



*Needs assessment
Spain*

Local Needs Analysis report IGTP

1. Overview of the needs analysis and partners involved

The IGTP Research Institute has conducted a needs analysis/assessment procedure with the aim of better understanding the current situation, requirements, challenges, and wishes for future healthcare internships among students and teaching staff.

This report presents the needs assessment among clinical nursing teachers, nurse students, medicine clinical teachers, and medical students in Spain (Badalona).

The partners involved in this NA are:

- Faculty of Medicine's Universitat Autònoma de Barcelona
- Faculty of Nursing's University of Barcelona
- Faculty of Nursing's University Ramon Llull
- Faculty of Nursing's University Pompeu Fabra

2. Methods used to gather information

Three semi-structured focus group interviews based on the guidelines were conducted. The interviews took place in two parts: the semi-structured interview and the creative process where "Bono's thinking hats" were used. The interviews were audio-recorded, transcribed and analysed manually.

IGTP researchers, Raúl Lopez & Cristina Casanovas were responsible to ensure data compliance and the safe storing of informed consent and recording. All material is kept under lock and key, with limited and selected personal access.

3. Description of participants

1st Group tutor/ coordinator

In this group, five teachers (two medical and three nursing practice coordinators) with different years of experience were included. The responsibilities of these are:

1. to participate in the learning of the students during their clinical placements.
2. to follow up in the care units and.
3. to participate in clinical skills and simulation seminars.

2nd Group nursing students

This focus group was run with the participation of six nursing students from second, third, and fourth year. All students were undertaking their clinical practice at the time of the focus group and were willing to share their experiences.

3rd Group medical students

This focus group was run with the participation of eight medical students from four, five, and last year. Some of the participants had already started their clinical practice, while other were preparing to start. Nevertheless, all participants had had at least some experience in previous internships.

4. Strengths and limitations of the needs assessment

The focus groups ran in a comfortable and reassuring setting, which ensured that the participation in the groups was very dynamic and friendly, and ensured that all participants were able to speak out their minds. Each of the groups (teachers, nursing students, and medical students) were willing and proactive in communicating both the positive and negative aspects of the clinical practices.

5. Key findings

The main findings from the three Spanish groups are as follows:

Tutor/ coordinator focus group

- It is important to provide a clear training pathway for the student prior to his/her clinical practice.
- It is important to provide continuous competencies learning opportunities to university teachers.
- Driving classroom-based theory so that the student participates in a practical way is an interesting approach.
- Using streaming in consultation environments represents an opportunity.
- Using virtual reality and gamification for the evaluation before the internship is something to be considered.
- Clinical tutors do not know the student's competency profile on the first day of the internship. Providing a clear competency overview before the beginning would be beneficial.
- The objectives of the clinical practice must be clear aligned with the university and the hospital teacher.
- It would be beneficial to start clinical practice in the first year of the degree course.
- It would be interesting for the student to assume responsibilities within the care team, as well as to increase their overall responsibilities from the first year of the internship.
- Improving students' social competencies is a key development area that should be further explored.

Nursing students' focus group

- The objectives of the clinical practice must be clear and aligned between the university and the hospital teachers.
- As identified by the tutors/coordinators, it would be beneficial to start clinical practice in the first year of the degree course.
- Virtual reality and gamification might provide interesting novel opportunities.
- Streaming in consultation environments is an interesting approach to consider.
- It might be beneficial for the students to assume responsibilities from the first year of internship as part of the care team.
- It is important to provide continuous competencies learning opportunities to university teachers.

Medical students' focus group

- As identified in other focus groups, the objectives of the clinical practice must be clear and aligned between the university and the hospital teachers.
- The students would like someone to welcome them on the first day of their placement and help them with their onboarding.

- As identified in other focus groups, it is important to provide continuous competencies learning opportunities to university teachers.
- Interestingly, it was found that that medical students are keep on sharing learning situations between the medical and nursing degrees.
- The students are looking forward to working with a dedicated referent nurse.
- Virtual reality and gamification might provide interesting novel opportunities.
- Streaming in consultation environments is an interesting approach to consider.

6. Recommendations

Teaching and Learning

- Students need an expert teacher, with exclusive dedication, well-trained and accessible throughout the internship.
- Doing more practice in the hospital is necessary.
- Communication between the university and the placement centre needs to be improved.
- Clear learning objectives for the student, teacher, and clinical tutor must be defined prior to the internships.

Expectations

- Increasing students' collaboration and responsibility during their internship.
- Improving students' visibility and role in the clinical team.
- Implementing simulation in university learning.
- Implementing continuous training for teaching staff.
- Increasing the dedication and recognition of the teaching staff.

Technology

- The use of technology in the preparation of students is necessary to enhance learning during their clinical practice.
- Gamification is an interesting tool that might be used as part of the pre-assessment before real clinical practice.
- More and better virtual reality/augmented reality settings would allow students to train in complex situations.
- Simulation exercises should be encouraged and put into practice.

Vision

- Students need to learn in a real patient setting from the first year.
- Implementing new technologies before and during clinical practice: Virtual, online, or simulation training.

TEACHING AND LEARNING

Improved stakeholder communication and clear learning objectives.

A tutor to monitor the internship.



EXPECTATIONS

Improved students' visibility and role in the clinical team.

Implemented simulation in university learning.



TECHNOLOGY

Support learning with gamification and virtual reality.



VISION

Learn in a real patient settings from the first year.

Start early, learn early.

