



THE UNIVERSITY *of* EDINBURGH

Nursing Studies highlights

Autumn 2013





Welcome

Nursing Studies at the University of Edinburgh has enjoyed another successful year and our tradition of excellence continues to be sustained. For 2013/14, for the ninth consecutive year, the Bachelor of Nursing with Honours programme achieved the top place in the *Guardian's* UK league tables of undergraduate nursing programmes. Our students continue to secure employment on graduation and emerge as leaders as they progress in their careers. We are delighted that three such alumni have joined Nursing Studies in a visiting capacity. Dr Dorothy Armstrong, Clinical Adviser to the Scottish Ombudsman, is Visiting Fellow; Juliet MacArthur, Chief Nurse, Research and Development, NHS Lothian, is Honorary Fellow; and Professor Daniel Kelly, RCN Professor of Nursing Research, University of Cardiff, is Honorary Professorial Fellow.

Another alumna, Helen Mackinnon OBE, former Director of Nursing, Midwifery and the Allied Professions at NHS Education for Scotland, was awarded an honorary doctorate in Social Science of

The introduction of an e-portfolio, the 'On-going Achievement Record' (OAR), was commended by the validation panel as 'leading edge'.

the University of Edinburgh for service to nursing in June 2012. Nursing Studies also extends congratulations to Aisha Holloway, lecturer in Nursing Studies, who gained the EUSA Award for best feedback in the School of Health in Social Science and to Jennifer Tocher on her promotion to Senior Lecturer in Nursing Studies.

In last year's Nursing Highlights, we reported that we were preparing our undergraduate curriculum for revalidation, co-ordinated by Elaine Haycock-Stuart. The validation event took place in May 2012 with a successful outcome indicated by seven commendations for a programme judged to be highly innovative which integrates Nursing Life Sciences, Healthy Communities, Professionalism and Research throughout

the four years. The introduction of an e-portfolio, the 'On-going Achievement Record' (OAR), to record clinical placement experience, mentor input and learning outcomes was commended by the validation panel as 'leading edge'. The successful development of the e-portfolio followed a pilot study with students during their clinical placements.

We also reported the development of a fast track Masters option for high flying honours graduates. This Masters of Nursing in Clinical Research is the first programme of its kind in Scotland. One of the benefits of the programme is that it allows students to make an early career choice in clinical research. See page 6.

The bid put forward by Nursing Studies, to develop an on-line Masters in

Advanced Clinical Skills was recently approved by the Distance Education Initiative (DEI). This successful outcome is set to further enhance collaboration between the School for Health in Social Science and the College of Medicine and Veterinary Medicine. Two innovative courses will trail blaze planned developments and content is being crafted to support the 'Person Centred Care' and the 'Telecare' modules, which will complement other courses offered for Continuing Professional Development.

Nursing Studies continues to recruit national and international students to our Masters in Advancing Nursing Practice and PhD programmes as current students complete their studies. For further information, please visit www.ed.ac.uk/schools-department/health/nursing-studies.

On the research front, Nursing Studies continues to consolidate research programmes in critical care, addictions (tobacco, smoking cessation and alcohol consumption); emotions and care. Preparation is nearing completion for submission to the Research Excellence Framework (REF) in 2014. A new field of inquiry has been opened up in user-involvement, stimulated by the establishment of active service user groups to inform curriculum development and teaching and collaboration with the Patient Opinion organisation. An evaluation of user involvement in Scottish HEIs commissioned by NHS Education for Scotland was successfully completed in March 2013. Please visit www.ed.ac.uk/schools-departments/health/nursing-studies/research/projects to find out more.

Our collaborative partnerships with Edinburgh Napier and Queen Margaret Universities, NHS Education for Scotland and NHS Lothian continues to support the Clinical Academic Research Careers (CARC) scheme with new projects coming on stream in the University of Edinburgh critical care demonstration site.

Our joint seminar research programme has gone from strength to strength. Monthly seminars have been held in all partner institutions throughout the year with an increase in attendance. At the University of Edinburgh, two public



Former Director of Nursing Helen Mackinnon OBE receives an honorary doctorate in Social Science from University Principal Professor Sir Timothy O'Shea.

lectures were hosted by Nursing Studies: The Elsie Stephenson Memorial Lecture delivered by alumna Professor Fiona Ross in March 2012 and the Leverhulme Artist in Residence Public Lecture 'Good Nurse Bad Nurse' presented by Creative Writer Nicola White in October. (See The Nurse Stories Blog www.nursingwriter.blogspot.co.uk). Knowledge Exchange events included *Telling Nurses' Stories* at the Royal Edinburgh Hospital; the Economic and Social Research Council (ESRC) Social Science Festival *The Body in Crisis: a Critical Care Perspective*, and *Nursing at the Extremes* workshops to explore emotions associated with working in intensive psychiatric and critical care units.

