1 | WHAT PROBLEMS WERE Addressed?

Influenza vaccinations are an important pre-placement requirement for many health care students, reducing their risk of contracting influenza from infected patients and spreading it to other patients. Although provision of the influenza vaccination to students is a regular requirement, the outbreak of COVID-19 resulted in recommendations to provide vaccinations earlier than usual to reduce the risk of contracting two potentially serious infections simultaneously. This led to an increased demand for the influenza vaccine.

2 | WHAT WAS TRIED?

To meet this increased demand at the University of Sydney, interprofessional training of Nursing, Medicine and Pharmacy students was developed...
for the timely administration of influenza vaccinations. Students in the final year of their degree were asked for an expression of interest to participate in the training and clinic. From 74 applicants, an initial 18 students (six from each discipline) were selected and completed the training which consisted of 7 online modules and a six-hour interprofessional practical workshop. Topics included immunology, influenza and influenza vaccines, adverse reactions and management of anaphylaxis, government funded vaccination programs, contraindications, pre-screening and consent, set-up of vaccination area, correct handling of sharps and prevention of needle stick injuries, and intramuscular and subcutaneous injection techniques. The training and assessment were conducted by accredited nurse and pharmacist vaccinators. Students were also required to complete an online anaphylaxis training and an accredited first-aid and CPR course.

The vaccination clinic ran over three days with six students rostered on each day. Students took turns at pre-screening and consent, vaccination (under supervision) and observing patients for 15 minutes after vaccination. Each student administered approximately 16 vaccinations. The free vaccinations were available to any student in the Faculty of Medicine and Health who required one for their clinical placement. Over the three days, 279 health care students from a range of disciplines including nursing, medicine, pharmacy, physiotherapy, radiology, dentistry and speech therapy received a flu vaccination.

3 | WHAT LESSONS WERE LEARNED?

Introducing a new student-led vaccination initiative in the middle of a pandemic was challenging and rewarding. The COVID-19 pandemic led to the flu vaccination clinic being brought forward by two weeks and the introduction of social distancing measures during the training and clinic. Overall the interprofessional training significantly increased students’ knowledge, skills and confidence in administering vaccines, and they welcomed the opportunity to learn and work with students from other health professions. Students receiving free flu vaccinations were overwhelmingly positive about the initiative, with a vast majority saying they would recommend the clinic to fellow students. A second group of students was subsequently trained and participated in a second student-led influenza vaccination clinic in May 2020 for students with later clinical placements. In the future, vaccination training and clinic implementation could contribute to clinical experience learning outcomes for the students’ degrees. We have also demonstrated that an interprofessional vaccination training programme and student-led clinic is effective in providing a vaccination service to university students and could be used in the future for a coronavirus vaccine.

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A ‘brown envelope’ intervention for digital professionalism training

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1 | WHAT PROBLEMS WERE ADDRESSED?

Reports are emerging that since the publication of regulating bodies guidance on using social media, there have been small, but rising numbers of Fitness to Practise cases made against health care professionals relating to its use. Digital professionalism training is increasingly recognised as an important part of the undergraduate curriculum, but more work is required to determine the most effective way to do this. In our Faculty, initial pedagogic efforts to address this issue included invited lectures from guest speakers on professionalism and ethics. However, these received poor student feedback, failing to incite a level of reflection about online activities which corresponded to little to no change in their online behaviours (eg posts and security settings).

2 | WHAT WAS TRIED?

A previous study demonstrated that by incorporating student-submitted social media examples into professionalism training heightened interest and engagement, which led to the