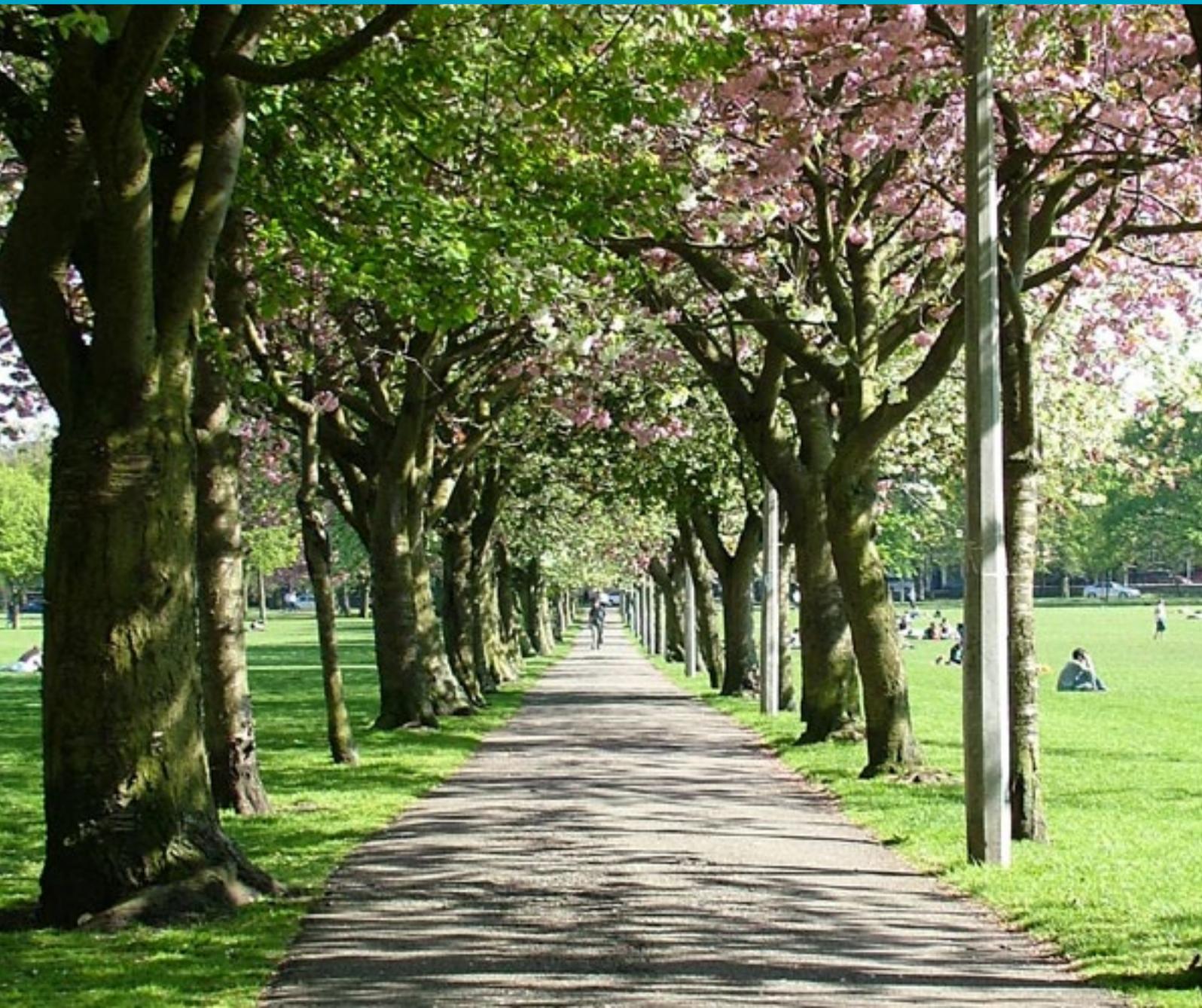




THE UNIVERSITY *of* EDINBURGH

# Nursing Studies Highlights

Summer 2015





# Welcome

A very warm welcome to this latest edition of Highlights from Nursing Studies. What an amazing time it has been since our last publication. There are so many successes to celebrate and be proud of. Nursing Studies at Edinburgh has firmly set its place as the UK's number one for Nursing. The department has been number one in the Guardian league table for table for 10 years in a row (2006 – 2015) which is an amazing testimonial both to the quality of the work of the staff and to the hard work and passion of the students for nursing. Throughout these achievements we have worked closely with our service partners, user representatives and government agencies and we thank them again for their hard work and enthusiasm for the education of nurses and support and partnership in research.