Two international conferences were held in March and April 2013 attracting delegates from all over the world. In March, Nursing Studies hosted the International Community Nursing Conference (see separate item) and in April the focus was on Asian Nurses' Migration.

We continue to work with international colleagues in China, Thailand, Taiwan, India, Japan, Malawi, Australia and the USA to support student and staff exchanges and clinical electives. Over the past year we have been delighted to welcome and visit faculty and students from all of these countries.

As nurse education in the UK transforms into an all-graduate profession 2013, we are proud to continue our long tradition



of leading education and research to prepare graduate and postgraduate nurses who have the capacity to make a difference to the quality of people's lives. I congratulate colleagues' and students' successes and look forward to Nursing Studies continuing to play a key role in shaping nursing's future in a challenging and ever changing landscape.

Professor Pam Smith
Head of Nursing Studies

The Nursing Society



In March 2012 an enthusiastic group of undergraduates agreed it would greatly enhance their time, as nursing students at the University of Edinburgh, to recreate the Nursing Society. This once active student society had faded in recent years and was feared almost lost to memory. The reinstated

Committee consisted of members from all four years of study as it was felt important to gain direct insight as to the needs of each year to enrich their experience.

The Society aims to create lasting and supportive friendships and professional relationships, uniting members across the four years of the Nursing Studies programme. In the first year, a range of talks and presentations by organisations such as the Royal College of Nursing were developed to support our nursing education and its support of the clinical electives overseas. Our social events have the aim of building friendships at their core whilst being fun and accessible to all. We also set up academic 'families' as a form of peer support (see article, right). We aim to have a positive impact on the University and wider community, and this has been facilitated primarily by the decision to support two elected charities per academic year, the Sick Kids Friends Foundation Edinburgh and the Marie Curie Hospice Edinburgh. The Nursing Society also welcomes working with other societies, e.g. those run by Psychology and medical students, and this has allowed us to begin effective multidisciplinary relationships with our future colleagues and learn from each other.

Shion Gosrani, Nursing Society President,
BN with Honours, Group 2011–15

Student peer support



In the academic session 2012–13, as part of the concern for peer support, the society decided to set up Academic Families for nursing students to replace the 'buddy' system which had previously been in place. The notion of families aims to provide academic as well as social support within a

wider group to ensure that students could get the most out of their time at the University of Edinburgh.

The Nursing Society Academic Families are made up of students from all four years providing each family with a Grandparent (Fourth Year), Parent (Third Year), Older Sibling (Second Year) and Younger Siblings (First Year). Eight families were created containing at least one student from each year group. Students were asked if they wanted to be involved and only those interested were added to a family. Involvement of all years in each family allows inter-year relationships to develop which would provide advice and support on courses and placements as well as social support.

The families are working well, providing the looked for inter-year support. Feedback from the first year students stated that the academic families also provided them with support when starting their first placements – a daunting time. The third years found it particularly helpful for gaining information from the final years about the expectations on entering the last two Honours years of the programme and for student led advice on how to arrange their required clinical elective placements.

Fiona Leith, BN with Honours, Group 2009–13

Observing teaching skills in Nursing Studies

A view of a student teacher from Germany



I am currently a student at the University of Applied Sciences, Ravensburg-Weingarten, Germany, studying for a Bachelor's degree in

Nurse Education. As part of this degree programme, a three month practice placement was required and I chose to visit Nursing Studies at the University of Edinburgh.

Nursing education in Germany still follows a traditional, vocational route and I knew that nursing education in Britain was very different. I was also aware that Nursing Studies had an excellent reputation and could not think of a better place to go to gain an insight into the nursing

education, its organisation and curricula, the translation of theoretical knowledge into evidence-based practice and the everyday work of the lecturing staff.

It was a rewarding three months. I had the opportunity to attend lectures, tutorials, seminars and the many and various staff meetings and acquire an appreciation of not only the different methods of knowledge transmission and student learning but also how the curriculum is created maintained and evaluated. The range of curricula content was impressive, from the fundamentals of research in first year, the acquisition of essential skills in the skills centre, to complex pathophysiology and the art of health promotion where I had the opportunity to observe a health promotion

event. This event was organised by the Honours students demonstrating so well the links between theoretical and practice based knowledge.

I also benefited greatly from the time spent individually with staff to hear about their learning and teaching ideals, their research and their careers. Everyone was generous with their time and availability.

I can only thank all the lecturers, researchers and students for their excellent support and making my time in Edinburgh unforgettable. I am taking back home new experiences, language skills and new ideas for the German nursing education system.

