

The London SCI Education Programme: Enhancing education for all

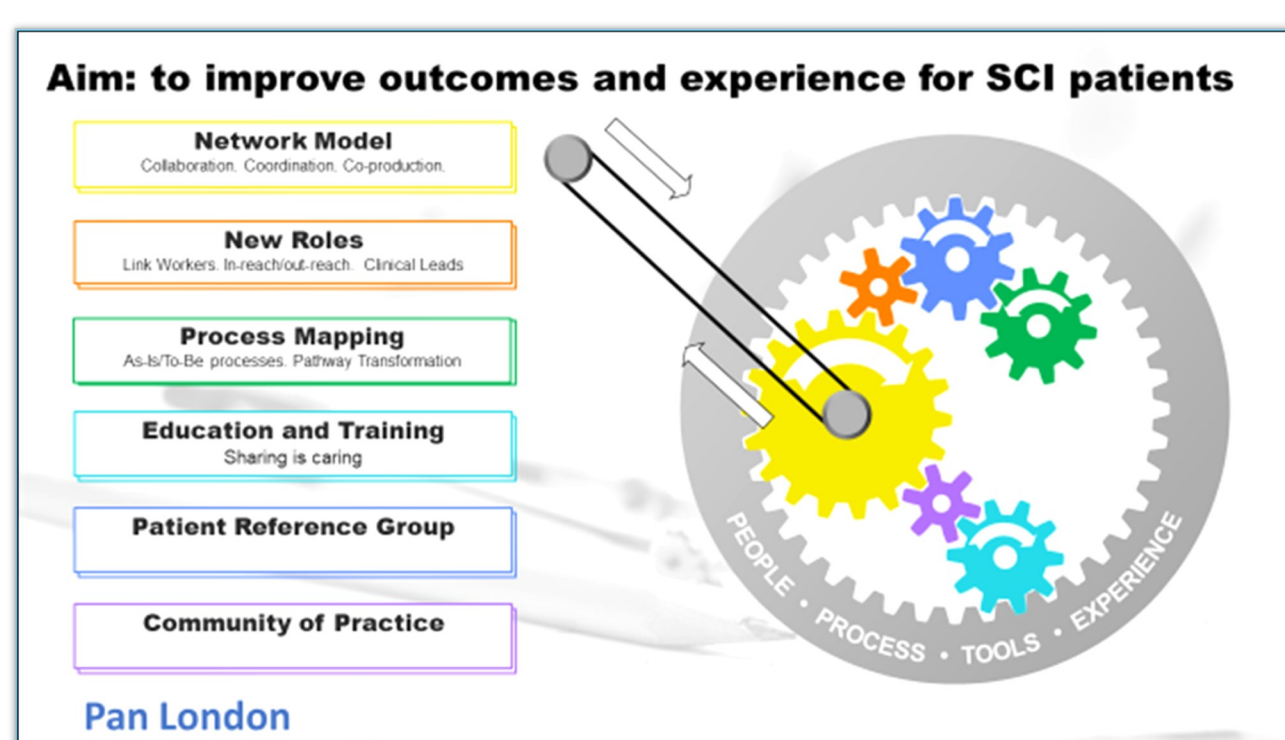
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How can we best support clinicians working outside of a specialist spinal cord injury center (SCIC) to care for individuals with a spinal cord injury (SCI)?

Workforce shortages are currently the biggest challenge facing the healthcare service (Kings Fund 2019) so how do you secure time and resources for training & professional development when there are not enough staff to provide basic care to patients?

Findings from the national spinal cord injury reviews 2016/2019 proposed a new model of SCI care in order to develop more consistent quality services across the patient pathway. Improved access to education for health care professionals, was considered a priority as part of the London region's clinical transformation project.

