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# Interprofessional Collaboration: Developing Students Safeguarding Skills.

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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).



# 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.**



- **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).*



***“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).***



# 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.**

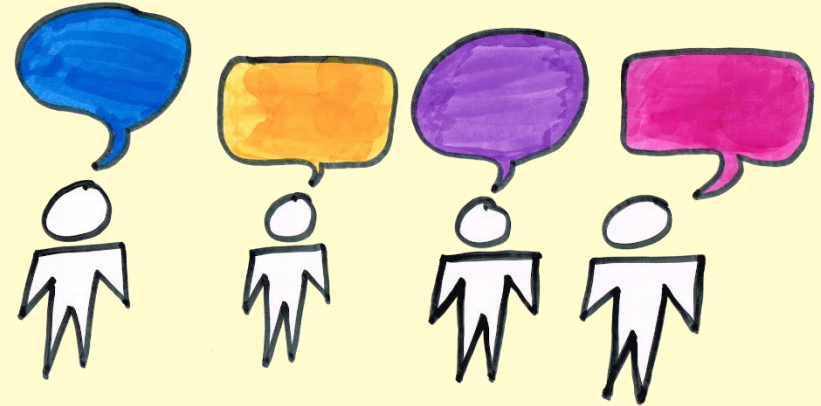


# Next Steps?



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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.**



# 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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