

Social Networking and Nursing Induction: Five Year Summary

David Robson
Induction Tutor and Mental Health Senior Lecturer
University of Worcester

Nursing Induction at the University of Worcester

- Induction is the period following recruitment, when the student has accepted a place via UCAS up until week 6 of the Academic Nursing Program.
- The Induction Tutor is responsible for a range of academic, student life, course and pastoral activities and events.
- The registry service look after all UCAS and legal documentation for the 60 – 165 Students.
- Nursing is a heavily regulated course and the application process can continue for up to 8 weeks after course commencement. DBS and Occupational Health Clearance can continue up until the day before placement 1.

Early Days and 'Why Facebook'



Sep 11 Facebook
Trialed

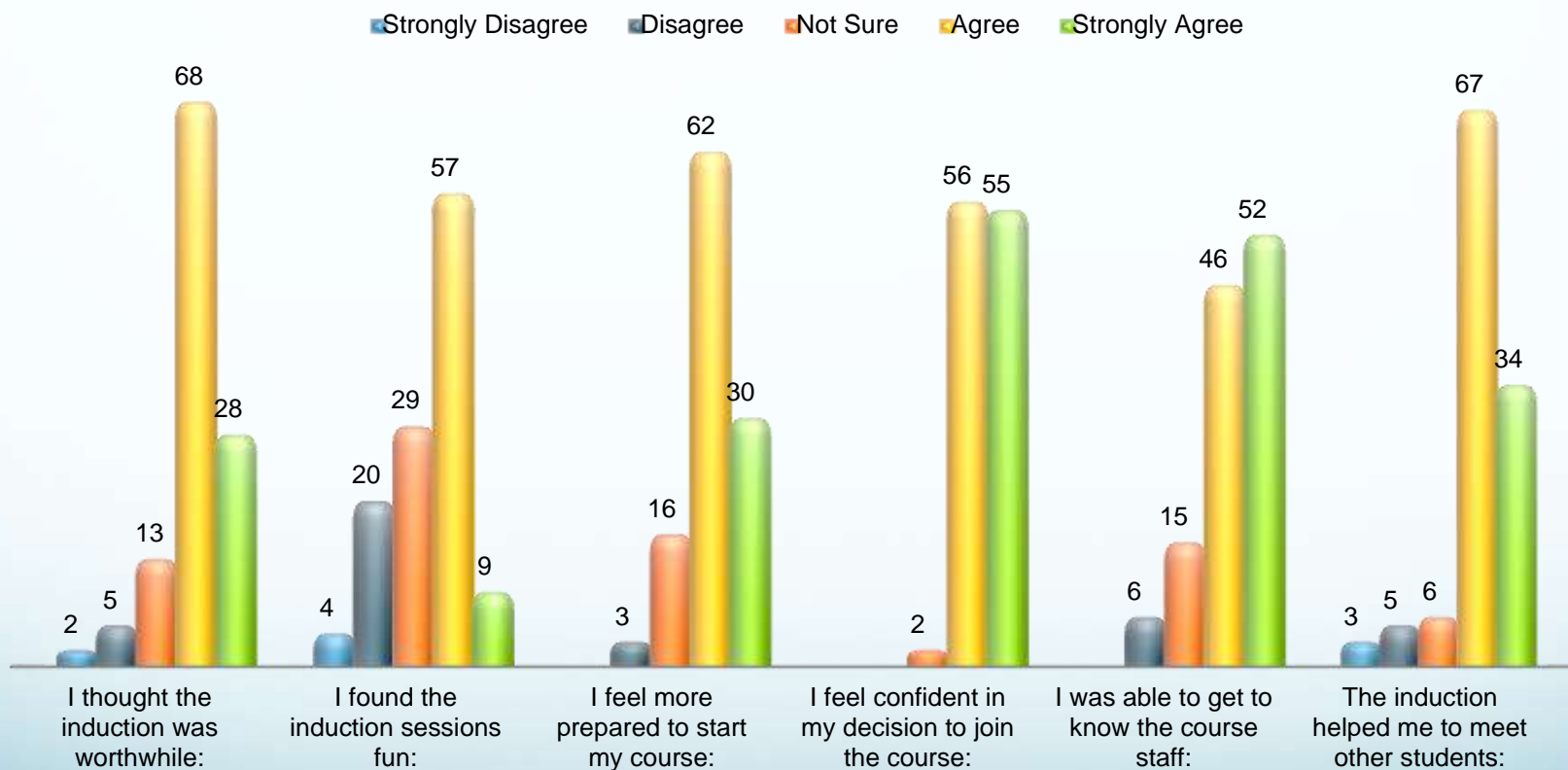
Feb 12: -
Sep 16 -
Facebook
fully utilized

To keep all Recruited
Students from UCAS
point to Registration
Point

Became a quality add
on and 45/50 Feb 12
"Winter school"
students" would
recommended it!

