

Step to work

Supporting newly registered AHP's transition to the workplace



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'Step to Work: Supporting AHPs transition to the workplace'.

A Pre-preceptorship program



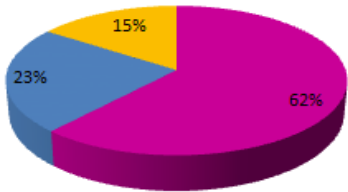
Background

- The long-term plan predicts there will be a shortage of Allied Health Professionals in the next 3 years. Set out in the Interim NHS Peoples Plan, there is focus on the future supply of Allied Health Professionals and supporting newly graduated AHPs from education into the workplace.
- Due to the pandemic many AHP students have qualified with different levels of clinical experience, reduced confidences and anxiety about working in the health and social care setting.
- In a recent survey by Health Education England (2020) the 'Impact of COVID-19 on Students' Survey' found that more than 1 in 4 AHPs were considering leaving their course due to high stress levels and feelings of being overwhelmed. They also report that 72% of AHP students agreed that they struggled to complete the programme learning outcomes in the context of online learning and placement disruption during the pandemic

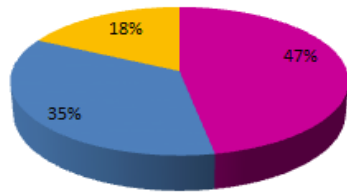
Newly qualified AHP & Final year student survey:

10. I am (was) confident about entering the work place for my first role as a qualified AHP role

Final Year Students
 Agree - 8
 Disagree - 3
 Strongly Agree - 2

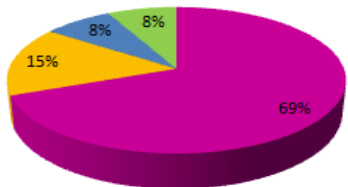


Newly qualified (within 12 months of employment)
 Agree - 8
 Disagree - 6
 Strongly Agree - 3

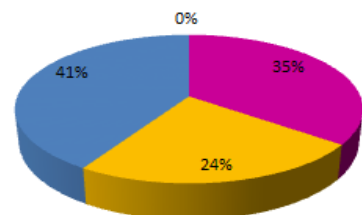


15. I feel (felt) confident about the ways in which AHPs organise their work within NHS organisations

Final Year Student
 Agree - 9
 Disagree - 1
 Strongly Agree - 2
 Strongly Disagree - 1



Newly qualified (within 12 months of employment)
 Agree - 6
 Disagree - 7
 Strongly Agree - 4
 Strongly Disagree - 0



8. What are your concerns/was about starting your new role as a Health care professional?	
Final year AHP student	Newly qualified AHP
Being uncertain with how to approach situations patients that are confrontational	Not being capable
Fitting in with the team	Unable to develop quickly enough.
Adapting to new environments.	Lack of self confidence
Clinical decision making	Making mistakes
Not feeling competent	Managing my own case load
Not receiving support from team.	Lone working and working from home.
Getting a job due to covid	lack of knowledge
Education into practice	Forgetting important things
Lack of patient contact during placements	Being made to feel silly
No supervision	Negatively effecting patient safety
Forgetting what I have learnt	Responsibility for patients' lives
Effectively managing own case load	Not knowing enough
Working in a new service I have no experience in	Not being ready
People thinking I don't know what im doing.	Being the newbie
Not meeting other newly qualified staff and feeling alone	Putting my knowledge into practice
Starting with less training than those before me	Working during the pandemic
	Being redeployed to ITU during covid

What additional support do you feel you need to transition into the workplace:

4. To help you through the transition from being student to a registered professional, what additional support do you feel you will need/needed from your future/current employer?	
Student	Newly qualified
Understanding and openness that you are still learning	Band 5 AHP support groups
Mentorship	Supportive environment
Peer support	Ability to talk to someone
Online courses	Clinical practice
Explore different services/professions and MDT	Shadowing opportunities
Networking with newly qualified staff	Introduction on how to manage a case load
Shadowing	Shadow other teams and professionals
Knowledge of how to access resources	Regular action learning sets
Time to talk through expectations	Understanding and kindness
Honest professional, supportive relationship."	Clinical supervision
	Financial understanding
	Supervised clinical sessions
	Practical learning
	Clear communication of what is expected of me.
	Induction day before start date

The programme

- The programme will be hosted by E-Learning for Health and will be accessible to any newly qualified AHP across England.
- It is recommended they start the first few modules before they start employment.
- It is suggested that once the AHP has been offered the job, the organisation will sign post them to the ELFH platform.
- Once they have started Employment they will continue the programme and the organisation or system will facilitate the action learning sets.
- The programme is flexible and if an organisation feels that certain units are already covered in the preceptorship programme they have a choice to not recommend the unit.