Julia Miller
Visiting student teacher

An opportunity for health promotion and a lesson learnt



During the first semester of the Academic session 2012–13, Nursing Studies received a request from Psychology for nursing

students to help them run voluntary health checks on their staff. Over the past few years the subject area of Psychology had been promoting healthier lifestyles among their staff through projects that included access to a gym and exercise classes at lunch times. As part of this they were hoping to offer blood pressure and Body Mass Index (BMI) checks for their staff. At that time, looking for any excuse to be diverted from revision for the coming examinations, I willingly volunteered to attend as requested, only to be a little unnerved as I laid eyes on the stethoscope and sphygmomanometer. In my first year we had been taught how to take manual blood pressure recordings and had felt fully confident in this skill. However, three years of relying on the (often temperamental) electronic, digital monitors to measure this vital sign in patients meant that I was unusually less than confident when the first 'patient' walked into the room. In fact, the advice to "take a seat and relax", were as much for my benefit as the 'patient's'! I quickly came to appreciate the importance of the guidance we had always received about maintaining this manual skill in practice. As my confidence returned I began to enjoy talking to the staff and appreciated the opportunity to support people actively engaged in improving their lifestyle. It was also good for me to restore and enhance my skills of listening to those Korotkoff sounds assessed in manual blood pressure recording and to remind myself that, as nurses, we must never become too reliant on machines.

Hopefully, Psychology and Nursing Studies will work together again to promote healthy lifestyles.

Maria Mazza

BN with Honours, Group 2009–13

Gareth Overton



**Do the sick
no harm**
Learning about patient safety

From the earliest days of the BN with Honours programme, Nursing Studies, students are acquainted with Florence Nightingale's dictum: "...the very first requirement in a Hospital [is] that it should do the sick no harm." This has remained with me and led me to take a keen interest in patient safety throughout my education.

With the support of Nursing Studies, I have been able to spend time in health care organisations across the world, learning about how to keep patients safe whilst in hospital. From Cyprus to America, I have spent time with nurses, doctors and educators who have generously given their time to share their patient safety insights and perspectives with me. Whilst in America, I was privileged to shadow safety expert, author and physician, Professor Robert Wachter. Professor Wachter, the pioneer of America's fastest growing medical speciality – the 'Hospitalist' – has authored numerous articles and texts on patient safety. I learnt so much, and such experiences culminated in a successful application for a scholarship to attend this year's week-long International Forum on Quality and Safety in Healthcare, held in London, gathering some 3,000 safety enthusiasts. The scholarship, funded through the Institute for Healthcare Improvement and the British Medical Journal, will allow me to meet and listen to the leading clinicians and academics



Student nurse Adam Lloyd with Professor Robert Wachter.

in the field of patient safety, including the Scottish Government's lead for Quality Improvement Dr Jason Leitch, Robert Francis QC and safety pioneer Dr Don Berwick and will offer a unique learning experience of quality and safety for me as a student. More than this, the experiences gained at this event can be shared with my fellow students, the staff and with other colleagues. However, most importantly, I hope that the combination of this scholarship along with my previous experiences will demonstrate the overall purpose of having a beneficial effect on patient care.

Ill health will touch us all at some stage and it is my hope that in focusing on the safety of our patients at all times, the care for patients will be of the standard that honours Nightingale's dictum.

Adam Lloyd

BN with Honours, 2009–13

Recording progress

The electronic On-going Achievement Record (OAR)

Following validation by the Nursing & Midwifery Council, Nursing Studies began a new and enhanced undergraduate curriculum to prepare, as always, excellent nurses, fit to provide safe, effective, person-centred care in the 21st century healthcare system.

An exciting innovation was the development of an electronic means of recording and assessing their placement based learning and professional development: the OAR. Our aims were:

- to strengthen the ways in which students bring together and record their work based learning
- to enhance the collaborative working with students, mentors and academic staff by enabling quick and effective information sharing
- to reflect the technological advances in healthcare by supporting the development of transferrable IT skills in both staff and students.

The electronic OAR will go live in September 2013 and replace the worthy, but cumbersome, 'hard copy' Practice Portfolios.

Jillian Taylor, Teaching Fellow

A new Masters of Nursing in Clinical Research

The field of nursing and nursing research is ever changing and increasingly challenging. Nursing Studies has developed an innovative, new programme, designed for nurses with a strong aptitude and aspiration for a research career. This one year full time programme has been designed to be 50% as theoretical work and 50% as clinical and nursing research practice attachments where students will gain experiential, practice based learning within a clinical research team. It would follow immediately on from the undergraduate degree and is aimed, in its first running in 2013/14, at applicants who are nursing graduates from Scottish Universities.

We are grateful to the Scottish Government who are paying postgraduate student fees and providing a studentship for up to 15 eligible students undertaking the Masters of Nursing in Clinical Research in academic session 2013–14.

www.ed.ac.uk/schools-departments/health/nursing-studies/postgraduate/nursing-clinical-research

Success in the National Junior Leadership Academy

The pilot National Junior Leadership Academy is funded by the Higher Education Academy and is led by Stacy Johnson and Dr Aru Narayanasamy, University of Nottingham and Professor Laura Serrant-Green, University of Wolverhampton. The Academy aims to identify potential nursing leaders early in their career journey and develop their leadership knowledge, attitudes and skills. Through teaching, activities and mentoring, the Junior Leadership Academy aims to increase student nurses' capacity and capability to lead early in the career journey and enhance student nurses' employability by maximizing the early impact they have in the organisations they serve.

