



## Engaging lapsed registrants on a return to nursing course with CASP to appraise research for use in clinical nursing practice

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# Background

## Return to nursing

- A national campaign launched in September 2014 to address recruitment shortage of experienced RN's (Comeback Campaign - <http://comeback.hee.nhs.uk/>)
- University of Hertfordshire programme approved by the Nursing and Midwifery Council (NMC) in March 2014 to meet the requirements of contemporary registered nurse practice
- Module may be taken as a stand alone route to re-registration or as a module on the BSc Contemporary Nursing for those whose initial registration was not at degree level (Successful completion of the module award – 15 credits at level 6)
- Entry criteria – module open to lapsed registrants from all fields – adult, mental health, learning disabilities and children's nurses, regardless of period lapsed. No educational pre requisites, no age restrictions

# Aims and learning outcomes of the module

## Aims

- To enable qualified nurses, returning to the professional register to practice with the necessary knowledge, understanding and skills to deliver competent, effective and compassionate nursing care

## Knowledge and Understanding:

- Demonstrate an analytical stance in relation to understanding the nature and influence of health and social policy, legislation, guidance and codes of practice in relation to accountable nursing practice
- Demonstrate a critical awareness of contemporary issues in nursing education and practice in the context of the organisation and delivery of multi-professional healthcare

# Aims and learning outcomes continued.....

## Skills and Attributes:

- Apply appropriate and effective strategies for utilising relevant literature and research to inform the practice of nursing
- Identify and assess need, design and implement interventions and evaluate outcomes in all relevant areas of nursing practice, including urgent and crisis situations, whilst using appropriate skills to support the delivery of competent, effective, compassionate nursing care
- Demonstrate the ability to evaluate personal strengths, weaknesses and limitations in relation to maintaining and developing professional competence

# The student challenge

## Finding the literature to inform clinical practice and its appraisal

- **Learning outcome:**
- Apply appropriate and effective strategies for utilising relevant literature and research to inform the practice of nursing
  
- **Activity:**
- Describe your search strategy for retrieving a peer-reviewed, published research article and use the appropriate [CASP](#) framework to appraise it. You must include the key words, limitations, databases and years searched and a screen shot of the database identifying your chosen paper. The research selected should be of relevance to your practice and must be nursing-related.

# CASP – Critical Skills Appraisal Programme

<http://www.casp-uk.net/>

## CASP Checklists (click to download)



<a href="#"><u>CASP Systematic Review Checklist</u></a>	<a href="#"><u>CASP Qualitative Checklist</u></a>
<a href="#"><u>CASP Randomised Controlled Trial Checklist</u></a>	<a href="#"><u>CASP Case Control Checklist</u></a>
<a href="#"><u>CASP Diagnostic Checklist</u></a>	<a href="#"><u>CASP Cohort Study Checklist</u></a>
<a href="#"><u>CASP Economic Evaluation Checklist</u></a>	<a href="#"><u>CASP Clinical Prediction Rule Checklist</u></a>

# The teaching challenge (38 students in 3 student groups during 2014/15)

## **Diversity of student group in terms of academic study experience, time lapsed and IT literacy**

- A mixed group of fields represented – traditionally taught separately
- Age range from mid 20's – mid 50's with wide range of academic ability based on routes of registration level education
- Education history of students – from Registration only (no academic credit – PhD)
- Only 10% of the total student number had been lapsed for less than 6 years. 42% had been lapsed for more than 12 years
- Time of lapsed registration – varied awareness of health care changes or developments
- Varied computer literacy
- Confidence and anxiety levels regardless of time lapsed
- Fear of research – “too complicated” perception



# The teaching challenge overcome

- Recruitment stage – more enquiry about IT use – online shopping, sending emails, using social media? Personal contact by email before the course to encourage IT use.
- After the first group of 24 students, where the group diversity was the greatest – this element was started much earlier in the course’s theoretical component and encouraged in the work on subsequent assignments
- Introduced on Day 1 with Information Manager session – Library Resources, hands on practice in PC Lab, introduction to Databases
- Bite size chunks – on evidence, what is it?, describing it, finding it, using it? Keeping it related to areas of practice placement
- Online discussion, weekly tutor contact, personal follow up of search



# Reflections of the Educator

## What did I learn?

- **Knowing the individuals** that make up the group helps anticipate anxieties and manage the diversity variables
- **Personal contact** is valued and the time commitment is worth it for the student outcomes achieved. Small advances in IT use can increase confidence – regular emails, online newsletters before the course starts
- **CASP** offers a ready made, easily accessible, student friendly tool, which complements the approach above in engaging students with this essential skill for health care professionals

# The rewards and successes of the approach

38 experienced and motivated RN's restored to the Professional Register who are now working in the NHS

Re-vitalised individuals who are no longer “afraid” of research, who know how to access clinical and research relevant information and use an appraisal tool to assess its merit.

New skills and uplifted confident individuals

CASP is free and easy to access. It is user friendly and guides the new appraiser through the process, offering hints and considerations as well as opportunities for further study



# ANY QUESTIONS?