On-line programme themes

- Positive appraisal of learning during the pandemic
- Personal wellbeing at work
- Mental models of regularised work
- Understanding the different systems that shape everyday work
- Ethics, accountability and decision-making
- Developing and working in an inclusive environment
- Building positive relationships with patients and colleagues
- Sustaining change and responsiveness

Unit content

Unit 1: Positive appraisal of learning during the pandemic

- **Challenge**

AHP students may have experienced additionally stressful learning in practice during the pandemic

- **Solution**

To help programme participants normalise their experience and re-evaluate aspects of their development

- Orientation to the unit
- Narrated presentation on positive appraisal methods that can be used in services
- Guided debrief of previous 12 months experience
- Signposting activity
- Constructing a personal testimony
- Critical reflection

- Action Learning: sharing personal testimonies to identify positive values, behaviours and learning

Unit 2: Personal wellbeing at work

- **Challenge**

The COVID pandemic has brought the issue of health and well-being to the fore

- **Solution**

To normalise the issue of wellbeing at work, and to direct participants to some useful strategies they can try to support this.

- Orientation to the unit

Champion statement

Self care introduction

- Action Learning:

Reflect and share what self care practices you find useful

Unit 3: Everyday work

- **Challenge**

AHP students have had increased exposure to disrupted and/or emerging placements which have provided a pandemic-oriented perspective on how AHPs work in the NHS

- **Solution**

To help programme participants (re) establish more regular mental models of how AHPs work within the NHS

- Orientation to the unit
- Narrated presentation on mental models
- Developing personal rich picture of everyday practice
- Listening to others' rich pictures of everyday practice
- Critical reflection
- Action Learning: powerful questions to unlock mental models

Unit 4: Understanding the systems that shape everyday practice

- **Challenge**

AHP students have limited exposure to 'extended' placements that reflect a systems perspective on patient care

- **Solution**

To provide practical exercises that help participants develop systems-level insights

- Orientation to the unit
- Narrated presentation on systems
- Reflection on how systems thinking can shape professional decision-making
- Narrated presentation on system mapping
- Work-based activity to source local system information
- Action Learning: Participants prepare service user guide relating to a pathway relevant to participants' work roles

Unit 5: Ethics, accountability and decision-making

- **Challenge**

The transition from student to registrant is most evident around the issues of professional responsibility, accountability and decision-making

- **Solution**

To provide participants with deeper insights into the contexts of every day decision-making, and the frameworks that registrants draw on in everyday practice

- Orientation to the unit
- Narrated presentation on the quality of habitual and complex decision-making
- Signposting to guiding frameworks and critical reflections
- Simulation of decisions around relevant scenarios
- Listening to registrants' 'think aloud's of these scenarios
- Critical reflection
- Action Learning: Techniques to 'slow' decision-making

Unit 6: Developing and working in an inclusive environment:

- Challenge:

Not everyone is made to feel inclusive and respected within the workplace.

- Solution:

This unit looks at the elements that make up an inclusive practice learning environment and what we can all do to facilitate a shared sense of belonging at work.

Orientation of the unit:

Watch a presentation about what an inclusive practice learning environment looks like.

Practice 'micro-affirmations' to contribute to an inclusive practice learning environment.

- Action learning:

Reflect on ways to create a sense of belonging.

Unit 7: Building on positive relationships with colleagues and service users

- Challenge:

To deliver quality care it is crucially important to build positive relationships with colleagues and service users.

- Solution:

This Unit looks at how we can build positive professional relationships by focusing on the importance of seeing people as individuals and by using the power of images and narratives.

Orientation of the unit:

Watch a presentation that describes a research project using a photo-elicitation method to develop positive working relationships with older service users by unearthing personal stories.

Use the photo-elicitation method to find out the story of a service user who you work with

- Action learning

Reflect on the power of narratives as a way of building positive relationships with service users and colleagues.

Unit 8: Sustaining change and learning

- Challenge:

Sustainability of learning and putting learning into practice.

- Solution:

This Unit will help begin to draw together some of the reflections and learning from the Step to Work programme. It will be drawing on some ideas from positive psychology to help you do this.

- Orientation of the unit:

Write a personal testimony.

- Action learning:

Share and discuss your personal testimony

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Implementation across the South East

Examples of implementation of programme into organisations:

- HEIs sign posting final year AHP students to the ELFH.
- Advertising this programme on job adverts.
- Sign posting during the recruitment process.
- Support the preceptorship program within the organisation.

Action learning sets

At the end of each Unit there is a reflective task to complete. These tasks can be completed individual as part as a reflection process. It is recommended that these tasks to formulate a action learning set/ coaching style group session. The aim is to explore their reflections with peers and embed the learning from each Unit and put it into a clinical setting.

Examples of implementation:

- Set up action learning sets across the organisation(S) for the reflective tasks.
- Imbed the reflective task into already existing preceptorship action learning sets.
- Discuss reflective task in clinical supervision sessions or monthly 1:1s.
- Protective time for the newly qualified employee to carry out the reflective task.

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Any questions:

Thank you for listening.

Link: <https://www.e-lfh.org.uk/programmes/step-to-work>