

Readiness of Allied Health Professionals to use Technology in the Workplace

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Drivers

NHS Scotland e-Health Strategy 2014-17

E-health

- Development of paper-less and paper-light clinical record keeping

Tele-medicine

- Potential of technologies to support clinical interventions

E-learning

- Increasing use of virtual learning environments for CPD

Aim

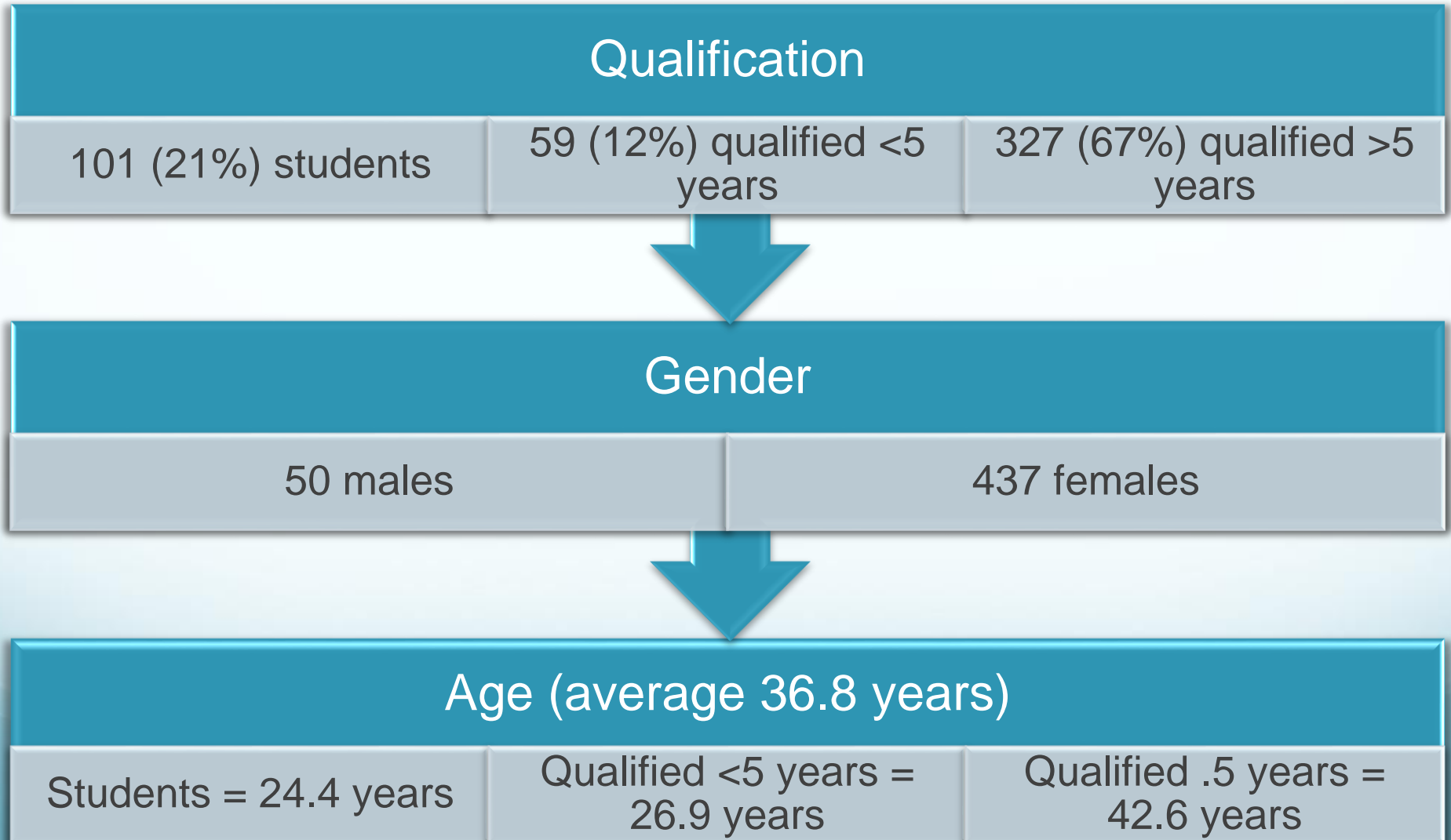
To explore the readiness of both qualified and student AHPs to use technology in the workplace

Methods

- Technology Readiness Index 2.0 (Parasuraman and Colby, 2014)
 - Innovativeness
 - Optimism
 - Discomfort
 - Insecurity
 - Overall TRI
- Online and paper versions of the survey sent to AHPs across NHS Lothian and QMU AHP students
- Ethical approval given by Queen Margaret University

Participants

487 respondents in total



Results

Group	Innovative-ness	Optimism	Discomfort	Insecurity	Total TRI
Students	3.2	3.7	2.7	3.5	3.1
Qualified (<5 years)	3.2	3.8	2.5	3.3	3.3
Qualified (>5 years)	2.9	3.5	2.6	3.1	3.1

A score of 3.0 indicates a neutral opinion

A higher score = greater innovativeness, optimism but also greater discomfort and insecurity

Significant Findings

- Students tended to show HIGHER levels of insecurity than all qualified staff
- Longer qualified staff showed SIMILAR levels of insecurity and discomfort to more recently qualified staff
- Staff who have been qualified longer showed LOWER levels of INNOVATIVENESS and OPTIMISM than either students or newly qualified staff

Typology

Typology	% respondents	Normative
Skeptic	56%	21.5%
Explorer	19%	25%
Avoider	10%	13.5%
Pioneer	5%	22%
Hesitator	9%	18%

High proportion of **skeptics** –

Need to educate and convince them on the benefits, but should not be concerned about a high level of resistance.

What can we learn?

- Generally respondents had optimistic views and did not feel uncomfortable using technology
- Most respondents did feel insecure suggesting work is required to reassure staff.
- New graduates may have an optimism about technology and may see opportunities for implementation BUT discomfort and insecurity is likely to stifle their willingness to develop these skills

So What?

- EDUCATION is needed to convince staff of the benefits
- SUPPORT and REASSUREANCE for both students and staff
- The next stage of RESEARCH should investigate why students/new graduates feel stifled

Acknowledgements

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- For further information, please contact Judith Lane (jlane@qmu.ac.uk)

Thank you for listening,
any questions?