

Mathematics at Work: Interdisciplinary translational research in Healthcare Numeracy

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In this session I present my ongoing translational research on healthcare numeracy as part of an interdisciplinary team aiming to define and propose a healthcare numeracy benchmark in the safety-critical context of Nursing and Midwifery.

Introduction

I outline some current thinking on healthcare numeracy as an instance of vocational mathematics, drawing on my experience as a member of an interdisciplinary international team undertaking long-term translational research on healthcare numeracy education with the aim of defining and proposing a healthcare numeracy benchmark in Nursing and Midwifery.

Method

Our 28-year translational research programme on drug dosage calculation and healthcare numeracy using a variety of methods is summarised in Coben and Weeks (2014) and explored more widely in the Nurse Education in Practice, Safety in Numbers series (various authors, 2013, <https://www.sciencedirect.com/journal/nurse-education-in-practice>). Our recent research is outlined in Weeks, et al. (2019) 'Developing and integrating nursing competence through authentic technology-enhanced clinical simulation education: Pedagogies for reconceptualising the theory-practice gap'.

Findings/Expected findings

I present 'the story so far', updating previous presentations on this topic to successive ALM conferences, e.g., Coben 2018 (ALM-15); Coben & Weeks, 2018 (ALM-19); Coben, Sabin, et al., 2018 (ALM-14).

Indicative references

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