



## Step to work

Supporting newly registered AHP's transition to the workplace



## **Step to work: Supporting Newly Qualified AHP's Transition to the Workplace**

### **Health and Social Care provider guide.**

**This programme has been produced to support AHPs transition between education to employment into the Health and Social Care setting.**

#### 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 transition from education into the workplace.

Due to the pandemic many AHP students have qualified with different levels of clinical experience, reduced confidence and anxiety about working in the health and social care settings. 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.

#### The programme:

The programme consists of 10 units, and within these units there are 8 learning units, and an introduction and evaluation.

The units are:

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

### Introduction:

A video format of the co-creators of the programme introducing and welcoming the applicants to the programme.

### Unit 1: Positive appraisal of learning during the pandemic

This unit focuses on appraising the experiences in service settings to help surface and understand the thoughts and feelings about difficult and challenging situations that have been experienced. It will also help to better appreciate strengths and personal resiliencies by sharing this experience with a colleague or mentor.

The unit is comprised of:

- Watch a presentation about debriefing in health and social care: what it is and why it is important.
- Carry out a guided debrief of one of the most challenging situations you have experienced learning in practice during the previous 12 months.
- Summarise your debrief to a colleague or mentor to re-appraise your experience and identify personal qualities that will help you in your personal and professional development.

### Unit 2: Personal wellbeing at work

This unit explores how we can use self-care practices to help overcome the negative impacts that challenging days at work have on us and promote health and wellbeing.

This unit is comprised of:

- Listen to an interview with a music therapist about self-care practices and why they are important.
- Reflect on the impacts that a challenging day at work can have and what self-care techniques you have used to cope with them.
- Share with a colleague or mentor self-care practices you have found helpful and try out a new self-care practice.

### Unit 3: Everyday work

Planning everyday work as a qualified member of staff is going to be very different from that of working in placement as a student, and will require a greater level of ownership on your part. This unit is about developing mental models to help structure the working day.

This unit is comprised of:

- Watch a presentation on mental models.
- Create a personal 'rich picture' to explore the different elements that make up a usual working day and the factors that might influence it.
- Learn how more experienced AHPs visualise and think about their working days by seeing their rich pictures and listening to their explanations of them.

### **Unit 4: Understanding the different systems that shape everyday practice**

This unit looks at how the everyday practice of Allied Health Professionals is part of, and shaped by, complex systems.

This unit is comprised of:

- Watch a presentation about the nature of systems and what is special about health and social care systems.
- Watch a presentation about Kent and Medway as an example of an Integrated Care System.
- Complete a work-based activity that involves creating a process map as a representation of a system, sourcing local information about that system.

### **Unit 5: Ethics, accountability, and decision-making**

This unit explores the thinking processes that underlie and the complexity of factors that shape everyday professional decision-making in health and social care contexts.

This unit is comprised of:

- Be introduced to some of the main factors that shape professional decision-making and the 'think aloud' technique for exploring decision-making processes.
- Watch a presentation on what the think aloud technique is.
- Take part in a think aloud activity in response to two or more professional decision-making scenarios.
- Listen to interview recordings to find out how more experienced Allied Health Professionals responded to the same scenarios.

### **Unit 6: Developing and working in an inclusive practice learning environment**

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.

This unit is comprised of:

- Watch a presentation about what an inclusive practice learning environment looks like.
- Reflect on ways to create a sense of belonging.
- Practice 'micro-affirmations' to contribute to an inclusive practice learning environment.

### **Unit 7: Building positive relationships with service users and colleagues**

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.

This unit is comprised of:

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

### Unit 8: Sustaining change and responsiveness

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

#### Evaluation:

Programme evaluation form.

#### Implementation of the programme:

This programme will be hosted by E-Learning for Health (ELFH) and will be accessible to any final year Allied Health Profession student or newly qualified. The programme structure is fixed, however the implementation of the programme into provider organisations is agile. The course structure can be reviewed by the provider and can be used to support the providers preceptorship programme already in place. Units can be picked and chosen depending on what the provider thinks would complement processes already in place.

The aim is for the programme to be started before the AHP enters employment. We recommend the introduction, Unit 1 and/or Unit 2 could be completed before entering employment. This could be achieved by:

- 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 individually as part of a reflection process. It is recommended that these tasks formulate an 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.
- Embed 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.

Link to programme:

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