Shion Gosrani, in her second year of the BN with Honours programme, has gained one of the ten places on this programme. She describes her success:

'The application process involved an honest reflection on my leadership skills, illustrating my aptitude for leadership but also the areas that would benefit from further coaching and development. It was also important to display an understanding of how the NHS and the nursing profession are changing. In the short interview I expanded on my leadership roles thus far, highlighting what I had succeeded, in particular, and what I had found especially difficult, and consequently what I hoped I might gain from the Academy.

'Gaining a position in the Academy will enable me to carry out my role within the Nursing Society [see separate *Highlights* item] with better, clearer leadership enabling us to develop a more succinct profile as a support and social network for all Nursing Studies students at the University of Edinburgh.



Celebrating graduates of the BN with Honours programme.

The Academy aims to increase student nurses' capacity and capability to lead and their employability.

'Beyond the Society, it will allow me to be a more effective practitioner once qualified. My current interests sit with sexual and women's health. I hope what I will gain from this amazing opportunity will greatly benefit me if I am fortunate enough eventually to work for a non-governmental organisation abroad.'

Reflections on a recent visit to Hangzhou University, China

On a cold winter's day back in December 2008 a Memorandum of Understanding (MOU) was signed between the School of Health in Social Science, the University of Edinburgh and the Nursing School of Hangzhou Normal University in China. From the outset this was a unique agreement, as it not only involved academic collaboration but enhanced student mobility via an undergraduate student elective scheme between Scotland and China. The groundwork for this MOU was mainly based on the work of Professor Rosemary Mander in Edinburgh and Professor Fu Wei from Hangzhou Normal University.

Over the last five years this collaborative agreement has flourished and there has been a great deal of academic activity and student and staff mobility between the two institutions. On the postgraduate front, several faculty members from Hangzhou Normal University have undertaken their PhD studies in the University of Edinburgh and it was very pleasing to see the first of these, Dr Junhong Zhu (pictured), graduate in December 2012. Several other students will follow her in the near future.

Additionally, the agreement has also led to post doctoral experience for the Hangzhou faculty. Dr Yang Fang has spent a period of time in Edinburgh under the supervision of Professor Pam Smith and me as part of a Chinese 'famous teacher' scheme. Whilst in Edinburgh, Dr Yang Fang has focused her studies on resilience in older people and stress in Chinese nursing students.

Each year we have been very pleased to receive a group of Chinese visiting undergraduate students from Hangzhou Normal University. These students have become part of the undergraduate community in Nursing Studies and each group has left a positive impact and generated many friendships. It has been a great privilege for me to be a personal tutor for these students.

Our BN undergraduate students have also had the opportunity to visit China, as part of their year three elective placement. They have received a warm welcome and fantastic hospitality whilst in China.



Dr Junhong Zhu



Dr G Smith and Professor P Smith with staff of Hangzhou University.

This elective experience has provided academic learning, cross-culturally awareness in relation to health care and formed the basis of many long-term friendships.

On a recent visit to Hangzhou, Professor Pam Smith and I started discussions on the next phase of this collaborative agreement. It is hoped that the undergraduate elective scheme can be further developed. In addition, it is hoped that there may be further opportunities to develop postgraduate and research links between the two institutions.

It seems a long time since that cold December morning in 2008. However, so much has been achieved to bring our MOU to fruition. It has been a very rewarding experience and I am very grateful to all colleagues in Edinburgh who have supported the Chinese visiting students. I am also very grateful to Professor Fu Wei and her faculty for the warm hospitality in their University.

Dr Graeme D Smith

April 2013



Delegates at the first China-UK international Nursing Management Forum.

First China International Nursing Management Forum

Dr Aisha Holloway, lecturer, travelled to Beijing in April to present at The First China-UK International Nursing Management Forum at The University of Peking. Dr Holloway, Programme Director for the Masters in Advancing Nursing Practice, presented a paper on 'Developing a career in nursing' along with a paper highlighting the range of postgraduate programmes that we offer here in Nursing Studies. It is hoped that this will be the start of new partnerships and collaborations with our colleagues in China. During her visit, Dr Holloway visited a number of leading hospitals in Beijing, including Peking University First Hospital and the leading hospital for Chinese Complementary Medicine.



