Nurturing caring values in pre-registration nurse education: a qualitative longitudinal study

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Aim

To report on phases 1-3 of a 5-phase study exploring the impact of an undergraduate nursing curriculum based on a humanising care philosophy, on the values of individual students.
Bournemouth University
Nurse education in the UK
-at Bournemouth University

• 3 years full-time
• All graduate: BSc (Hons)
• 4 ‘fields’ of nursing: Adult, Children, Mental Health, Learning Disabilities
• 50% University based; 50% practice based
• 6 units per year; some shared between fields
• Interprofessional theme days
Introduction and context

- ‘Crisis in care’: a global issue (Francis (2013))
- National measures: Values-based recruitment; ‘6Cs’
- Values-based curricula: Humanising Values Framework (Todres et al 2009)
- Exploring the impact of the curriculum on student values as they progress through the programme
Research question

Can a curriculum built on a humanising philosophy positively impact on nursing students’ personal beliefs about the core values of nursing?
Plan of investigation

- Participants: two cohorts of students, one year apart
- Data collection: 5 stages (each cohort)
  - Stage 1: Semi-structured interviews on Day 1
  - Stage 2: Focus groups post 1\textsuperscript{st} placement
  - Stage 3: Focus groups end of 1\textsuperscript{st} year
  - Stage 4: Focus groups end of 2\textsuperscript{nd} year
  - Stage 5: Semi-structured interviews end of 3\textsuperscript{rd} year
- Ethical approval
- Data analysis: thematic (Braun & Clarke 2006)
Research methodology

• Qualitative longitudinal research (Neal, 2013): qualitative enquiry conducted through or in relation to time

• Movie (stories) rather than snapshots (trends) – shows how change is created, lived and experienced

• ‘Walking alongside’ people as their lives unfold.
Findings

No notable difference between the two cohorts:

- Personal journey
- Impact of curriculum
- Impact of practice
- Values development
Findings: Personal Journey

We cannot become what we want to be by remaining what we are.

Max DePree
Findings: Curriculum impact
Findings: Placement impact
Findings: Values development
Discussion

• **Personal journey**: gained greater insight into the role, importance of knowledge, achieving a sense of responsibility, learning to question

• **Impact of the curriculum on their values**: learning about themselves and seeing themselves change, understanding empathy, seeing confidence grow

• **Impact of placements**: importance of quality mentor, seeing holism in action, importance of my own qualities

• **Values development**: Learning to articulate the nature of caring in professional nursing, importance of developing and implementing values (being caring)
Conclusion

• Move from novice, naive, public perceptions of nursing
• Understanding the importance of knowledge for practice.
• Learning to be a ‘real nurse’ in action, being able to distinguish good care
• Learning to develop ‘values in action’
Useful reading

Useful reading


• Patients Association, 2011. We've been listening, have you been learning. Patients Association, London.


Questions and comments please

Thank you for listening!

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