Nursing Studies has a long tradition of being one of the most research active nursing departments in the UK. This position has been recently endorsed with an outstanding result in the Research Excellence Framework (REF).

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Our staff submitted to Unit of Assessment 22 - Social Work and Social Policy which reflects our time-honoured affiliations in social science research. Colleagues from several different subject areas in the university with a key focus in health research came together including those from Public Health, Social Policy and Social Work. Our research achieved overall results of 83% as world-leading and internationally excellent, and indicates a research environment which is 100% world-leading. Nursing at Edinburgh has a longstanding history of research collaboration across these disciplines and given the current emphasis on the health and social care integration agenda, this puts us in an excellent position to contribute to the development of this policy initiative.

This social sciences' perspective gives us a clear focus for much of our research work whilst not precluding some excellent interprofessional work with other colleagues from medicine and science and engineering. Nursing Studies has excellent opportunities for postgraduate study in this respect as we are able to draw supervision from a wide range of colleagues from the arts to the hard end of science. We have a vibrant community of postgraduate research students with 31 PhD and MSc by Research students currently enrolled.

We have seen a few staff changes in the last year; we are delighted to welcome several new members of staff and wish others well who have not left the university, but have secured research fellowships and secondments.

We are delighted to welcome Dr Fiona Cuthill as a lecturer. Fiona has a strong interest in global public health and has most recently completed a qualitative research project, which uses peer participatory research methods to explore the lived experience of people who find themselves destitute following the asylum process in the UK, asking the question 'What keeps you strong when you find yourself destitute in the UK?' Fiona has developed two new courses in global public health to be delivered at both undergraduate and postgraduate levels.

We are also delighted to have Dr Juliet MacArthur join us on a part-time basis whilst combining a lecturing role in Nursing Studies with her current post as Chief Research Nurse for NHS Lothian. Juliet was part of the team that developed the new Masters of Nursing in Clinical Research and it is fantastic to have her formally part of the team to support and deliver this programme now.

Many congratulations must go to Dr Sarah Rhynas, Dr Pam Ramsay and Dr Aisha Holloway on their research post appointments. Dr Sarah Rhynas has been seconded to be the lead practitioner on the Clinical Academic Research Careers project in Dementia care. Dr Aisha Holloway has been awarded a Chief Nurse re-engagement fellowship for research into nursing in prisons. Aisha was also awarded a Florence Nightingale leadership scholarship in 2014 and has had some amazing opportunities to interact with health leaders all over the world. Dr Pam Ramsay was also awarded a re-engagement fellowship to develop and study a tele care intervention for critical care patients. Pam is now based in the department of Public Health but continues to collaborate with colleagues in Nursing Studies on other projects. Pam was the first lead practitioner in the Clinical Academic Research Careers project in NHS Lothian / University of Edinburgh. We wish her every success in her new fellowship. We are also delighted to welcome Dr Susanne Kean as a lecturer in Nursing Studies. Susanne was formerly a Research Fellow and continues to develop her work in critical care research in her new post. We send a warm welcome to Dr Mia Nelson who was appointed as the Callander Research

Fellow. Mia is undertaking a cutting-edge research programme which examines the potential for psychotherapeutic understandings of human relations to inform and enhance contemporary nursing practice. This unique study is a collaboration between Nursing Studies and Counselling and Psychotherapy and was generously funded by a benefactor.

We said farewell to Dr Deborah Ritchie in December 2013 as she retired from her post as a senior lecturer. Deborah is extremely well known for her research in tobacco control policy and continues to be part of Nursing Studies as an Honorary Fellow.