Strategic directions for Nursing Research in Alcohol Summit

Experts consider the future of alcohol-related harm and the role of Nursing research

In December 2012, The University of Edinburgh Alcohol Research Group within Nursing Studies hosted a unique event for Scotland. The Nursing Research in Alcohol Summit brought together a select group of experts from policy, research, academia and practice with the focus on establishing a dialogue with practitioners/researchers and policy makers in the field of alcohol related harm and to explore the key focus for the alcohol agenda in Scotland within the context of the largest group of health care professionals – nurses.

The main objectives of the Summit were to develop a strategic nursing research agenda that could be implemented and taken forward.

There was leading representation from clinical practice, Scottish Government, the Royal College of Nursing, Alcohol Focus Scotland, Association of Nurses in Substance Abuse, Chief Nursing Officer for Scotland's office, NHS Health Scotland, academics and researchers. From the discussions actionable recommendations were made as to how nursing research can contribute to the current evidence base and policy health outcomes through collaborative initiatives with the wider health care community.

This will be taken forward by the development of a Scottish Alcohol Research Network and current dialogue with key stakeholders to ensure nursing is represented at ministerial level both for policy and evidence.

Conference:

Transforming Community Health

Nursing Studies in collaboration with the Queens Nursing Institute Scotland (QNIS) and the International Collaboration for Community Health Nursing Research (ICCHNR) in March 2013 hosted the fifth International ICCHNR Conference *Transforming Community Health: the Nursing Impact* in the University of Edinburgh's John McIntyre conference centre. Key note speakers included Professor Karen Luker of the University of Manchester (and a postgraduate of Nursing Studies) who gave the Lisbeth Hockey memorial lecture, Professor Sally Kendall of the University of Hertfordshire and Katarina Hjelm from Linnaeus University, Sweden.

The aim of the conference was to provide evidence to promote strategies for the advancement of nursing for high quality care in the community setting. The conference also provided an environment in which to share good practice, disseminate research and meet others working in similar fields offering opportunities to establish new

collaborations and networks.

The conference attracted over 250 delegates from 19 countries to consider issues pertinent to nursing research and practice within the community context. The organising committee chaired by Dr Elaine Haycock-Stuart of the University of Edinburgh, reported that the conference was a resounding success as delegates engaged in debate around the 20 conference themes whilst enjoying the excellent conference facilities of the John McIntyre Centre. A high point of the event was the dinner in the University's Playfair library including a ceremony at which two nurses, Eric Ezati and Rebecca Nantondo, recipients of the Mary McClymont award from ICCHNR, received recognition for their work with a community project REACH OUT helping people living with HIV in Uganda. Eric and Rebecca's work was truly inspirational with a sound evidence base. The next ICCHNR conference will be in Seoul, South Korea in 2015.

www.icchnr.org

Experiences of health and illness/critical care research

Nursing Studies has been involved in a number of research projects related to experiences of health and illness and critical care.

Telehealth to support recovery following critical illness

Dr Pam Ramsay (Clinical Academic Research Fellow) has recently commenced a study which will develop and evaluate a telehealth intervention to support recovery among patients and families following critical illness. The study draws together a programme of qualitative research into patients' experiences of critical illness, ward-based care and rehabilitation and recovery following hospital discharge for integration onto an experientially meaningful online resource. Dr Ramsay will work together with patients, families and clinicians to develop web-based content and media providing information

(e.g. on common critical illness related morbidity, both physical and psychosocial), advice (e.g. on accessing home adaptations or managing fatigue), peer support and online access to clinicians. The resource will be evaluated in a large scale randomised trial before subsequent development into a telerehabilitative intervention.

What matters to patients receiving long term ventilation in the community?

Dr Anthony Bateman (Consultant Anaesthetist in Critical Care) and Dr Pam Ramsay have recently been awarded funding by Edinburgh and Lothian Health Foundation to explore experiences of community-based mechanical ventilation among patients with degenerative neuromuscular conditions. This longitudinal qualitative pilot study will provide the foundation for subsequent Doctoral work in this area.

REFRESH was a Big Lottery funded project managed by ASH Scotland in partnership with the University of Aberdeen and the University of Edinburgh's Nursing Studies [date]. REFRESH involved a portfolio of research with the aim of reducing children's exposure to second-hand smoke (SHS) in their home.

Exposure to second-hand smoke in the home is associated with a number of adverse health outcomes in children [Royal College of Physicians, 2010]. This is particularly the case for children from disadvantaged homes, which have higher rates of parental smoking and fewer restrictions on smoking in the home [Akhtar et al, 2009]. While there is a need to explore new ways of supporting parents to make changes that significantly reduce their children's exposure to SHS, to date there is little evidence of effective home-based interventions [Gehrman & Hovell, 2003; Priest et al, 2008; Baxter et al, 2011].

The REFRESH intervention was designed to provide parents with feedback on the effect their smoking has on air quality within their home. It was also designed to help parents develop their own strategies to reduce second-hand smoke exposure in the home. The unique element is the use of air quality monitors that provide real-time objective measurements to parents. Fifty-four smoking mothers with at least one child under six years of age took part in the study, which ran between July 2010 and March 2011.