Sep 11 Anonymous paper Evaluation of Facebook Trail 116 of approx. 130

Figure 6: Students views of induction



Nursing Induction: Feb 12 'Towards Personalisation'

Facebook: FAQ's,
Independent Requests,
Student Led, 1 Day Response,
Manage Expectations,
Developing Nursing Awareness

Summer School: Flexible,
Field of Practice, Evening +
Saturday, Independent
Requests, Introducing
Blackboard Skills

Induction Week: 2 Day
Mandatory, 3 Day Self Booked
Workshops, Access to Senior
Students, Module Preparation,
Develop Social Activities

- C.R.B.
- Health Clearance
- Uniforms
- Moving and Handling
- Placement Certificate
- Basic Life Support

Requirements

- Interpersonal Skills
- Care Skills
- Teamwork
- Academic Skills
- Specific Knowledge
- Ethical Awareness

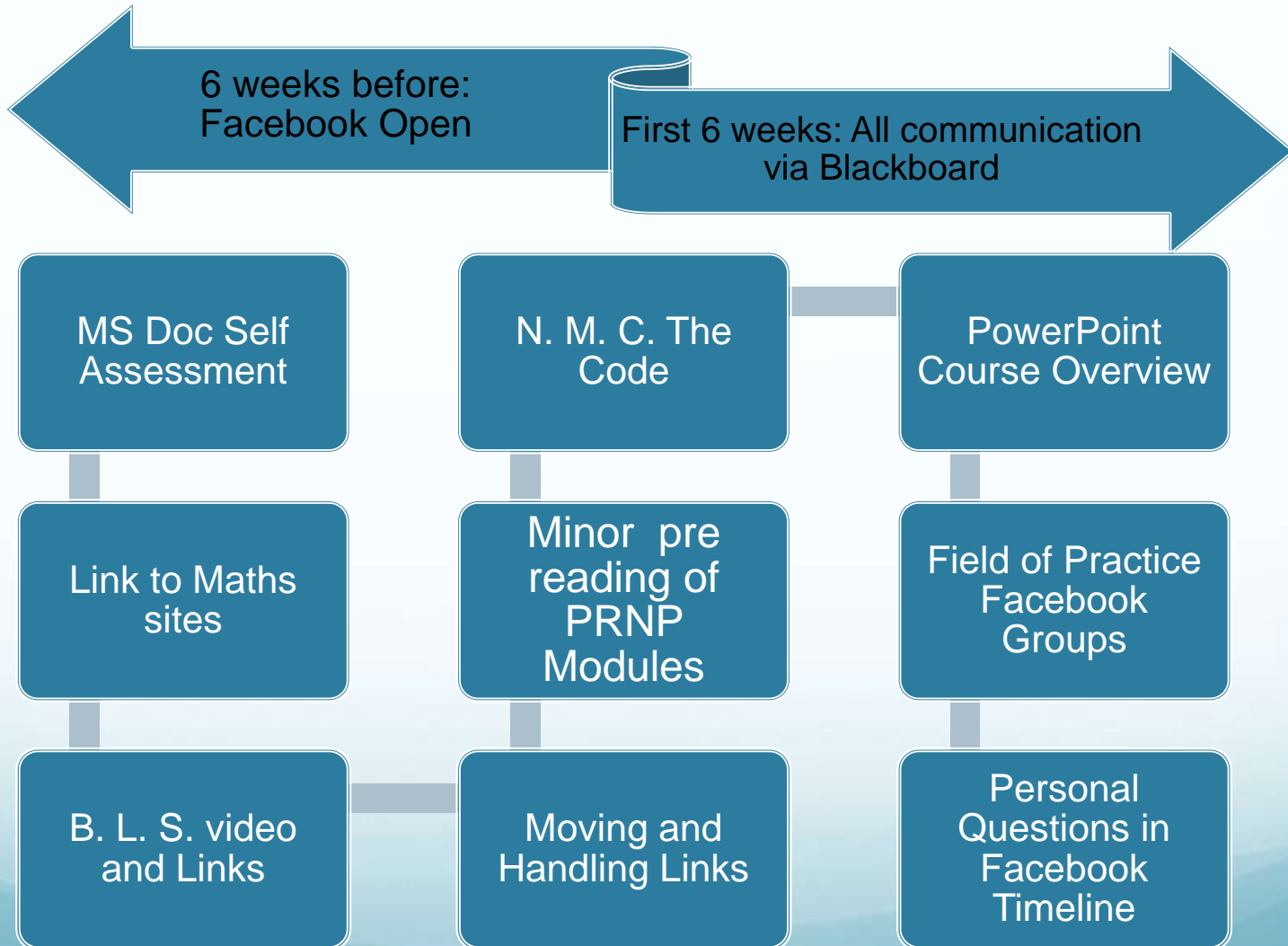
Nursing
Preparation

- Electronic Portfolio
- Developing
Practice Awareness
- Local induction

Course Skills

David Robson: Induction Tutor/Senior Lecturer

Induction is 12 weeks Long



Feb 12 Anonymous Paper Evaluation n= 44 of approx. 50 after new program

	1	2	3	4	5	Notes
Mental Health Advisor		2	14	18	10	<ul style="list-style-type: none"> • Don't really remember it X 2 • Short & to the point. • Too soon to be told about.
WBSO Overview (placements)		2	10	20	13	<ul style="list-style-type: none"> • Good insight into what's expected. • No notes taken; I assume it was not very informative. • These seemed to merge into one.
Student Achievement			14	19	10	<ul style="list-style-type: none"> • No notes taken; I assume it was not very informative. • Not present. • Blur – first day boring & no other interaction with other students.
Course Leader:		1	7	16	22	<ul style="list-style-type: none"> • Informative X 2 • Can't remember.
Registry		1	14	20	10	<ul style="list-style-type: none"> • Not recalled. • Useful to know what we needed.
ILS		3	10	20	15	<ul style="list-style-type: none"> • A lot of which I already knew. • Slightly confused. Need to be slower. • Informative but a little slow as we'd covered some of this on day one. • Good session, well delivered, but I had already figured it out. • Had been told everything before by others before.
Student Union		1	3	14	30	<ul style="list-style-type: none"> • Fun, fast & informative. • Useful. • Short & interesting. • Could have given us where to get a list of 'What's going on' in terms of clubs with times so we can consider what to get involved in. • Well delivered. • No interaction, not enough information.
Surviving Student Life	1		1	18	25	<ul style="list-style-type: none"> • Very good, could have been a little longer. • Not present. • Not attended. • None remember-able – good information on books.