*We very much look forward to an exciting few years to come. The year 2016 will see Nursing Studies celebrate its 60th anniversary.*

As part of these celebrations we will host the RCN International Research Conference in April 2016. We will also be running various alumni events around this and around our Elsie Stephenson memorial lecture. We hope these events will be momentous occasions for all involved and hope to have as many current students and staff and alumni involved in these celebrations as possible. I look forward to working with many of you over the year to come and to celebrating the ongoing achievements of our staff and students.

**Sheila Rodgers**  
Head of Nursing Studies



## Commemorating Florence Nightingale

The annual Florence Nightingale Memorial Service commemorates the life and work of the founder of modern nursing. It celebrates nursing and midwifery and all staff, both qualified and unqualified, working in these services.

Our students Sarah Jefferies and Christina Valentine were able to attend the memorial day in 2014.

“After recently attending the Florence Nightingale Annual Memorial in London, I have been left feeling inspired, humbled and extremely proud to be a student nurse. The day started with student nurses and midwives from around the UK posing questions to a panel consisting of the Director of Organisational Development, a Matron from Poole Hospital, the Director of Nursing for Huddersfield Royal Infirmary and the Executive Dean of London South Bank University. A range of thought-provoking questions were asked from ‘How will the possibility of Scotland being independent

affect the nursing course?’ and ‘What effect does green space in hospitals have on the patients?’ There was one member of the panel that really stood out for me; Geoffrey Walker OBE is a ‘matron’ at Poole Hospital. He received an OBE in 2009 and was named Nurse of the Year UK 2013. When posed with the question regarding green space in hospitals, Geoffrey responded saying that “The environment of care is just as important as the care given” which really made me think about how little outside seating areas and gardens there are in the hospitals I have seen. After speaking to Geoffrey and hearing about all the positive changes he has implemented in Poole Hospital, I am inspired to follow in his footsteps and go on to try and make changes for the better.

It was good to speak to the other student nurses from all over the country and explore the similarities and differences in our experiences. We then visited the Florence Nightingale Museum and learnt

much more about the woman who had such an influence on nursing practice and the standard of care that we try to uphold today.

The memorial service in Westminster Abbey, however, was the highlight of the day with a procession of those key and influential people, nurses from all the armed forces, and this year, student nurses from Bristol University carrying a lamp to signify Florence Nightingale. It was good to be able to celebrate nursing so proudly and magnificently at a time when the profession is so scrutinized by the media. I cannot think of anything more motivating and inspiring than being in the beauty of Westminster Abbey, surrounded by other student nurses eager to provide excellent care and alongside some of the most influential nurses in the country, celebrating possibly the most iconic woman of our profession and celebrating simply what it is to be a nurse.”

**Sarah Jefferies**

BN with Honours (Group 2013-17)



Sarah Jefferies and Christina Valentien attending the Florence Nightingale Memorial 2014, London.

## Writing for Publication



We were fortunate enough to have Gwen Clarke and Frances Pickersgill, editors of the Nursing Standard, visit us and run a 'Writing for Publication' workshop for nursing students.

The workshop was attended by a range of nursing students at both undergraduate and postgraduate levels. This was a rare and much sought after chance for us to interact and work together, sharing experience and knowledge. The encouragement for us to publish was really motivating as it said so much about their belief in the power and importance of nursing and the profession's progression.

The workshop had a semi-formal, discursive design which allowed for debate and conversation, and it was a real privilege to be able to have such candid, practical and exploratory discussions with well-respected, yet approachable, editors.

In a brief presentation Gwen explored the processes of writing to publish, giving helpful examples and clear advice throughout, and making the whole process seem less daunting. The group work then led to the production of an article outline, and an abstract which was presented to the group.

For the first task we decided to focus our article on the challenges of being an overseas nursing student in the UK as our group had masters students from both China and Spain.

As a home student I found the discussions extremely informative and we managed to create a well-defined vision of the article we would write. It was a real pleasure to be part of such an open and collaborative group, where we were all able to bring ideas to the table. Writing the abstract was a challenging second task as it required us to be very concise, which was particularly difficult when the group's ideas were flowing in such a collaborative way.