The qualitative findings showed that mothers were able to understand the data they were shown and were shocked by the values measured in their homes despite being aware of the effects of SHS exposure. Many mothers described how they had changed their smoking behaviours in the home and were more motivated to protect their children as a result of the knowledge they had gained. Mothers appreciated the intervention taking place in their home as it allowed them to have their personalised data.

In order to explore policy and practitioner perceptions of the intervention and their role in relation the promotion of smoke-free homes, qualitative interviews were conducted with 30 informants,

REFRESH research



stock.xchng/Gabriella Fabbrì

including Scottish Government policy makers, senior nurse managers, primary care practitioners, smoking cessation workers, childcare group workers and a director of a national body concerned with children's welfare. Importantly the knowledge exchange phase of the project has resulted in a members' motion about REFRESH in the Scottish Parliament and also inclusion of the REFRESH model in the new Scottish Tobacco Control Strategy. Other project outputs included:

REFRESH How to Guide

The *How to Guide – Creating a Smoke-free Home* (www.refreshproject.org.uk/how-to-guide/) is intended to help professionals working with families and children to raise the issue of SHS in the home and car. The guide has information on SHS and its health effects, hints and tips for parents on how to create a SFH, and the benefits of reducing smoking in the home and car

The REFRESH project website (www.refreshproject.org.uk) is designed to provide information on SHS to parents and practitioners. The website has information on the health effects of SHS, exposure levels in the home (based on REFRESH data) and hints and tips on creating a SFH.

REFRESH Publications

Wilson I, Ritchie D, Amos A, Shaw A, O'Donnell R, Mills L, Semple S, Turner S (2012) *"I'm not doing this for me": Mothers' accounts of creating smoke-free homes*. Health Education Research published online 26 July doi:10.1093/her/cys082

Shaw A, Ritchie D, O'Donnell R, Amos A, Mills L, Semple S, Turner S, Wilson I (2012) *Smoke-free homes for children – REFRESH How to Guide for Nursing Practice*. Nursing Times in press

Wilson I, Semple S, Mills L, Ritchie D, Shaw A, O'Donnell R, Bonella P, Turner S, Amos A (2012) *REFRESH – Reducing families' exposure to secondhand smoke in the home: a feasibility study*. Tobacco Control published 21 May 2012. doi:10.1136/tobaccocontrol-2011-050212.

Mills L, Semple S, Wilson I, MacCalman L, Amos A, Ritchie D, O'Donnell R, Shaw A, Turner S (2012) *Factors Influencing Exposure to Second-hand Smoke in Pre-School Children Living With Smoking Mothers*. Nicotine & Tobacco Research Advanced Access, published March 15 2012.



A Patient Opinion tool



Nursing Studies is the first higher education institution in Scotland to subscribe to Patient Opinion as part of our service user and carer strategy. Patient Opinion is an independent social enterprise, founded by Dr Paul Hodgkin in 2005. They run the award winning national website www.patientopinion.org.uk on which patients, carers and relatives share their experiences of health services. Patient Opinion's work with health services spans the UK, and the website has, to date, published almost 44,000 stories.

We in Nursing will be exploring the use of Patient Opinion as a tool for systematically and continuously incorporating patient, service user and carer experience into the curriculum in ways which enhance the student's learning experience at early and crucial points in their professional learning and development.

We acknowledge the importance of truly person centred care and therefore see Patient Opinion as a creative and exciting way to engage student nurses with the patient's voice and also support the use of social media in a professional capacity. We believe that Patient Opinion presents a fantastic opportunity for staff and students to continuously integrate user and carer experience at early and crucial points in their professional learning and development.

Dr Dorothy Armstrong, Visiting Fellow, has used patient stories in her lectures to highlight the service user and carer perspective and to heighten student awareness in relation to patient feedback. Dorothy shared her reflections in a recent blog for Patient Opinion:

Patient Opinion Blog – The Magic of Metaphor

Stories have been used throughout time and ancient stories are a well recognised way of passing down wisdom and teachings that the western world has often forgotten. Stories are humbling, thought provoking, problem solving and can be the substance for our hopes and dreams. Stories can evoke emotion and can be a tool which can enable teachers to stimulate real depth of reflection and thinking.

The beauty of using stories in teaching is that every student in the room will relate to a meaning truly personal to them. The story offers a structure and can close the gap between the humanity of personal experience and the theories we strive to promote.

Today I used stories from Patient Opinion to teach first year student nurses about dignity and respect. Of course I mentioned accountability and professionalism and standards of care but the power of the story can be magical! Patient Opinion offers students a unique opportunity to hear, first hand, patients' experiences of receiving care which was respectful and dignified. We also read about negative experiences and, in the wake of the Francis Inquiry, we were able to explore some of the key issues student nurses may face in their future carers.