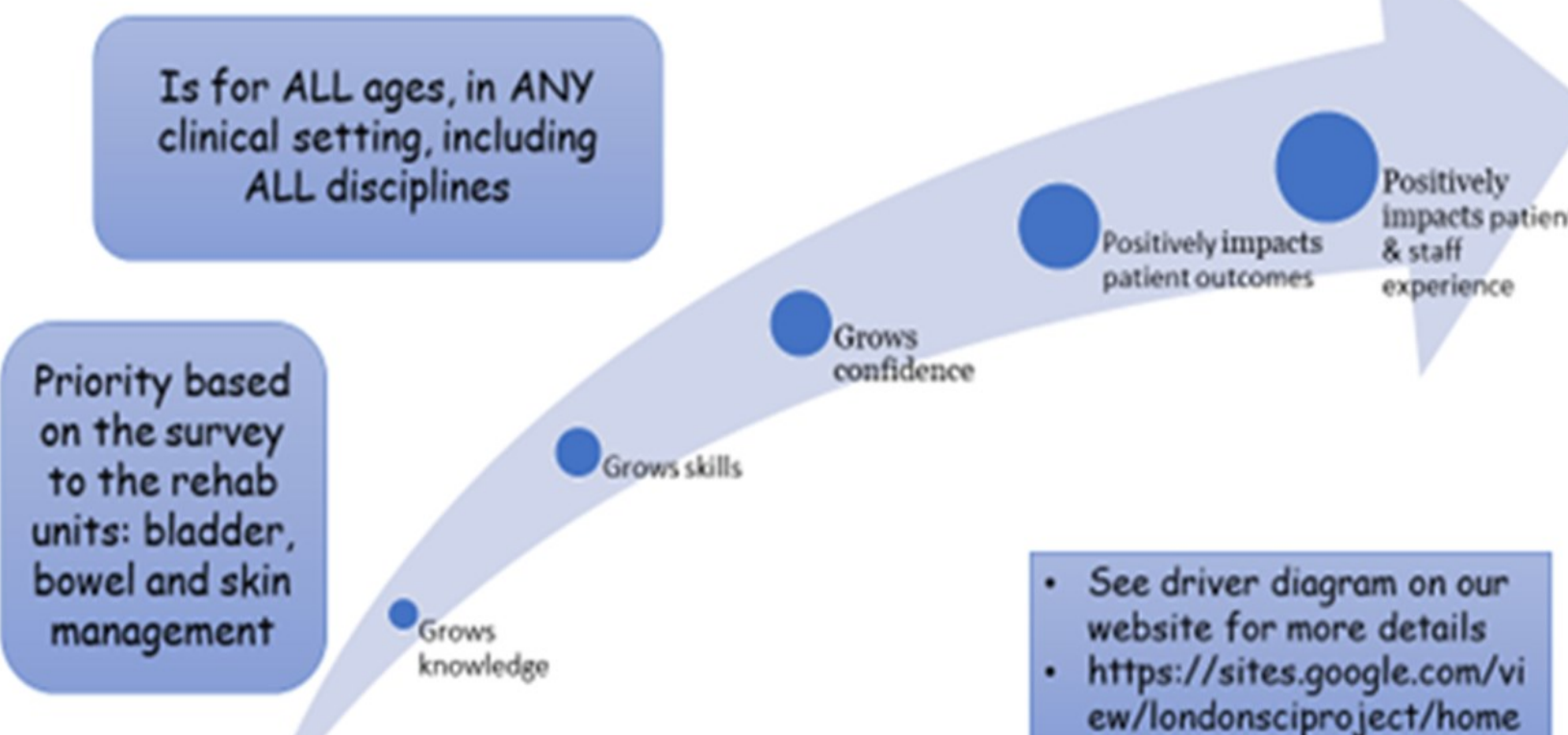


In November 2021, a new SCI Education Lead role was established, funded by NHSE. This poster reports on the Quality Improvement initiative to develop a London SCI education strategy as part of the new London regional SCI network

Method

To use a quality improvement (QI) and compassionate leadership (West 2021) approach to develop a sustainable SCI education strategy for London. Extensive stakeholder engagement to better understand the current issues and opportunities, combined with a communication strategy to raise awareness.

