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The lecturer experience of impact on a student’s learning and practice from involving patients and carers in the delivery of the curriculum

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The Impact of Involvement on Student’s Learning in Practice

Christine Rhodes
Head of Pre-registration Nursing
The Literature

- Powerful role model (Simons et al, 2007)
- Improved communication skills and motivation to work on mental health ward (Simpson et al, 2008)
- Transformative learning – students taking specific actions in practice (Rush, 2008)
- Improved awareness and empathy (Stickley et al (2009)
- Integration of theory to practice (Agnew and Duffy 2010)
- Reaction, learning, behaviour change and impact (Furness et al, 2011)
Types of Involvement

- Recruitment and selection
- Teaching – lectures
- Digital stories and DVD’s
- Involvement in Simulation
- Assessment
Student’s evaluation comments

- Powerful
- Memorable
- Meaningful
- Insightful
- inspiring
Narrative inquiry is a qualitative research methodology that is increasingly used in health care to create meaning and increase personal insight and understanding for the participant and researcher. This type of method is entirely appropriate to elicit a personal account of individual’s motives, actions and the way they interpret and assign meaning to them. Reflexivity is central to this method with the researcher engaging emotions and relating closely to the narrators.
Narrative Inquiry

- Verbal recounting of life events
- Gives voice to...and illuminates speakers viewpoint
- Exploration of thoughts, feelings and actions
Case Study – Child Nursing Student

In depth interviews – one at end of training, then one year on
Focus on unique details and context
Illuminate and illustrate experience
Rich information
Exploration
Analysis

- Interpretive
- ‘The Listening Guide’ (Douchet & Mauthner 2008)
- Researchers interpretation of how the experience was conveyed with acknowledgement of reflexivity
- Readings 1 & 2
- Listening for the Plot, utilising reflexivity
- The use of ‘I’
Listening for the Plot

- Story of a transformative journey
- About self and others
- Resilience and coping
- Professional relationships
- Putting the patient in the centre of care
- Care, compassion, competence, communication, courage, commitment
The use of ‘I’ Poem – ‘I’ Poem

• Upset - 1
  I was absolutely distraught….it was a bit too much for me
  I was emotionally connected
  I was really upset
  …Can I do this, can I be a qualified nurse
  I didn’t think I could be because I was so upset
• Upset 2
I mean I was upset
I was really upset that day
Really, really, upset
I think then going into this job
That experience has made me stronger
I do feel more confident
Everything that I do is aimed at what the parents/child want
‘I’ Poem

- Coping
  Its put me in good stead
  I dealt with it
  I coped with it
  I managed to cope
  I don’t think, without having the service user prior to that,
  I would have coped
Findings

• Support to learning
  About self – how we are affected by situations
  About others – experiences, how people never forget how you made them feel
• Support to practice
  Preparation for situations – ideas on how to respond
  Caring – the simple things that are not simple. Emotional consequences on self and others
Compassion in Practice - The 6 ‘C’s

- Vision and strategy
- 6 fundamental values: Care, compassion, competence, communication, courage, commitment

Real actions, to achieve real improvements.

Jane Cummings CNO England
Viv Bennett Director of Nursing DoH
DoH December 2012
• Putting the patient at the centre of care
• Putting the patient first
• Nurses need to put the needs of the patient before their own
• Nurse training – focus on culture of caring
• Appropriate values, attitudes and behaviours
• Training and experience of compassionate care
Thank You

- Any questions or comments.

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