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Interprofessional Collaboration: Developing Students Safeguarding Skills.

Llewellyn Morgan,

Senior Lecturer in Children's Nursing.



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What does the evidence say?

- **Safeguarding has significant complexity – challenging & difficult to interpret** (see: Akister, 2011; Munro, 2011; and others).
- **Lack of preparation at an undergraduate level through potential lack of exposure** (see: Rowse, 2009; Pabiś *et al.*, 2010; Morgan & Spargo, 2017; and others).
- **Experiences can have lasting impact, but also help develop competence** (see: Rowse, 2009; Buckley *et al.*, 2011; Tarr *et al.*, 2013; and others).



What does the evidence say?

- **Interprofessional & multidisciplinary education is needed at an undergraduate level** (see: Rowse, 2009; Munro, 2011; Morgan & Spargo, 2017; and others).
- **Education needs to utilise authentic learning experiences** (see: Logan, Quiñones & Sunderland, 2015; Houston & Thompson, 2017; Wood & Perlman, 2017; and others).



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How did we decide?

- **Examined findings of earlier research – recommendation to have skills development programme in undergraduate education.**
- **Explored what was undertaken in post-graduate courses to help develop knowledge & practitioner skills.**
- **Identified simulation of events re: child protection activities could be useful – ultimately utilised in learning event.**
- **Utilised procedural guidance & professional experience.**



Considerations:

- **Ethical approvals sought and obtained from relevant University ethics committee.**
- **Proposal and plan for ongoing research co-produced with Associate Professor in Social Work.**
- **Planning and development of learning event co-produced with service users and expert practitioners (July 2018 – January 2019).**



Cohort:

- Final year BSc Children's Nursing Students (n=20).
- Final year BSc Social Work Students (n=20).

Rationale:

- Balance to groups.
- Experience (potential) in practice placements & involvement in safeguarding activities.
- Differing perspectives based on fields of study.
- Mixed groups of students.



Method?

- **Family vignette developed demonstrating complexity and realism, introduced to student groups earlier in academic year.**
- **Scenario developed: escalation of concerns with introduced family:**
 - **Child disclosure of concerns,**
 - **Parental mental health concerns,**
 - **Substance misuse,**
 - **Domestic abuse.**



- **Learning event based on All Wales Child Protection Procedures (2008):**
 - **Simulated Strategy Discussion,**
 - **Simulated Initial Child Protection Case Conference.**

Rationale: Likely procedures both groups of students would encounter in practice setting.



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- **Professionals as actors and interaction between students participating in activities and roles.**
- **Initial learning event implemented Feb 2019.**
- **Learning event evaluations using “Stop, Start, Continue” (Hoon, Oliver, Szpakowska & Newton, 2015).**



Student Feedback Examples:

“I really enjoyed the mock strategy meetings! Having speakers from different professional backgrounds helped me to understand what goes on in reality” (Nursing Student).

“I thought the mock meetings were very good, allowed you to learn what would happen in a situation. The inclusion of social workers was really useful” (Nursing Student).

“The group work was really good, getting nursing and social work students to work together to share knowledge & skills” (Social Work Student).



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***“Learning about the processes involved and working with health students allowed me to consider additional viewpoints & risks”
(Social Work Student).***

“I enjoyed the group discussions and engagement with other professionals. The live conference was interesting, helpful and useful for all students from health and social care – really good to link theory to practice” (Social Work Student).



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Challenges (Post-event evaluation & debrief):

- 1. Logistics of running event.**
- 2. Student expectations in relation to content of day.**
- 3. Engagement in some of the presenting activities.**
- 4. Some students felt their skills were 'side-lined' at points given focus of some elements of the learning event.**
- 5. Mismatch of knowledge / experience between student groups.**
- 6. Professional led rather than student experience led.**

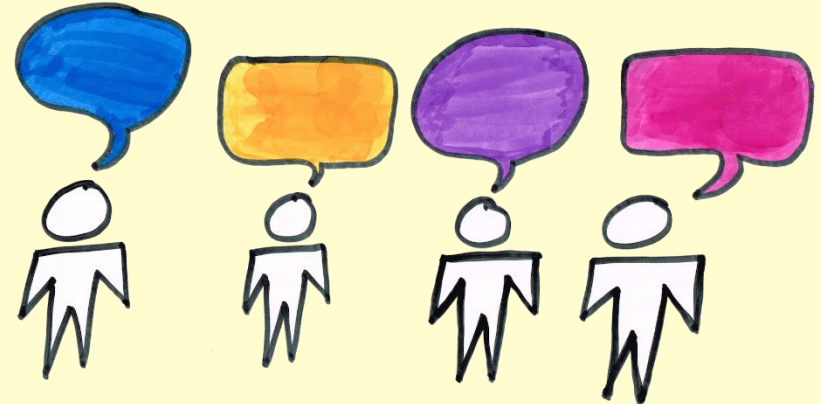


Next Steps?



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Response: 68% (n=27).
? Delayed release effect.



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- **Four student focus groups.**
- **Questions based on survey responses.**
- **No student attended.**



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Going forward:

- **Further evaluation / rethink on project.**
- **Additional focus groups with other student cohorts to review what they would like to see included in future learning events.**
- **Expanding activities to include other nursing fields (pre & post-registration students).**
- **International collaboration with partner institutes to allow for wider analysis.**



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Contact details:

Email: l.d.morgan@swansea.ac.uk

Twitter: @LlewellynMorga2



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