The feedback throughout the workshop from both Frances and Gwen was very supportive, whilst also being practical and transferable. This made the whole morning enjoyable, useful and inspiring. Thank you to all concerned who helped make this possible but especially to Gwen and Francis from Nursing Standard

**Shion Gosrani**  
Group 2011-2015

## All about care

### Understanding nurse education at the University of Edinburgh

We are two German postgraduate students studying for a Bachelor degree in Nursing Education at the University of Applied Science Ravensburg – Weingarten. Weingarten is a lovely place in the south of Germany. In our country, a nursing pedagogic degree is required before one can teach nursing students. As part of our degree we have the choice of going abroad to experience a different country and a different educational system. So, we chose to come to Edinburgh for three months and get new ideas. At the University of Edinburgh we have met many kind and friendly people who took their time to help us understand all the differences. Each of them was unique and a pleasure to meet. Special thanks goes to Susanne Kean who co-ordinated our visit.

#### WHAT ARE THE DIFFERENCES?

Germany has three main nursing qualifications: adult nurses, children's nurses and Altenpfleger/in. For the last one there is not really a correct translation but they are nurses who care for older people. Each educational route has its own degree, but none of them are centrally registered, as is the case in Scotland or the UK.



There are currently many changes within nursing and the care system. Hopefully we can take our experiences back home and influence developments in a positive way.

For us, our experiences in Edinburgh underline the importance of a multicultural and international view of education, nursing and health care. In the end, though, it is all about human beings and caring.

**Brigitte Gorhan & Dana Taschenberger**  
International students

# The impact of outstanding mentorship

Recent graduate Andrew Jackson (BN with Honours 2014) completed his pre-registration management placement in the Haematology ward at the Western General Hospital, Edinburgh, and reflects on the mentorship he received.

*“As a recently graduated nurse from the University of Edinburgh, I see the standard of mentorship as the single most important thing for creating an environment that helps student nurses to develop their nursing skills.*”

High quality mentorship not only provides the clinical and practical expertise but also inspires, which I believe all student nurses need at some stage in their preparation to be qualified nurses.

It was apparent from the outset of my placement at the Western General Hospital that the ward cared about their students' welfare and the quality of their education, clearly led by the senior staff. Each staff member took an active interest in my learning, regardless of whether they were responsible for me or not and, crucially, allowed me the autonomy and responsibility that I needed to develop management skills. I am particularly grateful to my outstanding mentor for the work she did with me to prepare for registration. I hope the ward receives recognition of the excellent work they do with students alongside an extremely challenging and demanding nursing care speciality. For me they are a credit to NHS Lothian”.

**Andrew Jackson**  
BN with Honours (2014)



Graduation 2014 featuring Andrew Jackson - back row, centre

## Becoming a Midwife Recent book publication



Rosemary Mander and Valerie Fleming's *Becoming a Midwife* (2014) is a new edition of a popular text exploring what it is to be a midwife, looking at the factors and challenges that make midwifery such a special profession. It aims again to introduce those contemplating a career in midwifery to the realities of the profession. It draws on the expertise of midwives in a variety of areas, some outwith mainstream midwifery. The content involves the analysis of real life vignettes followed by a commentary by a range of well-respected and experienced contributors. The rewards and challenges become abundantly clear.

Rosemary Mander is Emeritus Professor of Midwifery, Nursing Studies.

*Mander R, Fleming V (2014) Becoming a Midwife (2<sup>nd</sup> ed) Routledge London*

## Using patient's stories in nurse education

Stories from patients and families can offer valuable feedback to nurses about their experiences of care. Recently, with the support of Dorothy Armstrong, a visiting fellow in Nursing Studies, Fiona Tevondale, a



third year student, wrote an article for Nursing Times to explore and share the value of storytelling in nurse education.

The publication developed from the amazing response received from a presentation at the *Patient Opinion Learning Event* held in Edinburgh in 2013. In the subsequent article, Fiona reflects on two stories from the patient opinion website ([www.patientopinion.org.uk](http://www.patientopinion.org.uk)) and describes how reflecting on the stories contributed so powerfully both to her learning and her practice. Once the article was published, Fiona's twitter account became increasingly active with positive feedback such as "very powerful", "storytelling is an integral part of our quest for excellence", "sends very important messages."

