Utilising curricula to develop skills in practice

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Aim

- Overall to highlight importance of how curricula can influence skill development
- Critically review integration of transferable skills in continuing professional development
  - Ask do we need them? What are they?
- Explore teaching models for integration
- Review EONS specialist cancer curricula and ask what are the transferable skills?
- Conclude with models of transferable skills and progression of implementation
Introduction: challenges

- Rapidity of change in health care settings
  - Diversity of roles and skills required
  - Flexibility with roles development
- Political agenda affecting education
  - U Bologna,
  - Employment and mobility
- Lack of integration within EU specialist academic education and workplace opportunities
Evidence of lack of integration of specialist transferable skills

- EONS survey of accredited professional courses
- Purchaser provider split
- Lack of consensus on definition of specialist role
- EU policy
Feedback on long courses accredited by EONS in the last 5 years (n=11 out of 16)

Over 300 nurses had gone through programmes of study in the last year
  - most of them have used the EONS core curriculum as a framework to develop educational programmes
  - Few have academic or HE accreditation
  - Few evaluate practice as part of education

The impact of education on cancer practice is lacking
What are transferable skills?

- Difficult to define?
- Contextual?
- Ambiguity?

Transferable skills are by their nature skills used across different contexts

Learnt in education and applied to employment

Transferable specialist nurse skills?

Holistic Assessment
Communication skills
Patient education
Case management
Leadership
Evidence based intervention
Multi professional working
Formal definition

- Defined as those skills that are central to occupational competence in all sectors and all levels (DfEE 1997)
- Include project management, leadership, communication, working in teams and problem solving

Drummond et al. (1998) Personal transferable skills in higher education: the problems of implementing good practice, Quality Assurance in Education 6(1) 19-22
Argument

- Is broader practice competence being displaced with a more operational competence geared towards the workplace?
- Are employer expectations and demands on vocational education too high?
- Is adaptability the new buzz word?
- Do academics have those transferable skills themselves?
Are they important?

- Change roles and specialist employment over time
- Nurse’s need to develop new skills and enhance old ones
- Role substitution and innovation
- Unique qualities of professional role

De La Harpe B & Radloff A (2000) Helping academic staff to integrate professional skills In Fallow S & Steve C (eds) Integrating key skills in higher education, London 165-179
Teaching and learning strategies

- **Embedding**: no direct reference is made to transferable skills and the emphasis is on promoting the development of task “know how”

- **Bolting on**: Skills are developed independently of the core discipline, enabling explicit development.

- **Integrating**: skills are developed and taught explicitly within the core discipline.

Chandra D (2006 Considering a teaching framework to support the development of transferable skills in engineering undergraduates (Unpublished PhD, Surrey))
Integration

- Greater support for the integration of skills into the curriculum
- Research also suggests more effective approach more like “real life” application
- Transferable skills can then be lost in the delivery?
- Skills Gap?

Implementation of all three strategies

Level 1
- Embedded approach
  - Assessment is an extrinsic motivating factor

Level 2
- Bolt on approach
  - Taught reflection
- Experience and opportunity
  - Independent reflection

Level 3
- Integrated approach
  - Developing confidence is an intrinsic motivating factor

Chandra D (2006) A curriculum model for transferable skills
Anderson’s nursing role and functions model

Primary Roles
- Healthcare giver
  - Clinician
    - Assessment
    - Structuring
    - Environment
    - Physical, behavioural care
  - Manager
  - Communicator
  - Researcher
  - Educator
- Healthcare facilitator
  - Conveying messages
  - Reporting
  - Intervening
  - Counselling
  - Collecting data
  - Evaluating
  - Applying
  - Teaching
  - Promoting
  - Rehabilitation
  - Referring
  - Advocating

Sub roles
- Function categories
  - Planning
  - Organising
  - Leadership
  - Evaluating
EONS Curriculum framework (2005)

- The Context of Cancer Care
- Basic Science and treatment of Cancer
- Skills in assessing people with cancer
- Decision making and communication
- Impact of Cancer on individuals and carers
- Nursing interventions in the care of people with cancer
- Informatics and applied research in cancer care
- Clinical Leadership and managing cancer nursing resources
- Cancer Nursing Practice
EONS Lung cancer curriculum

- Acute Lung Cancer Symptoms and their Management
- Social Care and Self-Management in Lung Cancer
- Chronic Lung Cancer Symptoms and their Management
- Psychosocial Interventions for Patients with Lung Cancer
- End-of-Life Care in Lung Cancer
- Co-morbidity and Risk Factors in Lung Cancer

www.cancernurse.eu
Three dimensions of transferable skills

Assesses the physical / psychosocial status of people affected by cancer.
Refers or intervenes as appropriate.

Acts as an integral part of the MDT team and takes a key role in coordinating care.

Provides education and information to people affected by cancer and their significant others.

Diagnosis  Treatment  Follow up  Survivorship/rehabilitation
Transferable skills

- Identifying skills
- Curricula alignment
- Embedding
- Addressing the levels
- Contextualising skills development
Challenges

- Defining specialist nurse competency across Europe: is it possible through curricula?
- Wide variation in content and specification of cancer nursing roles in Europe: can we meet everyone's educational needs?
- Growing more cancer nurses: most European countries have nursing shortages
- Lack of standardisation and recognition of professional development of nurses in many countries: can developing transferable skills help?
Having the skills to stay ahead