Dignity in Care		1	1	5	39	<ul style="list-style-type: none"> • Although I enjoyed this, sitting down for too long. • Really interesting. • Really good! • Very informative X 2

Evaluations summary so far

Sep 11

- We got rid of 10 of 20 sessions in the 5 day induction week program.
- We reduced the 5 day week to 4 ½
- We pushed Facebook Induction at interview day to a “mandatory” process.
- I realized I.T. Issues to be a significant early induction problem.

Feb 12

- A “younger and smaller cohort”
- Noted the increased value of the ‘unseen’ social networking value.
- Started to consider a “code of conduct”
- Allowed ‘non Facebook’ email pack induction for ex Soldiers, Police officers and ‘vulnerable people’

Sep 13 Evaluation = Focus Group - purposive sample of STARS and 5 Sep 13 inductees including 2 late starters.

Course Committee Report

Induction Tutor:

(1) Winter/Summer School after a meeting with reps from intakes we have changed summer school so that the sequence look something like this.

?

	10am	11am	12am	1pm	2pm	3pm
Overview of cation and book	30mins Q and A with Tutor ? 30mins private?? Q and A with Ambassadors/Reps?	Adult BLS?	BP only?	Lunch?	ABCDE? assessment?	1 hour getting to know you? with the tasks? in small group?

They decided to keep the skills and do 1 hour BP only.

The private Q and A was requested to ask the real questions.

???

It is the explaining of facebook utility and the workbook which will be the focus of this talk.

They all agreed to start at 9 to make it a better day.

Summer school evaluated amazingly positively not a single of the 70+ respondents was't worth

We need more drinks machines and to open the canteen or warn the student union.

No group presentations they get that on the course anyway.

The social aspect of Facebook is very important.

The only thing I am going to add to the workbook is the CC's

?

FEB 14 Summary taken from a course committee report

Any negative feedback is about 'soft' topics, drinks, name badges etc.

Summer school has again evaluated really well (Sep 14 group) even though we have upped the bar with pre reading for summer school for the first time.

I can't change the Monday/ Tuesday much as they need all this cooperate information and If I put it on line they won't all need it and they need to know about out VLE's and some key registry information.

The recruitment tutor, registry team 'C', induction tutor and year 1 lead all know our responsibilities and work well without much overlap or disagreement.