From the Scottish Chief Nursing Officer to patients and people from around the UK, there was a flurry of emails and tweets spreading the word. People had read the article and shared their enthusiasm and praise for valuing the patient perspective and the primacy of listening to people's stories as part of learning to enhance and improve future care. The innovation, simple but powerful, provides a starting point into the potential of use stories from such organisations as *Patient Opinion*. Many congratulations to Fiona who, with this initiative, has represented Nursing Studies' students so ably.

**Tonks N Fawcett**  
Professor of Student Learning  
(Nurse Education)

## The Clinical Elective: an Argentinian Adventure



My clinical elective in Mendoza, Argentina, was to experience paediatric mental health care in an entirely different setting. However, the reality was not as anticipated. The mental health system employed only sixty professionals for an area far greater than the UK. Only psychologists and psychiatrists were employed, consultations were through health professionals and rarely involved the patients themselves. Most mental health care took place in isolated asylums. Although I gained new insights, I realised that I needed to refocus my energies and turned to paediatric trauma and paediatric cardiology. In the weeks that followed I learnt a great deal about Argentinian healthcare, their nursing and about myself.

My paediatric trauma experience came specifically from a fracture clinic. I was involved in various emergency treatments, learnt how to diagnose a fracture and acquired the opportunity to witness surgery, both emergency and scheduled. It was amazing to see the magnitude of operations they undertook with the limited equipment in place.

Paediatric cardiology was in an all-inclusive, South-American renowned unit incorporating theatre, intensive care,

high dependency and a general ward for children with acute and chronic cardiac conditions. Here, I spent my time in high dependency where - within my scope - the nurses allowed me full responsibility for patients.

Direct immersion in another culture allowed me to experience nursing practice not seen in the UK. I expected to feel out my depth but the skills acquired and practised from my BN with Honours programme held me in good stead. However, with the barriers of language, culture and distance I understood for the first time what it feels like to be different from everyone else and to be an outsider. I quickly learnt that I had to be proactive, organised and confident to meet challenges head on and to meet them not only with my clinical nursing skills, but also with love, concern, care and compassion. I quickly developed a love for the Argentinian people and culture and developed a deep respect for the challenges and courage they displayed in the face of extreme poverty.

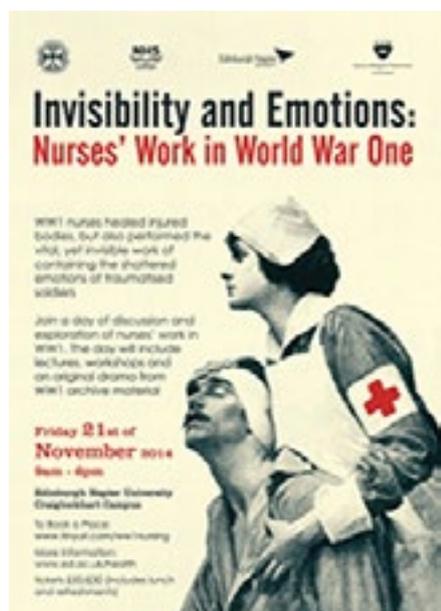
**Clair Mowbray**  
BN with Honours (Group 2011-15)

# A Pocketful of Feelings

Several events linked to the *Emotions and Care* research theme in Nursing Studies, have taken place during 2014.

## Nursing in World War 1

In November 2014, to mark the centenary of the outbreak of World War 1, a public lecture and conference on the Invisibility of Nurses' Emotional Work during WW1 was organised by a joint committee from Edinburgh Napier University, Queen Margaret University, the University of Edinburgh and NHS Lothian. The public lecture was delivered by Professor Christine Hallett, University of Manchester, and introduced by Yvonne McEwen from the School of History, Classics and Archaeology at the University of Edinburgh. Both are distinguished historians of nursing and the First World War. Yvonne is also the coordinator of the Scotland's War Project ([www.scotlandswar.ed.ac.uk](http://www.scotlandswar.ed.ac.uk)).



