



University of HUDDERSFIELD

University of Huddersfield Repository

Rhodes, Christine

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

Original Citation

Rhodes, Christine (2013) The lecturer experience of impact on a student's learning and practice from involving patients and carers in the delivery of the curriculum. In: The Role of Professional Regulatory Bodies in Patient, Carer and Public Involvement, 12th February 2013, Leeds, UK. (Unpublished)

This version is available at <http://eprints.hud.ac.uk/id/eprint/16916/>

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.

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

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

Led to Narrative Inquiry

- 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

'I' Poem

- 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

Francis Report



- 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.
- c.a.rhodes@hud.ac.uk

Inspiring tomorrow's professionals

