

## 29th International Networking for Healthcare Education Conference

Churchill College, Cambridge  
4-6 September 2018

Themed session abstracts

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Strands 2A-2I: 4 September 2018, 15.30-17.30

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**Strand 2A: Developing the future  
healthcare education workforce**  
15.30-17.30, 4 September 2018  
Bevin Room

### **Is residential care provision falling down? The need for interprofessional capacity building between Nursing and Paramedic practice**

Catherine Hayes, Yitka Graham, and  
Jonathan Ling, University of Sunderland;  
Jeanette Scott Thomas, South Tyneside  
CCG

*Research paper, Bevin Room*

This presentation reports on recent research investigating the responses of nursing staff to falls in residential care settings. These research outcomes have important implications for nurse education and the corresponding strategic planning of emergency ambulance services. Our study highlights the potential fiscal impact on emergency ambulance services in instances where it is commonplace for contacting emergency services to be the first line response to a patient falling to the floor regardless of whether an injury has occurred. Whilst generic frameworks are available, further consideration of the whether falls policies are suited for purpose is urgently required.

### **The development of an innovative web based employability hub for health sciences students and professionals**

Lisa Taylor, University of East Anglia,  
Norwich

*Innovation paper, Bevin Room*

This presentation will present the development of an innovative web based employability hub for health sciences students and professionals. Employability and continuing professional development are both key components of a health sciences student's and subsequent professional journey (Taylor, 2016). Employability attributes, professional values and statutory requirements for professional registration/revalidation are essential (Whitehead and Brown, 2017) and can be evidenced within the proposed employability hub. The market testing undertaken with the key stakeholders will be presented. Although the initial development of the employability hub has been focussed within the United Kingdom, the universal relevance of the employability hub will be explored.

### **Educating public health champions**

Tristi Brownnett, Adele Phillips and Athene  
Lane- Martin, Canterbury Christ Church  
University

*Innovation paper, Bevin Room*

This paper describes an innovative

university course, designed in partnership with a county council that sought to contribute to public health workforce development. Participants acquired knowledge and developed competences outlined in the Public Health Knowledge and Skills Framework. Students were facilitated to become champions of public health in their own workplaces and communities. Evaluation of three cohorts found perceived public health-related cognitive, affective and conative learning along with the development and acquisition of public health competences. Some participants believed they could be/or had become transformative leaders, utilising their social networks and communication skills to influence and improve the public's health.

### **Novel methods for teaching biological incident response at De Montfort University**

Antonio Peña-Fernández, De Montfort University

*Innovation paper, Bevin Room*

Human health professionals were critical responders to the unprecedented 2014-16 Ebola crisis in West Africa, highlighting the relevance of biological incident response training. A group of academics at De Montfort University and EU first responders have designed basic training for undergraduate human health science students to respond to these events. We also developed basic competences specifically designed for these students that encompass those identified by the European Commission to tackle CBRN events. The novel training developed is effective in facilitating the acquisition of the developed competences by health science students and the necessary skills to respond to minor biological events.

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### **Strand 2B: Educational enhancement**

15.30-17.30, 4 September 2018

Club Room

#### **Critical thinking: A perpetual paradox**

Angela Stewart, Waikato Institute of Technology

*Research paper, Club Room*

Critical thinking is considered essential for nurses to determine what knowledge to use, what care to provide, and the best way to deliver this care. Yet, what the term means is not clearly articulated. Critical thinking is predominantly a cognitive problem solving approach and nurses are discursively positioned to comply with rules and regulations to guide their thinking and practice. However, critical thinking also necessitates a philosophical position. This is shown to be challenging, and compromising. Recommendations include formal education about critical thinking, professional supervision, and increasing support for nurse educators, nurses in practice, and students of nursing.

#### **An overview and evaluation of the 'Stand Up and Be Heard' workshops for student fear of public speaking**

Rob Grieve, University of the West of England

*Innovation paper, Club Room*

This paper will present the background, outline and evaluation of an educational innovation on the conference theme of educational enhancement. The "Stand Up and Be Heard" workshops for student fear of public speaking developed from a single workshop in 2015 for physiotherapy students, to a university wide student support resource across three campuses at the University of the West of England. The three-hour public speaking workshops, won the Vice Chancellors staff excellence award