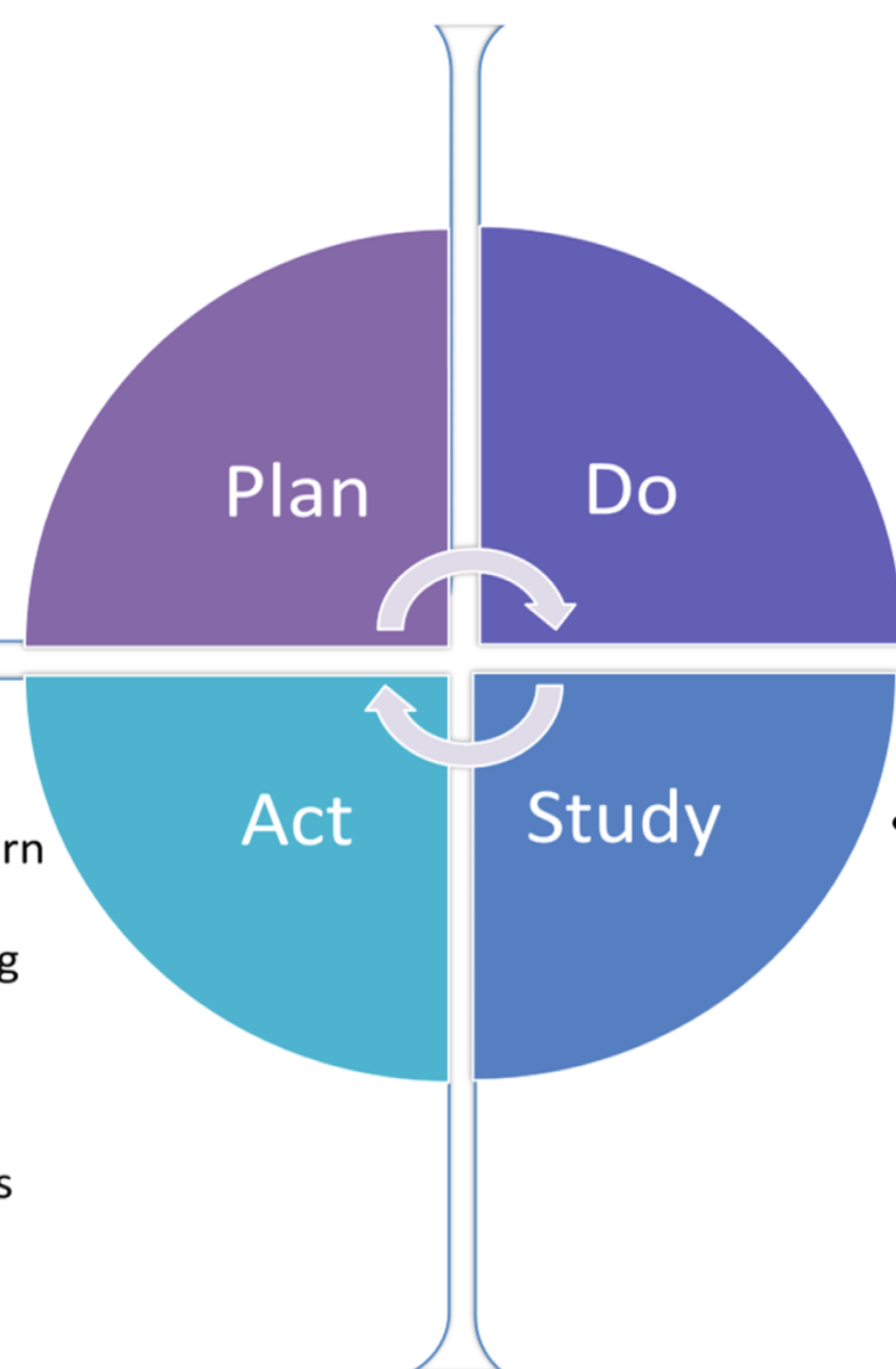
London SCI Education – a strategy that...



Key Issues

- Lack of standards of care for SCI
- No central access to learning resources
- Hard to maintain competencies
- Bladder, bowel & skin as clinical priorities
- Very few paediatric SCI resources
- Desire to be part of a SCI network

Stakeholder Engagement



- Survey to clinicians in rehabilitation centres across London
- Focus groups with clinicians managing continence, skin & paediatrics
- 1:1 meetings with clinicians, community partners, charities, industry partners, HEE, NHSE, SCIC's, HEI's, patients, clinical network leads
- Identified clinical priorities for SCI education
 - Identified barriers to competency development
 - Lack of access to centralised resources
 - Ad hoc educational opportunities
 - Variations in practice
 - Lack of reliable clinical data

