

Evaluation proforma

Faculty/Directorate	Health and Wellbeing
Department/area	Allied Health Professions
Project title	Supporting International Students on Placement
Project lead name	Shirley Masterson-Ng
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Other project team members	Tim Lam Terry Law Nicola Rochnia Katy Kay
Abstract including action research (or other project), working hypothesis, info from theory of change, change which is anticipated etc. (Around 250 words)	<p>The aim of this project was to develop supporting resources for both international students on healthcare placements and the practice staff that support them. This project initially focused on occupational therapy and physiotherapy students as these are well established but would be applicable to nursing and international healthcare students for other health care subject groups.</p> <p>International health care students face many barriers on practice placements and these are not limited to language difficulties. There are challenges relating to differing cultural expectations, different learning styles and expectations, social and professional behaviours and language that can affect how a student performs on placement as well as how the educators can perceive their performance and ultimately in how they are assessed on that placement. International students are more likely to be 'at risk' of failing their placements than home students.</p> <p>Practice placement is applied learning where students take the theoretical knowledge that they have learnt at University and apply it in practical way in different health care/practice settings. It is the integration of practice and theory. Practice placements can be very challenging due to the real-life situations that they take place in and also the diversity of settings and people that the students will work with, both staff and service users. The culture of these settings and of the communities that the international students work with can be very alien to them and so challenges can be even greater for them than for home students.</p> <p>Having looked at the literature, the project group decided on which resources to develop. We have made some talking heads videos with existing international students talking about what they found challenging and advice to current students.</p> <p>We have planned to carry out some recorded and subtitled interviews with</p>

	<p>service users with local accents discussing their health histories.</p> <p>Pre-placement preparation sessions were held for international students and these will be recorded as screencasts/teaching resources to be used in the future.</p>
How students are being involved	<p>Two student researchers were involved in the planning of the project who were also international students themselves; they supported the project by identifying what the issues were affecting international students on placement, prioritising the support resources needed and assisting with developing these.</p>
How project is being evaluated	<p>The project panel members will form the evaluation team as well as the international students who will be using these resources.</p> <p>Students who received the international student placement preparation will be asked to evaluate their sessions.</p>

<p>Key things What's worked well? Have you achieved what you set out to do? If not why not? What have been the Highlights?</p>	<p>Collaborating with the international student researchers who are stakeholders themselves in planning and prioritising the project objectives.</p> <p>We have not fully completed or got as far as we wanted to in terms of what we set out to do in terms of producing all the support resources that we wanted to.</p> <p>This is due to many factors; the Project lead was responsible for revalidating her course which took up most of the winter. One of the students researchers also had adverse and serious personal circumstances to deal with so was not in a position to participate in the project for a period of time.</p>
<p>Barriers</p>	<ul style="list-style-type: none"> • The work and personal circumstances affecting the whole team availability as outlined above. This has affected timing and delay in the project timeline and we have not used the funds that were agreed. • Support with completing the required paperwork and processes to employ the student researchers- this could have been more timely from both sides and also processes could be clarified as staff were not familiar with these so there was time wasted waiting for queries to be answered. • It would be really helpful if the project could be extended to over the summer period as this is usually a period in the academic year where there is additional time to complete projects rather than during the teaching periods.
<p>Enablers</p>	<p>Collaboration with other disciplines to identify suitable students/service users for the project Funding for vouchers for student volunteers for the 'talking heads' videos.</p>
<p>Replicability, transferability, scalability</p>	<ul style="list-style-type: none"> • The resources could be used for current OT/PT international students • The resources would be applicable for other health care international students and also home students who are not from the local geographical areas
<p>Any other comments</p>	<p>It is a shame that we have not had longer to carry out this project. It coincided with a very busy time for the project lead (revalidation of BSc course and also short staffing issues in the team) and also a very significant negative event for one of the student researchers. So we have not been able to achieve as much as we would have liked.</p>