Read more about these events on the Nursing Studies blog *Nursing Tales* by doctoral student Alison Wood: <http://www.blogs.hss.ed.ac.uk/nursing-tales/2014/12/04/nursing-world-war-one/>

## Completed Research

The study of emotions, nursing and care has been Professor Pam Smith's major passion since undertaking doctoral studies on caring and learning in nursing. She recently completed a project with Dr Mia Nelson, Rachel McAndrew, research nurse from the Royal Hospital for Sick Children Edinburgh, and Visiting Professor Daniel Kelly, RCN Research Professor and Director of Research, University of Cardiff. The research was funded by the Edinburgh and Lothian Health Foundation and explored the experience of transition from active to palliative care for professionals and parents of children with cancer. The research culminated in a report, working paper and two seminars which showed the importance of creating a culture of kindness for parents and children on their difficult journey.



Maturada with one of her supervisors, Professor Pam Smith, and doctoral student Thane Glomjai

## Student and graduate successes

Under the title *A Pocketful of Feelings* Dr Jessica MacLaren presented a seminar in April 2014. Jessica completed her PhD in 2013, and the seminar was based on her research about mental health nurses' experiences of managing work-related emotions through supervision. Jessica is now engaged in an action research project with NHS Lothian called *Working Together* to evaluate service users' experiences of the District Nursing Services and Accident and Emergency care.

Dr Maturada Muangman, an international student from Thailand, also enjoyed doctoral success in July 2014 for her thesis on the emotion work of young stroke victims and their carers. She used ethnomethodology to show how survivors and carers worked emotionally to adapt to new roles and lifestyles following stroke. Maturada is now back home in Thailand as a nursing lecturer.

At the 2014 International Undergraduate Awards Beth Morrison, a new graduate from the Bachelor of Nursing with Honours, was highly commended and Shion Gosrani, a final year student, was the winner of the nursing and midwifery category. Both had submitted essays about emotions and care.

Jilly Taylor, a former staff member in Nursing Studies, is now a lecturer in Health Visiting at the University of the West of Scotland and just completing her first year of doctoral studies in Nursing Studies with Pam Smith and Professor Julie Taylor of the NSPCC Research Unit. Jilly completed a pilot study funded by the Queen's Nursing Institute Scotland in 2013 which formed the foundation of her study of the role of emotions in health visitors' work in child protection.

# Dialogue and disruption

## Developing participatory analysis of the experience of living with dementia and dementia care

In February 2015, an exciting new research project started, led by Professor Charlotte Clarke together with Professor Heather Wilkinson and Dr Sarah Keyes in the School of Health in Social Sciences and partners in Alzheimer Scotland and the Mental Health Foundation.

The World Health Organisation (2012) argues that dementia is the greatest health challenge of our time. The day-to-day lives of those living with dementia are incredibly complex and current health and social care provision may not be able to meet their needs (Alzheimer's Society 2012). Contemporary policies aim to empower people with choices and resources, quite different from earlier ideas in which risk was understood as something to be controlled and limited. This move from managing 'vulnerable people' (through an emphasis on safety and loss) to managing vulnerable situations is evident in the contemporary language used such as 'risk enablement', 'positive risk taking', 'reasonable risk', and positive risk in practice models such as personalisation.

Charlotte Clarke and colleagues recently completed 'Healthbridge', the evaluation of innovative and empowering services recommended by the National Dementia Strategy for England (DH 2009) which generated a large volume of data from people living with dementia (Clarke et al 2013). In total, 239 interviews were completed with 47 people with a diagnosis of dementia and 54 carers interviewed on up to three occasions. This is the largest known data-set of interviews with people with dementia and carers.

In this new 18 month study, funded by the ESRC, the team aims to interrogate this existing qualitative dataset in partnership with those living with dementia, using an approach that sets out to challenge assumptions of current practice to inform the development of empowering support for people living with dementia.

The project will be a process of co-production between academic researchers and non-academic partners, acknowledging the varied yet equally valuable knowledge/experience bases involved in the process. There will be two key aspects to the work - identification of theory from the existing dataset, and participation with people with experience of dementia. These link together, enabling people living with dementia to be part of the process of analysing the data.

