Embedding compassionate nursing practice within pre-registration nursing and midwifery curricula

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Aim of presentation

To provide a strategic overview of the project
To explore an example of innovation within the undergraduate nursing curriculum
Leadership in Compassionate Care Programme (LCCP)

Joint venture between Edinburgh Napier University and NHS Lothian (Scotland). Funded by an external benefactor

A 3-year action research programme that is underpinned by principles of appreciative inquiry and relationship centred care

4 Strands Beacon wards, Leadership, Support for Newly qualified nurse, **UG education strand**
The Vision:

To embed compassionate care as an integral aspect of all nurse education and practice in Edinburgh Napier University, NHS Lothian and beyond.
Stories & other data gathering in practice

Patient, relative, staff and student stories were gathered as part of the Beacon Wards / Development Sites LCCP
Compassionate Care Framework

Key Themes

Caring conversations
Flexible person centred risk taking
Feedback
Knowing you knowing me
Involving valuing and transparency
Environment

For more information about the project see final report
http://researchrepository.napier.ac.uk/5935/
So what? What now?

Using resources gathered in clinical practice
Engaging staff
Stories week
LTA development day/ sharing practice
Action projects
Action projects

Making the stories gathered in practice more usable and meaningful for staff
Making compassionate care explicit within an acute nursing module
Recruitment processes
Role of the personal development tutor
Making the stories more usable in LTA

Project funded by Edinburgh Napier University Teaching Fellows Development Fund
Stories themed, key words and categories identified
Recording studio and recording expert identified
Staff and relatives invited to read their own story
Photographs of story tellers
Recordings edited
Customized podcast site set up to host audio files
Leadership in Compassionate Care
Enhancing patient care by promoting compassionate practice

Peter’s story

This story is an account of a relative’s experience of care provision for his wife during a stay in hospital in the last period of her life.
Example in practice
Recognising acute illness and deterioration

Teaches students to recognise and respond to acute illness and deterioration

Offered to Pre and post registration nurses

Blended learning: Theory through Moodle then application during practical simulation sessions

Practical sessions use patient scenarios followed by a debrief/reflective session.

Practical assessment and written exam
Leadership in Compassionate Care
Enhancing patient care by promoting compassionate practice

Making compassionate care explicit

- Charge Nurses
- Lecturers
- Senior nurses for CC
- Students

Action project: Collaborative approach
Making compassionate care explicit

- Woven into online materials
- Stories released as Podcasts
- Practical sessions: Discussion during the debrief, feedback from actors
- Assessment: marks awarded for demonstrating CC
Example patient scenario

A young man is in his first week of a new job. He is a type 1 diabetic. He accompanies his colleagues to a wine bar and has a few drinks. He expects to have something to eat but the kitchen has closed as the chef walked out. He appears to be a little agitated. His friends find him collapsed in the toilet and call an ambulance. They report to the paramedics that they think he may have been fitting. He has a small cut in his bottom lip.
Information/guidance for the actor patient

Vital to success of the exercise
Statements/questions that required a response from the student

“You won’t leave me will you?”

Challenging the use of jargon

“I’ll just do your obs now”
RAID module podcasts

Compassionate care stories

Podcast 5 Wendy’s story

By raidmodule | Published November 14, 2013

Wendy is a registered nurses who works in a community hospital. Listen to her story and answer the questions below. Please share your answers on the discussion board.

What informed Wendy’s decisions?

In what way did Wendy demonstrate compassionate person centred care?

Podcast 4 Issy’s story
"Doctors and nurses make judgments when communicating about what their patients understand of medical terminology and with what depth they can go into specifics before they ‘bamboozle’ the person at hand. This is a process of estimation, it takes enhanced communication skills to get it right, and it will not be right every time for every person. Asking a patient or relative to explain to you what they understand of the information they have been given can be a good way to ensure you have got it right for them”. Student 5
# Section of practical assessment criteria

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<thead>
<tr>
<th>Criteria</th>
<th>Achieved</th>
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<tbody>
<tr>
<td>Provides patient with regular relevant information</td>
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<td>Explains procedures and rationale for actions</td>
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<tr>
<td>Provides information about sequence of events. What he/she can expect</td>
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Student feedback

“I'm really enjoying the podcasts as I feel that they are very open and honest accounts of particular situations which allow me to think about things from another perspective. I found Margaret and Elizabeth's story very touching and poignant. They were grateful for so many little things, such as being allowed to heat food in the kitchen or being included in decisions regarding the care of their husband/father. I found it interesting that they mentioned that they were unsure of the rules and restrictions during night visits in the hospital and that a brochure or information regarding this could have been helpful. I'll try to bear this in mind for the future”.
Podcasts provide a useful alternative way to hear about the experiences of patients relatives and staff in practice

Student evaluation
I valued the emphasis on aspects of compassionate care throughout the module

- Strongly agree: 25
- Agree: 7
- Uncertain: 0
- Disagree: 0
- Strongly disagree: 0

Q17
"Now they are more personal. 2 or 3 years ago they just did it and that was it but now they try to connect with us since you have introduced the aspects of CC" Actor

"Now they are more personal. 2 or 3 years ago they just did it and that was it but now they try to connect with us since you have introduced the aspects of CC" Actor

"Podcasts help the students to be aware of the patients point of view – their concerns" Lecturer

"Yes definitely more discussion around aspects of CC in debrief and skills workshops. Students would ask questions about how would you deal with that situation" Lecturer
Dissemination and impact

Publications
Conferences
Textbook
Journal of Compassionate Care
Compassionate care woven into Nursing and Midwifery Curriculum at Edinburgh Napier University
International collaboration: Curtin University Perth WA
Summary

• Essential strategic buy-in and ongoing commitment
• Innovation encouraged and culture to ‘try’
• Evaluation of innovation
• Dissemination and wider engagement of the project and individual innovation
Publications from action projects


Thank you

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