

# STUDENT CONTACT WITH STUDENTS AND STAFF FROM OTHER PROFESSIONAL ROLES DURING PRACTICE PLACEMENTS (NAEP Conference 12 October 2023)

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**Context** - Stage 1 in a Multi-Methods EdD Research Project (Ethics Ref EDNEWP14)

A Survey circulated to final year Health, Social Care and Education pre-registration students in one Faculty in South-East England -Spring/Summer 2019.

**Aim** - To identify the extent, and potential opportunities for contact with students and staff from other professions during placements

**Design** - In order to aid Social Network Analysis (Carolan 2014; Kadushin 2012) , final year students were given an extensive list of potential work roles to indicate the level of contact (or lack of contact) with students and staff from other professions across their placement experiences.

Students also answered questions about their opportunities on placement for learning 'with, from and about' (CAIPE 2002), students and staff in other work roles including activities; PE support; feedback and assessment.

CAIPE (2002) About CAIPE. Available at: <https://www.caipe.org/about>

Carolan, B. (2014) *Social Network Analysis and Education: Theory, Methods & Applications* Sage Online Available at: <https://methods.sagepub.com/book/social-network-analysis-and-education>

Kadushin, C. (2012) *Understanding Social Networks; Theories, Concepts, and Findings* Oxford: Oxford University Press



Professional group		Professional group	
Midwifery	9	Physiotherapy	6
Nursing (Adult)	10	Diagnostic Radiography	2
Nursing (Child)	2	Therapeutic Radiography	2
Nursing (Learning Disability)	2	Social Work	7
Nursing (Mental Health)	4	Teaching (Primary)	1
Paramedic	2	Teaching (Secondary)	1
Total			48

## SURVEY RESPONSES - & Social Network Analysis Sociograms

In general students were aware of students from other professions and some had contact with other students - see sociogram of the 6 physiotherapy students' contact

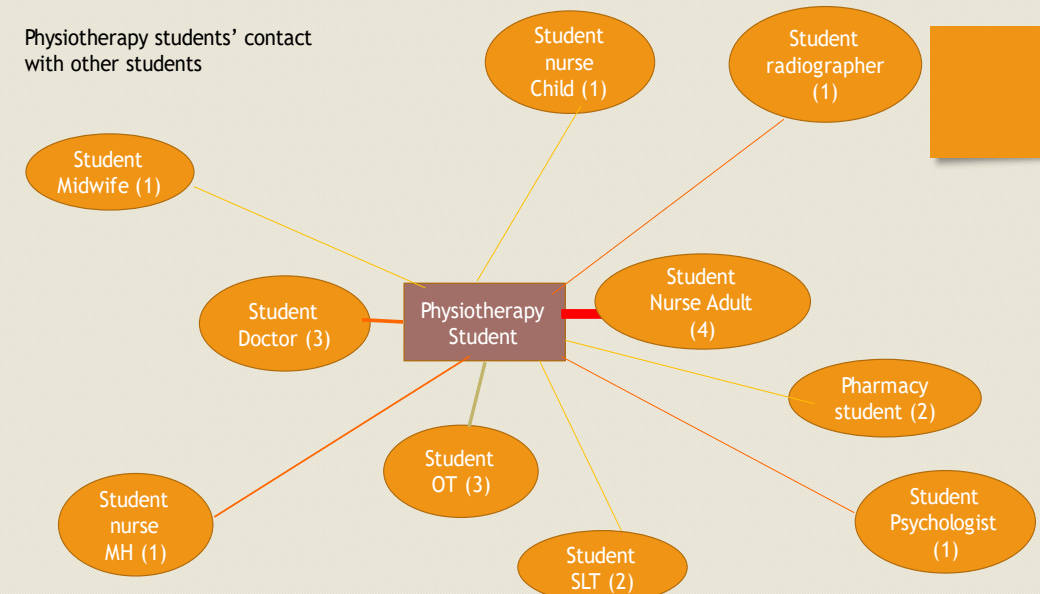
All students reported some contact with people in other work roles - most frequently with doctors, healthcare assistants and receptionists - not always groups focused on for IPL  
 Paramedic students reported having no contact with 24 professions and were the only group who reported no contact with managers

Teaching students had the least contact with other professions but had significant contact with teaching assistants, administrators, management and receptionists.

### Use of Sociograms

- Too complex to map all professions on one sociogram
- Focus was on individual professions and distinguishing different aspects of contact - widest interpretation of the data - what is possible rather than average experience
- Useful visualisation of the data to share at Stage 2 with academic staff - less mathematical than SNA is usually perceived

Physiotherapy students' contact with other students



# Learning 'with, from and about'

## With

- Half (n=24) reported learning **with** a student from another profession
- Most (n=42) had opportunities to learn **with** staff in other work roles

## From

- Just over half (n=26) had the opportunity to learn **from** another profession's student
- Most (n=43) had learned **from** staff in other work roles

## About

- Most students (n=34) had the chance to pass on knowledge about their profession to other students
- Many (n=34) had the opportunity to tell staff about their role

This is positive in terms of the Interprofessional Practice Learning environment for most students BUT some students are either not getting, or not recognising these opportunities

Students took part in a range of activities interacting with others - observations (n=46); team meetings (n=45); conversations about work (n=44); work in same space (n=42); observing communication (n=42); read/write case notes (n=41); handovers (n=39); case conferences (n=37); telephone conversations (n=37); joint working (n=36); non-work conversations (n=35); ward rounds (n=35); Email (n=23)

# Facilitation of Learning by Practice Educators



- Many (n=36) had opportunities to interact with people in other work roles organised for them by people supervising their learning.
- Even more (n=39) were encouraged to contact and interact with people in other work roles.
- This emphasises the rich learning environment that the majority of students experienced.

This was not consistent, however,

- 5 students reported they did not have opportunities with others organised for them and 7 felt that they were not encouraged to contact people in other work roles (this included 4 midwifery students and both paramedic students).
- Most students felt they had been well (n=18) or quite well (n=23) prepared for collaborative working as a qualified professional – however 4 did not feel well-prepared, 1 felt not at all prepared and 1 did not expect to do any collaborative working.

# Thematic Analysis (Braun & Clarke 2022) of Open Question - What could be improved?

## University Facilitation

- More (and earlier) opportunities to learn roles & responsibilities
- Harnessing role plays and simulations
- Addressing logistical factors to connect students on placement

## Placement Facilitation

- PE role is key in enabling students to access learning
- Attitude of PE affects how team (and others) see the student
- More could be done to connect students together and raise awareness of inter-professional practice learning across professions
- Learning is enhanced by opportunities for preparation and reflection

## Student Responsibility

- need to be proactive in engaging with tasks to enhance learning - including observing and doing the tasks of their own profession and understanding the roles of others they encounter
- Students may need help in accessing learning opportunities