**Workplace Ethics Challenge – Healthcare Workshops 2024 Attendance and Evaluation Summary**

**Attendance**

**Attendance Breakdown for 16/2/2024**

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| --- | --- | --- | --- |
| **Attendance for 16/2/2024** | | | |
| **Programme** | **Attended** | **Invited** | **% Attendance** |
| Audiology | 18 | 24 | 75% |
| Nursing | 62 | 143 | 43% |
| Optometry | 38 | 45 | 84% |
| Other | 0 | 2 | 0% |
| Pharmacy | 67 | 70 | 96% |
| Speech and Language Therapy | 12 | 44 | 27% |
| **Total** | **197** | **328** | **60%** |

**Attendance Breakdown for 23/2/2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attendance for 23/2/2024** | | | |
| **Programme** | **Attended** | **Invited** | **% Attendance** |
| Midwifery | 53 | 78 | 68% |
| Nursing | 13 | 144 | 9% |
| Optometry | 39 | 44 | 89% |
| Other | 0 | 1 | 0% |
| Pharmacy | 68 | 70 | 97% |
| **Total** | **173** | **337** | **51%** |

**Evaluation**

Overall, we received 120 completed evaluation forms from students who attended the workshops; 44 from the workshop on 16/2/2024 and 76 from the workshop on 23/2/2024, which is a 32.43% completion rate.

**When asked their main reason(s) for attending the workshops:**

* 112 said it was compulsory/part of their course.
* 20 said they were interested in the topics covered in the workshop.
* 10 said it was recommended by a lecturer/academic advisor.
* 8 said they want to enhance their employability.
* 6 said they want to complete the Stellify Award
* 1 said it was recommended by a friend.

**Of the students who responded:**

* 84% said they valued the opportunity to work with students from other courses.
* 83% said the workshop explored topics different to those covered in their degree programme.
* 81% said the workshop has provided skills and/or experiences they would find useful in their future career.
* 79% said they were now more aware of their ethical responsibilities in the workplace.
* 79% said they found the content of the workshop interesting/stimulating.
* 72% said they enjoyed the workshop.

**When asked whether they intend to complete the Stellify Award:**

* 92% said no.
* 6% said yes.
* 2% said maybe.

**When asked what they liked about the workshop, students focused on the following themes:**

**Interaction and Networking:** Participants appreciated the opportunity to interact with students from various healthcare disciplines, gaining insight into different perspectives and experiences. They found value in meeting peers from different courses and professions, allowing for dialogue and exchange of ideas.

**Learning Opportunities:** The workshop provided valuable learning experiences, including exposure to real-life scenarios and discussions about ethical dilemmas. Participants found the content informative, thought-provoking, and relevant to their future careers.

**Interactive Activities:** The interactive nature of the workshop was well-received, with participants enjoying group tasks, case study discussions, and video-led scenarios. These activities facilitated engagement and encouraged participants to think clinically and critically.

**Challenging Biases and Preconceptions:** The workshop prompted participants to reflect on their own biases and preconceptions, particularly towards individuals with disabilities. It encouraged them to consider the person behind the diagnosis and to approach patient care with empathy and understanding.

**When asked what we could improve about the workshop, students made the following suggestions:**

* **Shorter Duration**: Some participants suggested making the workshop shorter to enhance engagement.
* **Clarity and Conciseness**: The Jenny story could be clearer, and videos should provide more context to avoid gaps in understanding.
* **Scheduling Considerations**: Program leads could schedule workshops based on students’ existing clinic commitments to minimize commuting time.
* **Positive Experience**: Some participants found the workshop perfect as is.
* **More Students from Different Degrees**: In one group, there was a lack of diversity in terms of participants’ degrees. Encouraging a mix of healthcare disciplines could enhance discussions. Encourage participation from a wider range of healthcare programs.
* **Comfort and Breaks**: Ensure a warm room and consider incorporating breaks.
* **Relevance to Optometry**: Tailoring content to specific disciplines, such as optometry, would be helpful.
* **Longer Sessions and More Videos**: Some participants preferred longer sessions and additional video content.
* **Voluntary Participation**: Consider making the workshop optional rather than compulsory.

**When asked how they found out about the workshop:**

* 93 said it was on their timetable.
* 50 said they received an email from the EGC Team
* 19 said they received an email from their Academic School
* 1 said they found out through the EGC website.
* 1 said they found out through social media.

**Summary of Any Further Comments:**

* Overall, the workshop on Down's syndrome was highly appreciated and deemed informative and transformative by participants. They expressed gratitude for gaining a better understanding of Down's syndrome and how to interact with individuals with the condition professionally and kindly. Participants enjoyed the session and found it useful for their future practice. However, some attendees wished for more diversity in the professions represented at their table to gain insights from various healthcare perspectives. They expressed interest in attending similar workshops in the future to better understand the roles of different healthcare professionals.

**Some quotes from students on what they liked about the workshop:**

*“I liked being able to hear other people’s experiences working with disability patients and hear their thoughts and opinions”*

*“I really enjoyed how it got me to think beyond what is thought in my degree. It also helped me identify some of my unconscious biases and how to better address them. I have learnt to take the time to see a person first before their diagnosis. Behind each diagnosis, there is a person waiting to be heard.”*

*“I liked that it used clinical knowledge and we had to think clinically - made it more relatable to real life and work”*

*“I liked how we had opportunity to discuss the ethical issues per table but then there was opportunity to feed back to everyone. For example, sometimes points that my group hadn’t considered were raised by those leading the session and students from other tables.”*

*“I liked that it made me question and challenge my own thinking and the bias we carry within ourselves when it comes to individuals with disability and the pre-notions we form about people.”*