



# University of HUDDERSFIELD

## University of Huddersfield Repository

Rhodes, Christine

Service User and carer Involvement in Pre-registration Children's Nursing Education: The influence on learning and practice: a student perspective

### Original Citation

Rhodes, Christine (2014) Service User and carer Involvement in Pre-registration Children's Nursing Education: The influence on learning and practice: a student perspective. In: Building the Evidence Base for Practice. UK Association of Chief Children's Nurses (ACCN) Children's and Young People's Nursing International Conference, 4th – 5th September 2014, St Helier, Jersey (Channel Islands). (Unpublished)

This version is available at <http://eprints.hud.ac.uk/id/eprint/21912/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: [E.mailbox@hud.ac.uk](mailto:E.mailbox@hud.ac.uk).

<http://eprints.hud.ac.uk/>

## **Service User and carer Involvement in Pre-registration Children's Nursing Education: The influence on learning and practice: a student perspective.**

UK policy has recommended service user and carer involvement in healthcare education for a number of years; this has in turn increased requirements for involvement from Professional, Statutory and Regulatory Bodies. The Nursing and Midwifery Council (NMC, 2010) now requires programme providers to clearly demonstrate how service users and carers contribute to programme design, delivery and assessment.

This presentation will report on a study that aimed to conduct an in-depth investigation into the impact of service user and carer involvement in healthcare education on student learning and the subsequent influence on practice as a qualified nurse. This was undertaken through a single case study that followed a narrative inquiry approach.

Narratives were collected from a children's nursing student on completion of her three year education programme and again after practising as a qualified children's nurse for one year. Taking part in the research enabled the participant to consider and reflect on her experience of user involvement in her nurse education. Analysis followed an interpretive approach utilising 'The Listening Guide' (Douchet & Mauthner 2008) with the researcher's interpretation of how the experience was conveyed with clear acknowledgement of reflexivity.

The findings identified central themes of authenticity, knowledge of self, resilience and coping, professional relationships, personalisation of care and influence on practice. This demonstrates transformative learning and support to practice, with preparation for situations and ideas on how to respond with empathy and compassion.

This study contributes to the emerging evidence base specifically from a children's nursing perspective, an area with a dearth of published material. Further research with a range of students is required to explore the lasting impact on practice.

#### References

Doucet, A and Mauthner, NS. (2008). What can be known and how? Narrated subjects and the Listening Guide. *Qualitative Researcher*, 8, 300-409.

Nursing and Midwifery Council. (2010). *Standards for pre-registration nursing education*. London: NMC.

Rhodes, C. (2013). Service User Involvement in Pre-registration Children's Nursing Education: The impact and influence on practice : A case study on the student perspective. *Issues in Comprehensive Pediatric Nursing*. DOI: 10.3109/01460862.2013.8030161