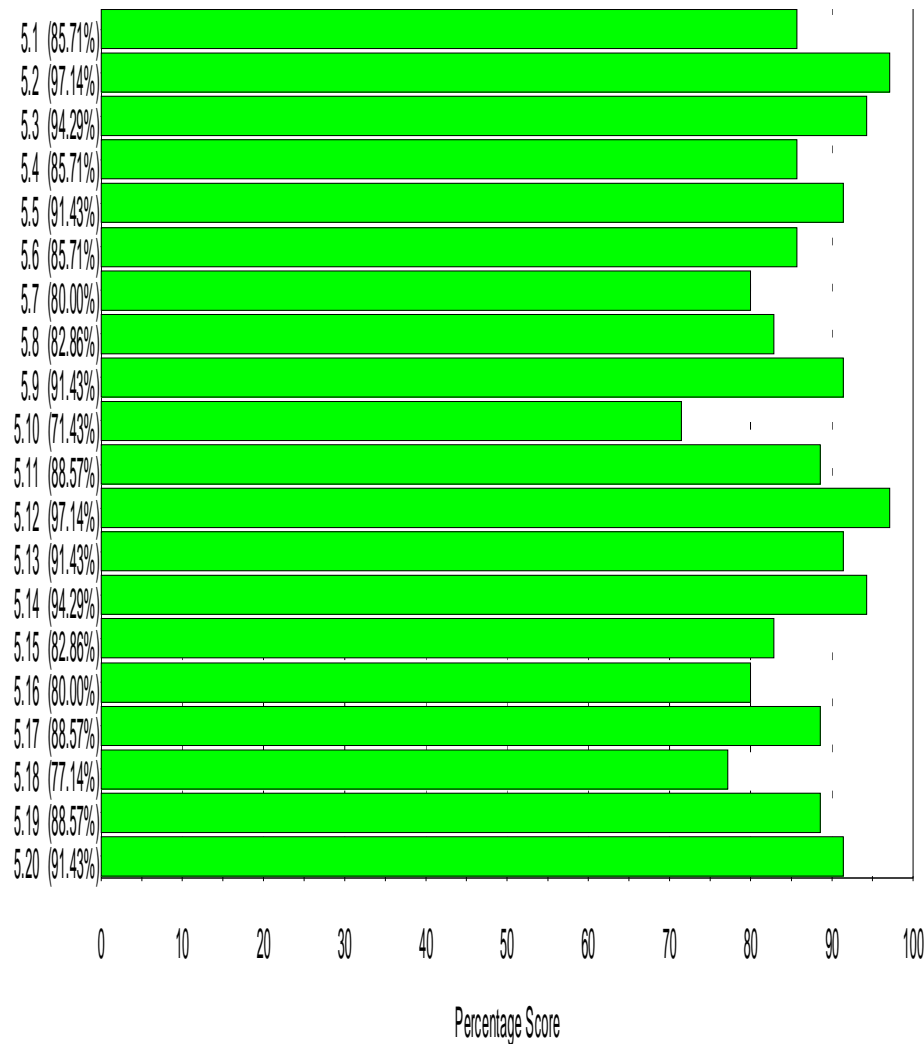
Where We Want To Be



Flat data in a round world



Student Responses of Evaluation of Practice



- Teaching and learning are seen as important
- Staff are willing to teach
- Students are encouraged to ask questions
- Learning needs are recognised and help is given with the learning outcomes/action plans.
- Helpful orientation is provided for the students at the start of the placement/within the first 24 hours.
- Students are introduced to their mentor/registrant within the first 24 hours of being on the placement.
- Students work with their mentor/registrant at least two shifts per week.
- Assessment interviews are conducted at the appropriate times i.e., initial, intermediate and final.
- Students remain supernumerary.
- Students are given regular feedback on progress.
- All qualified staff are engaged in care delivery/service.
- Students are actively encouraged to observe/undertake new activities commensurate with their stage in training.
- Students are encouraged (under supervision) to contribute to individual care plans.
- There are up-to-date learning resources (books, journals, articles, IT) available for student use.
- Students have opportunities to work with members of the multidisciplinary team.
- Students are given the opportunity to follow care via a variety of pathways.
- Evidence based care is practised.
- All student's learning experiences with other members of the placement team are guided by their mentor.
- Students are made to feel welcome and part of the team.
- Good communications exist to facilitate the delivery of care.