Professor Clarke commented that:

*"As a nurse, I feel enormously privileged to be able to work with people living with dementia, and with such a rich dataset to explore issues which are at the heart of the relationships people have with services, care staff and relatives and friends. It is going to be very challenging as a piece of research but I am excited about the potential of the research to shed light on some of the complex interpersonal aspects of caring for people with dementia in a way that is empowering".*

**Professor Charlotte Clarke**  
Head of School of Health in Social Science

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## Experiences of Critical Care

### Can counselling help patients and families after Intensive Care: a pilot study and evaluation

**A**nxiety, depression and Post-Traumatic Stress symptoms are prevalent among patients (and family members, particularly those bereaved) in the wake of critical illness. Dr Pam Ramsay (Clinical Academic Research Fellow), Dr Claire Kidonaki and Ms Louise Boardman (Counselling Studies) have recently been awarded research funding to pilot and evaluate a dedicated counselling service for use by this client group. It is anticipated that this study will lay the groundwork for future interdisciplinary collaboration within the School of Health in Social Science.

### “What happens after I get home?” Exploring health and social care integration among Intensive Care patients recovering in the community

Recovery from critical illness largely takes place in community settings and is often protracted and incomplete. Previous longitudinal qualitative research (RELINQUISH study; PI Dr Ramsay) has identified significant unmet health and social care need among our patient group following hospital discharge. Dr Pam Ramsay, Dr Lisa Salisbury, Dr Judith Merriweather and Dr Sheila Rodgers have been awarded a Knowledge Exchange Grant to bring together and engage with practitioners from across the acute and primary care sectors to explore barriers and facilitators to integrating health and social care across disciplines and community settings.

### The HAVEN study

Home Ventilation and Quality of Life is a qualitative study which will explore the experiences of patients living with neuromuscular degenerative conditions that require Home Ventilation, and their family members. Dr Pam Ramsay (Clinical Academic Research Fellow), Professor Pam Smith (Professorial Fellow) and Dr Sheila Rodgers (Head of Nursing Studies) will work together on this project with Dr Anthony Bateman (Lead, South East Scotland's Home Ventilation Team). It is anticipated that this work will raise awareness of the everyday needs help of this complex client group and help develop patient and family-centred interventions.



### The PROFILE study

Understanding the reasons for unplanned emergency hospital readmission among survivors of critical illness. Work within Edinburgh Critical Care Research Group has identified that ~27% of these patients are readmitted to hospital within 90 days of hospital discharge indicating, we believe, “system failures” in across health and social care transitions. Dr Pam Ramsay (Clinical Academic Research Fellow) will work with colleagues in ECCRG to explore the complex interaction of clinical, social and organisational factors and develop a tool to identify patients at risk of readmission.

## Blog: A new voice through ‘Nursing Tales’



**W**hen I met with a colleague last summer to talk about our use of social media, I didn't anticipate that the result would be for myself to write and share the wide variety of activities taking place in and around Nursing Studies through a blog site.

The blog has been live since July 2014, and staff and students have been more than happy to share their activities for the blog. We have had students who contributed stories about placements,

achievements, different scholarly activities, conferences, clinical skills and lectures.

I have also linked with alumni (I am from the class 2003-2007 myself) and I jumped at the chance to meet with Liz Nicolson one of the first graduates from Nursing Studies. I asked her to share some of her memories for the blog which you can now read on the site.

The blog has allowed me to show a very

personal, informal and real view of the variety of things that forms an integral part of Nursing Studies - and comments are always welcome! We have also started the #nursingstudiesselfie, so that those on twitter can follow @nursingstudies and send #selfies.

**Alison Wood**

PhD student Nursing Studies

**Read Alison's blog 'Nursing Tales'**

**at <http://www.blogs.hss.ed.ac.uk/nursing-tales/>**

## Ebola Nursing in Sierra Leone

I graduated in Nursing from the University of Edinburgh in 2010. Today whilst working as a Nurse in an Ebola Treatment Centre in Sierra Leone, I had a real flashback to my student nurse days of learning and practising the delivery of perfect personal care to patients. At the time I was carrying out 'happy showers' for our centres Ebola survivors. For these showers you need all the equipment pre-prepared and ready. In an Ebola zone you cannot just 'nip out' from behind the curtain to find what you had forgotten. Here, if you need extra materials, you might have to call over a two meter fence gap through two masks to try and explain what it is you need and then have a complicated transfer from the clean area to the Ebola area.