Late starters are still an issue and feel left out and I need to build something into induction week to get them up to speed.

The workload has significantly increased since using Facebook and setting pre summer school work etc, but it evaluates really well and the institution support his.

The Pre reg Nursing Lead has given it a double module status which runs twice a year. Which means I can offer lots of 1:1 messaging support as well as group support via Facebook.





Our next change will be integrating taster sessions with the summer school sessions.

The early start of pebble pad and sem 1 module work in Induction needs to be measured for the Sep 14 group 1.





Sep 14: one of 3 groups of 50ish sampled, anonymous paper questionnaire

42 of 50
respondents

Section A: General Induction on Facebook

				
Overall I was <i>satisfied</i> with the Induction Facebook Site	1	4	21	17
Induction Facebook Site reduced my anxiety prior to the course	1	4	22	14
Information was provided in a timely manner.	0	6	26	11
The FACEBOOK TASKS prepared me for BLS, NMC CODE and Vital Signs.	3	4	20	13
Personal questions were answered in a timely fashion	0	2	23	16
THE FACEBOOK SITE helped to prepare me for university life.	2	4	21	16

Section B: Induction Week

				
I received the program before induction week.	1	2	11	28
I felt welcomed by the university.	0	0	20	21
I was able to upload and share my work on pebble pad	1	4	18	18
I was able to receive comments on my work on pebble pad.	3	4	20	13
The Thursday swap around sessions were well organised	3	2	24	14

Sep 14 Changes to Induction

- Moved from 4.5 to 4 days.
- Speakers asked to reduce content and provide sides for later reading.
- Increased early course integration: A+P workbook introduced.
- Pebble-pad (electronic portfolio) tasks introduced before modules – study buddies – earlier learning!
- My MH module teaching day changed to be ‘around more’ for all induction sessions.

Feb 15 Evaluation Method Changed

- This is the 6th evaluation of Induction, undertaken in comments boxes on FB over a week.
- 18 of 50 students self selected to participate.
- A simple 'initial stage' content analysis- looking for themes was used to summarize the findings of the of headings in the semi structured questions in FB boxes.
- I focused on the pre course online tasks on this evaluation.
- I undertook this in week 3 of the course to allow for the relevance of some of the information to 'sink in'
- I decided to undertake a simple on line focus group on Facebook, this was not anonymous as the students didn't think it was required.
- I told the students to email me or write me a note if they wanted to feedback anonymously.
- I think the method of uploading where all can see the response of others in a stepped approach allows them to agree with others and from some sort of consensus. Whilst also developing 'ownership' of evaluation and promoting the idea of being responsible for ones own opinions.
- Nobody utilised the anonymous methods.

Feb 15 Delivery Summary Delivery

- Almost all of the students rated the delivery overall as “good” “brilliant” or ‘very good’.
- Several students ‘have the uniform fitting in induction week’.
- **However there were several comments regarding repetition of information from speakers.**
- Information overload was mentioned by 6 students. **Three of which stated that by week 2 they understood why we had given so much data.**
- As always there were too many long breaks.
- **We could do this in 3 days** and not have the half day Friday and only 30 mins for lunch.

Anonymous SEP 15 Evaluation via Survey Monkey

Start: IT: we used the **Wednesday (learn from home day)** as an IT day this time, we got the students to practice **sharing their workbook on pebble pad and feeding back via the comments box**. T. H. (Nursing StAR) and I offered support via Facebook with **LIVE discussion boxes**. i.e the students posted and either of us gave advice re possible IT issues or the process of using pebble pad. Seemed to work well.

Late Starters: COME in on Wednesday: bring them up to speed. Workbook, Q and A, i.e. stuff they would have missed over the summer. I will do this with the Feb 17 group and evaluate it.

Stop: Nothing, there were no real issues and the students seem happy and have not fed back to me anything that really needs changing. They have had the opportunity to do so.

Continue: With summer school and Induction on Facebook and the sequencing of the induction week.

Summary and Tips

- Consistent Findings: Student 'like' Facebook Induction ad Summer/winter School, with only very small (-) numbers.
- Since 2014 I have '0' queues outside my office on day 1!
- Late starters need a more sympathetic response!
- Significant numbers working/families up to 5pm Friday!
- Multiple methods and approaches allow for a more diverse evaluation – not always comparable though!
- IT patches on smart phone tabs etc. don't always work.
- Use as few mass media 'Dropbox' - 'Facebook' as possible K.I.S.S. (me not them)
- Thank you! Please ask questions if interested in this approach.