Following our story telling and listening, we had deep and insightful discussions and I was proud to hear students recognising that for patients, service users and carers to be respected they need to be empowered and engaged in their care – to have a voice and to be listened to and treated as an equal. These students are our nurse leaders of the future and that reminds me of a little story...

'For all stories are true and yet not true. Every story is complete in its own context, its own reality. Every story therefore reflects a system, a map of the world. Yet just as that map is complete in itself, it is also incomplete because it represents only one among many perspectives.'

Owen 2001

Dr Dorothy Armstrong is Visiting Fellow, Nursing Studies, School of Health in Social Science, The University of Edinburgh and Adviser to the Scottish Public Services Ombudsman.

Owen N (2001) *The Magic of Metaphor – 77 Stories for Teachers, Trainers and Thinkers*, Crown House Publishing, Wales.

Inaugural Lecture

by Professor Tonks Fawcett

A career for nursing: passions, privileges, pains and purpose

Professor Tonks Fawcett has been teaching in Nursing Studies since 1982 and her expert knowledge and inspirational teaching was recognised by her promotion to a personal chair in Student Learning (Nurse Education) in 2012. In her lively and engaging Inaugural Lecture on April 30 2013 she reflected on her academic career in the University of Edinburgh. In her lecture, which she described as 'coming more from the heart than the head,' she explored her passion for nursing alongside its privileges, struggles, challenges and future opportunities.

You can view Professor Fawcett's lecture at

www.ed.ac.uk/schools-departments/humanities-soc-sci/news-events/lectures/inaugural-lectures/josephine-tonks-fawcett.

'Telling our stories' project

Empowering mental health nurses

The 'Telling our Stories' was a collaborative project with the Royal Edinburgh Hospital to generate narratives of current mental health nursing practice in the 21st century. The aim of the project was derived from the reflective practice groups conducted in the Intensive Psychiatric Care Unit (IPCU) during 2009–2010 by senior lecturer Dr Deborah Ritchie, who also works as an honorary nurse consultant at the Royal Edinburgh Hospital. This initial experience of working with reflective practice groups of nurses led to the development of a project to work with staff nurses, a creative writer (who was the Writer in Residence at Nursing Studies at the University of Edinburgh, see *article below*), our seconded mental health staff nurse, to explore nurses' stories of working in acute mental health nursing; in what are increasingly complex environments. The aim was to explore the current practice challenges of the nursing environment.

The methods we used were participatory and engaged with creative processes to capture the stories of practice. The four story workshops were conducted during October 2012 at the Royal Edinburgh Hospital. [We had aimed to have a closed group of nurses, but this proved to be impossible due to workload demands and, whilst we had a core group of participants, other nurses joined for one or two workshops.] Overall eight staff nurses and two students participated. The focus of the workshops were on the themes of the reality of everyday nursing

practice; perceptions of mental health nursing, power and powerlessness and future aspirations. Workshops involved creative writing and oral telling both individually and in groups.

On evaluation of the workshops it was evident that the participants valued the opportunity to reflect upon their practice, to expand their thinking, think more positively and share their experiences with others who had similar stories to share. Moreover they found it 'inspiring' to share their thoughts and voices in a more creative format.

Key themes to emerge from the findings were the high value placed on ethical practice by mental health nurses, alongside the constraints placed upon nurses to deliver therapeutic care in increasingly complex environments. Nurses were frustrated in their goal of creating therapeutic environments and perceived this to be partly due to their lack of voice and authority in the multi-disciplinary mental health team and lack of sustainable resources.

We would hope that the findings from the study will be part of a process of knowledge exchange and debate for both policy and practice development, and for a wider public audience. We hope to develop a series of dialogue workshops to further debates about the current practice challenges of mental health nursing and to move beyond the narrating of problems towards solutions. The final report was published in summer 2013.

Nicola White: a Writer in Residence for Nursing Studies



In March 2012, I had the great pleasure of becoming Writer in Residence with Nursing Studies, a position initiated by Professor Pam Smith and fellow Alette Willis and funded

by The Leverhulme Trust. As far as we could tell, this was the very first such residency where a creative writer worked directly with nurses and the subject of nursing.

I quickly set up a blog as a platform for the residency, where I posted creative writing by nurses and myself together with short articles reflecting on the culture and history of nursing. I included interviews with interesting individuals and nurse teachers that I met. One of the themes I was keen to explore was how the quality

of empathy is expressed through nursing, and how that capacity is developed or, alternately, damaged.

There were also writing workshops – a series on Writing from Life with postgraduate students and staff, innovative Telling Our Tales workshops with acute mental health nurses at the Royal Edinburgh Hospital in collaboration with Dr Deborah Ritchie, and a memorable evening writing with the staff of Nursing Studies among the objects of The Surgeons' Hall Museum. In all the workshops I was struck by the way that nurses carry with them the stories and histories of individual patients who have touched their lives.