Methodology

- Review of the literature
- Ovid Online, IngentaConnect and SwetsWise, AMED, Medline, PsychInfo and Cinahl were utilised
- Search terms separated or linked assessment, pre-registration nursing & practice. Pilot with pre-registration 2nd year student nurses study (n=15)
- Key policy documentation
- Mixed methods analysing quantified data from survey results of student evaluations in practice (n=00). A cross-sample of the student evaluations was taken from years one to three across different NHS hospital, primary care and community Trusts who had evaluated their time on placement
- 4 Focus groups (n=54)
- Thematic analysis (Boyatzis 1998) of focus group data

Table A represents the different student cohorts represented in the study

Programme	Number of students
BSc (Hons) Nursing	15 (27%)
Diploma in Nursing	39 (72%)
Year one	12 (22%)
Year two	29 (54%)
Year three	13 (24%)
Total	54 (100%)

Focus Group Questions

- How would you respond to the quote “nurses are too clever to care”?
- When in practice, how consistent is praise, feedback and positive reinforcement?
- What is rarer, fault finding or praise? Can you give an example?
- Are practice inaccuracies on your part pointed out at the end of placement or are you given opportunities to learn from mistakes? Please comment.
- Can you describe the environment where feedback is given?
- How do you as a student support the blend of theory and practice?
- Is the 50/50 split between theory and practice the right mix?
- What do you consider are better -longer placements or the support and experiences gained?
- What do you think competency in nursing means?
- Do mentors understand competencies in pre-reg nursing?



"WE'VE DONE IT IGOR! WE'VE INVENTED A ONE MAN FOCUS GROUP!"

Findings

- Thematic content questions 1:
- How would you respond to the quote “nurses are too clever to care”?
- Please comment:
 - *I wish, no one is too clever to care, it is a natural thing to care for one another (student C2)*
 - *No, no matter how clever you are, you should always try and care for someone or something (student D2)*
 - *No! caring is the most important part of nursing (student F2)*
 - *You don't need to be clever to care (student J2)*



CARE

Findings Cont'd

- **Question 9** - what do you think competency in nursing means?
- Thematic content questions 9 & 10:
- *To be confident in your field of practice (student G2)*
- *Being able to carry out a task with confidence (student J2)*
- *Being capable of feeling capable to complete a task (student K2)*
- *Being confident in your role as a nurse (student L2)*
- *Being confident in your role as a nurse (student M2)*
- *Feeling sure of what you are doing (student N2)*



Findings Cont'd

- Do mentors understand competencies in pre-reg nursing? questions 10:
- *Some might ... the majority don't due to lack so understanding maybe or lack of education on the subject? (student A 2nd year)*
- *No (student B2)*
- *Some do, others just sign the box. Some staff even ask you what to write or copy past mentors comments (student C2)*



COMPETENCIES

What are competencies

?



Interpretations and Expectations

Traditional

- Imagination
- Concept
- Reflection
- Creative

New Nursing

Inter-professional
Theory
Practice
Leadership

NHS Limitations (2009)

Migration
Collaboration
Direction
Economics

Conclusion

- A Competent Carer



References

- Boyatzis, R. (1998). *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, CA: Sage.

Interpretations and Expectations

Traditional

- Tasks
- Altruism
- Vocational
- Instrumental

New Nursing

- Holistic
- Knowledgeable
- Individualised
- Health Oriented

NHS Limitations (1994)

- Utilitarian
- Efficiency
- Economy
- Medical Orientation