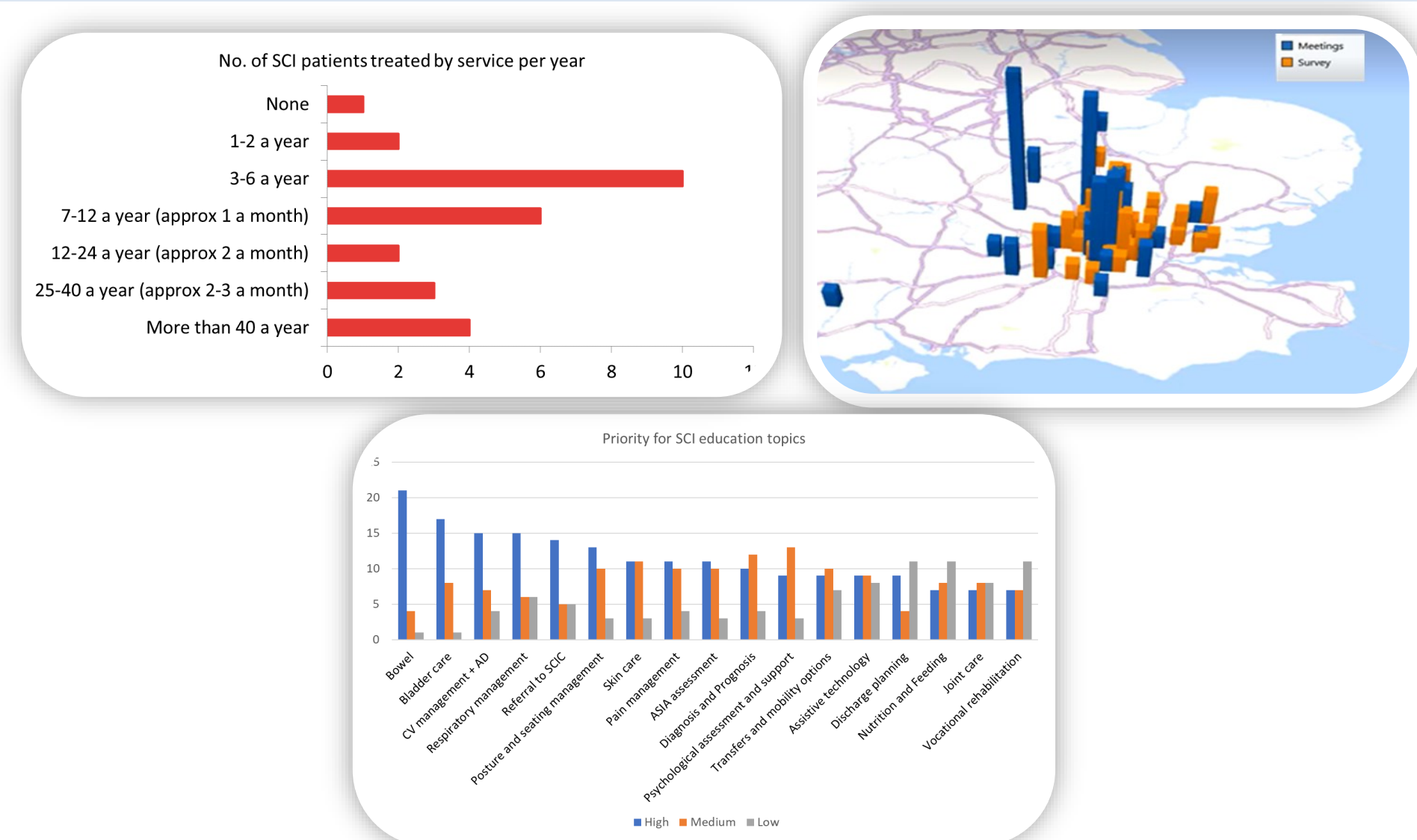
Communication strategy



- Grow community of Practice (COP)
- Develop case studies & webinars
- Explore best social media platforms
- Email newsletter
- Develop website in response to feedback
- Grow patient reference group

- Website
- Email
- Twitter
- Education task & finish group meetings
- Conference presentations
- Clinical network meetings National SCI steering group
- Engaged > 350 clinicians
- 75 registered users on Learning Hub
- 441 Twitter followers
- Email - choice to keep informed/participate

SURVEY



FOCUS GROUPS

“It's hard to maintain skills when we see so few SCI patients”

“Continence is everyone's responsibility”

“It feels like I'm pushing a rock uphill alone”

“Everyone thinks that a CNS is a continence nurse”

“there are hardly any paediatric SCI resources”

PATIENT REFERENCE GROUP (PRG)

“people are scared of the word spinal cord injury or 'paralysis' (PRG member)”

“my carer had only done bowel care on a plastic bottom” (PRG member)”

“Get in touch if you would like to be involved”

Next Steps...

- Use competency mapping to establish nursing knowledge & skills framework/digital passport
- Explore ways to support translation of knowledge and skills into improved clinical practice
- Use links with HEI community to integrate educational heutagogy principles into assessment and training
- Engage NHSE, ICB and ICS' to provide 'top down' support to organisations

MEASURING IMPACT

RANKING	Measure of change
1	Time from diagnosis of SCI to set up of effective continence plan
2	SCI core competencies included in Trusts & Care agencies mandatory training
3	Incidence of pressure ulcers, moisture lesions & urology related sepsis
4	Pre & post e-learning assessment
5	Set up an SCI training register
6	Self reported staff confidence rating measured over time
7	HEI accreditation for SCI learning
8a	NHS Learning hub & London SCI project website data
8b	Interactive feedback on case study reflections
9	Referral data via MDSAS database
10	SCI digital passport

Online SCI resources NHS Learning Hub



Project website



@ LondonSCInet



Reflections...

- Despite the huge pressures facing the NHS workforce in London and beyond, we have been inspired by the dedication and passion shown by the stakeholders who have volunteered their time to this project and we would like to thank each and every one of you.
- We are all driven by a shared purpose - to make things better for patients with SCI.
- By sharing and collaborating, we can be more efficient, whilst supporting and learning from each other.
- Education, learning & development is one of the 8 key factors identified in recent research (West et al 2020) needed to meet the 3 core needs of healthcare staff: autonomy, belonging & contribution.
- It is not a panacea but combined with compassionate leadership, it could be a powerful vehicle for change.