Throughout my time, I was keen to encourage nurses to use their voices and to tell their stories through writing.

Whereas there is an established tradition of doctors writing in all forms of literature – from Arthur Conan Doyle to Khaled Hosseini – examples of nurse writers are far rarer, and I remain interested in why this should be so.

The public culmination of the residency was an illustrated lecture 'Good Nurse, Bad Nurse' which looked at the images of nurses in literature and on screen – a parade of memorable women (yes, nearly always women) depicted as angels, dragons, romantic heroines, drunkards and worse. Characters dreamt up not by nurses, but from outside the profession. It was an opportunity to argue for nurses taking more control of how they are perceived. The lecture and many other pieces of writing are still available on the Nurse Stories blog: <http://nursingwriter.blogspot.co.uk>

Recent doctoral successes



Gladys Msiska

Exploring the clinical learning experience: Voices of Malawian undergraduate student nurses

Supervisors: Pam Smith, Tonks Fawcett

Since graduation with her PhD in 2012, Gladys has returned home to Malawi and is presently the Head of the Medical–Surgical Nursing Department at Kamuzu College of Nursing, a constituent college of the University of Malawi. Her role involves classroom and clinical teaching, curriculum development and review, student assessment, budget preparation, implementation of innovations and programme monitoring. She also now undertakes research supervision of both undergraduate and postgraduate students, whilst also conducting research and writing for publication. Gladys has just become the liaison officer for an e-learning project for transforming maternal and child health care in Malawi.



Kirsty Everingham

A phenomenological exploration of clinical decision making of Intensive Care Unit

(ICU) nurses in relation to sedation management

Supervisors: Tonks Fawcett, Tim Walsh

I undertook my PhD in Nursing Studies between 2009 and 2012 whilst working full-time as a Research Coordinator in the Intensive Care Unit at the Royal Infirmary of Edinburgh.

My professional background meant that the process of research was not entirely unfamiliar to me. I was well prepared for all the challenges of undertaking a research project and I was able to set realistic timelines. The University of Edinburgh provided flexibility and support

to develop my knowledge and skills. It not only offered taught classes and seminars but is also home to a large, diverse and very welcoming group of qualitative researchers.

I have now published the first paper from my PhD work and working on my second. I moved to London in September 2012 and took up the post as Research Manager for the Adult Critical Care Research Team at The Royal London Hospital. It has been a big life change, moving city and job, but the experience and skills I gained throughout my studies has certainly been influential in my career progression.



Junhong Zhu

Towards an Understanding of Nurses Leaving Nursing Practice in China

Supervisors: Sheila Rodgers, Kath Melia, Rosemary Mander

As a PhD graduate in Nursing Studies at the University of Edinburgh, it has been a privilege for me to work in such a stimulating and supportive academic environment. I have benefited hugely from the wide ranging discussion with my supervisors, other academic staff and my fellow postgraduate students. I am particularly grateful that the process of doctorate learning provided with the means not only to enhance my understanding of my research area but also of myself, others and the society.

I am indebted to the British-Chinese Education Trust who awarded me the Chinese Student Award and to the Medicine and Health Science Research Foundation of Zhejiang Province in China who provided indispensable financial support. As a result of my doctoral work, I was invited by the Chinese health authority in Zhejiang province to advise on how the nursing workforce management might be improved.

OBE for Nursing Alumna



I was thrilled to be awarded an OBE for my work in palliative care nursing over the past 36 years. It was in 1990 that I was

at a crossroads in my nursing career having worked with Dame Cicely Saunders at St Christopher's Hospice, London and then as a clinical nurse specialist (CNS) in palliative care. I didn't want to go into nurse teaching or management. Instead, I decided to apply for a taught Masters in Nursing at the University of Edinburgh. I loved the course and the staff helped me gain confidence in my writing skills. I was then appointed as CNS to set up the first hospital-based palliative care team in Scotland at the Western General Hospital in Edinburgh. This was an exciting time undertaking some innovative research with Keith Farrer, who later encouraged me to apply for a St Columba's Hospice funded PhD – possibly the opportunity that has most influenced my work.

In 1999, I commenced a PhD at Edinburgh using action research to look at end of life care in two nursing homes in Edinburgh. Today I am in London as a nurse consultant to the Care Home Project Team at St Chistophers' hospice, where we work and support staff on end of life care. Of the UK population, 19 per cent die in a care home, four times more than in a hospice. Over a five-year period we have managed to reduce the number of residents in care homes dying in local hospitals from 43 per cent to 22 per cent across 71 nursing care homes. There is a need to help support care homes in this work – and although I am shortly to stop full-time work in September, I have a bid in to undertake a scoping exercise for the commissioning of a care home centre of excellence, innovation, training and research. Watch this space!

Jo Hockley OBE

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