



Improving Retention in Therapeutic Radiography

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This is City.

Improving Retention in Therapeutic Radiography:


Delivering an intervention to enable placement supervisors to support and nurture students to achieve their full potential

An Office for Students funded intervention supporting the Therapeutic Radiography profession (Office for students, 2021)




Project Team

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Project Overview

- Drivers**
 - Student dissatisfaction with clinical placement (SCoR 2014)
 - Different expectations/needs of learners and supervisors (Jones et al. 2015)
 - Attrition (HEE 2018)
- Key aspects:**
 - Student experience of radiotherapy team membership
 - Clinical learning experience
 - Resilience
- Comparison**
 - Non-city and city based practice placement settings




Project aims


- To build **strong supportive partnerships** between students and supervising staff to encourage students on their programmes
- To gain a **cultural change during clinical training** so there is a deeper understanding of the individual (student and supervising staff) and their relationship, to promote a safe, supportive environment further **enhancing the student learning experience**
- To **equip clinical staff with training and resources** to support all students to reach their full potential by remaining mindful of pressures students manage during their studies
- To sustain students and the future radiotherapy workforce by **equipping students with coping behaviours and skills** to be successful in a career in the health care sector

Project Plan

Engagement/Design Phase



Implementation Phase



Student Survey Results: What do Students think?

- All felt that radiographers approach was positive however some reported clinical supervisor behaviour as "poor"
- Staff weren't aware of life pressures impacting on students and some didn't feel empowered to tell staff they needed help
- "Most radiographers are friendly" "a few negative radiographers"

Speech bubbles: "allowed to have a go", "felt an outsider", "friendly", "supported", "coming home feeling awful", "explained treatments", "given no time", "didn't feel part of the team", "allowed to take the lead"

Discussion Forum Results: What do Clinical Supervisors think?

- Impacting factors:
 - Behaviour of supervising staff to students / accepting responsibility for students
 - Wanted more information about students from HEI's and students themselves
- Students' experience highly dependant on:
 - Establishing trust
 - Confidentiality
 - Objective setting
 - Open approach / willingness to teach / inclusive / willing to learn
 - Reduction of anxiety / fear

Research Team Development Day

- Foci for interactive study day
 - Building resilience as student supervisors and in the learner
 - Identifying and promoting good practice
 - Maintaining the work/life balance to support yourself

Keynote: Resilience - keynote talk

Other topics: Your response (Empathy, Sympathy, Equity), Unconscious bias (Guidance activity), Toolkit for staff, Self reflection (Anonymous sharing), Mindfulness (1 minute meditation), Ideal role model (Wall of knowledge)

Project Plan

Engagement/Design Phase

Gather students views + Gather practice educators (PE) / student supervisor (SS) views = Project team development day to create intervention

Implementation Phase

Study day delivered for PE/SS's to help them support students → Evaluation → Improvement → Future plans

Study Day Delivery

- Recruitment
 - Method
 - Challenges
- Delivery
 - Two locations
 - Spring and Autumn

Programme		
10:30	Background to factors affecting student retention in Therapeutic Radiography	
10:45	Keynote session: Mental Wealth Matters: Supporting Student Resilience	
11:15	Break	
11:30	Workshop 1 – Attributes of a good Clinical Supervisor	
13:00	Lunch	
13:45	Workshop 2 – Building a student support toolkit for PEs	
15:00	Workshop 3 – Your needs / personal reflection and development	
15:50	Evaluation and close	

Study Day Sessions

Introduction, Keynote, Workshop 1, Workshop 2, Workshop 3

Workshop 2 content:

- Step 1: Understand why students struggle with learning
- Step 2: Engage the student leader (clinical supervisor) to help
- Step 3: Support the student in the workplace (supporting the student to be able to learn)
- Step 4: Empowered support

Workshop 3: Poll Everywhere, Smiley Face icon

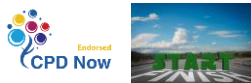
Evaluation - Study Day 1

- **Pre-post Mentor Competency Assessment (MCA) scores** showed a statistically significant improvement ($t(34) = -4.16, p < 0.001$, two-tailed)
- **Likert scale scoring of study day measures** were universally positive
- **Most useful** - "*Toolkit*" and "*Scenario discussions*"
- **Least useful** - "*mindfulness content*" as previously covered and "*unconscious bias session*"
- **Most likely to improve in own practice** – use of "*toolkit*"
- **Recommendations/Feedback** - All delegates would recommend the study day to colleagues

Evaluation - Study Day 2

- **Pre-post Mentor Competency Assessment (MCA) scores** showed a statistically significant improvement ($t(14) = 5.71, p < 0.001$, two-tailed)
- Again, **Likert scale scoring of study day measures** were universally positive
- **Most useful** - "*Scenario discussions*" "*Toolkit*" and the "*sessions on resilience*"
- **Most likely to improve in own practice** – to "*consider students personal circumstances*"
- **Recommendations/Feedback** - Participants reported that all sessions were useful. One key suggestion for improvement was how individuals could develop their role model qualities in line with the ideal examples given

End of the project



- Further development
 - Online format
 - Use with other professions
- Further funding required
- Support needed from clinical managers for staff to be released
- Other possibilities:
 - Catchup webinar
 - A regular CPD activity (already endorsed by SCoR)
 - Ongoing workshops

Thank you for listening



References

- Health Education England 2018. Reducing Pre-registration Attrition and Improving Retention. <https://www.hee.nhs.uk/our-work/reducing-pre-registration-attrition-improving-retention> (accessed March 2021).
- Jones, K., Warren, A. & Davies, A. (2015) Mind the Gap: Exploring the needs of early career nurses and midwives in the workplace. Health Education West Midlands.
- Office for Students (2021) Strategic interventions in health education disciplines (SIHED). <https://www.officeforstudents.org.uk/advice-and-guidance/funding-for-providers/health-education-funding/strategic-interventions-in-health-education-disciplines/> (accessed March 2021)
- SCoR (2014) Analysis of student and recently qualified radiographers survey 2014. <https://www.sor.org/learning-advice/professional-body-guidance-and-publications/documents-and-publications/policy-guidance-document-library/analysis-of-student-and-recently-qualified-radiogr> (accessed March 2021).