The showers were happy indeed as the patients were Ebola free survivors, leaving the bleak inside of the centre. However they were weak, dazed and disorientated. Ebola has lasting effects and it takes time for physical and psychological strength to return after being so desperately unwell, often losing family members and being miserably confined for so long and surrounded by people in alien space-like suits. Even with their precious 'I survived Ebola certificates' they are fearful of returning to their community and resuming normal human activities denied them for so long.

Ebola is so sad. These patients are so sick. In the emergency department I worked in in London, there would have been many interventions and so much attention. Patients would be constantly and closely monitored and appropriate plans made immediately in relation to any changes. Here in Sierra Leone, the patients languish alone between rounds, and these rounds are strict. Each patient needs so much but we are limited as to what we can do. I know that at home I would never leave any of the patients' side; here you have to. We have to prioritise and sacrifice. I've been corrected a few times in the UK for not taking the required breaks. Here, you do not have a choice; you break or you actually break. It is totally counterintuitive somehow. Here there is no rush; there

can be no rush. There is no such thing as emergency because they are all emergencies, but we cannot treat them all as emergencies as we would in the UK. Here it is necessary that self comes first, community second, and patient last.

When we are with the patients, we treat them as best we can in our huge suits in the limited time we have to attend to them, and we send in teams as often as possible but it is hard, very hard. At home I can practise autonomously. Here you can never be alone. You must always be in a pair, observing, noticing and leaving immediately if either has a breach in the personal, protective equipment (PPE). Everything is slow, deliberate and planned and there is never panic. When someone dies there is little one can do before informing the hygienists who must attend to the biohazard that is the lost patient. It is not dignified but other patients seem resilient. The wards are 14 bedded tents. Nothing is confidential and they all see everything.

I am using so many of my essential nursing skills which I learnt in Nursing Studies and the Edinburgh hospitals and that are so important.

**Magda James**  
Staff Nurse  
BN with Honours 2010



Magda James

## 50 Years On



The 50<sup>th</sup> anniversary of entry to the University of Edinburgh's 5-year innovative integrated nursing degree programme was marked on 12<sup>th</sup> September 2014 with a reunion of the twelve students who entered the recently established course in 1964. As the largest group since the course's inception in 1961, it was the first to be divided, half with a hospital link to the Royal Infirmary and half to the Western General. For the first time in the UK, the course provided aspiring nurses with a full university experience, free choice of degree subjects and the full theoretical and clinical nurse education and training programme. The belief and intent of

nurse education's pioneers was that nursing needed both analytical thinkers and skilled doers.

"From around the UK and from Canada, the group were warmly welcomed first at a tea party in the Nursing Studies Department, hosted by Tonks Fawcett, Professor of Student Learning (Nurse Education) and Professor Charlotte Clarke, Head of the School of Health in Social Sciences. A walk round the transformed Royal Infirmary Quatermile site brought back memories while an evening drinks reception at Salisbury Green gave time to relax and chat.

Recollections were a good mixture of the happy and the hilarious. We recalled what were then innovative, but now familiar, approaches to teaching and learning: the use of reflective diaries, class discussions indoors and out, project work and an introduction to research, and emphasis on understanding both health and its promotion, as well as ill health and disease.

We remembered particularly the privilege of learning alongside nurse education's pioneers; the dynamism and personal warmth of the Director Elsie Stephenson, and the often challenging but supportive teaching of Kathleen Wilson, Annie Altschul and Win Logan Gordon, known for their key foundation texts for nursing students. We were delighted to have Win with us at the reunion (centre back row) and to share with her the group's varied careers in hospital and community nursing practice, education, management, research, international development, counselling and midwifery.

We owe the Nursing Studies department and its inspiring nurse leaders, a real debt of gratitude for their influence on life and work experiences and the legacy of enduring friendships."

**Phyllis Runciman**  
(Top left on each photo)  
Group 1964- 69



Phyllis Runciman, Group 1964 -69

## The 40-year reunion of the 1974 intake

Recently we had a memorable reunion with our fellow nursing students from the University of Edinburgh. It was forty years since we had started our nursing programme. Forty years! It is still hard to believe. It was a fabulous weekend for me connecting with people who were such an important part of my life at one stage. How special it was to meet again and look back at our younger selves as so many memories were reawakened.



How did we feel the nursing degree had affected our lives, we wondered? I recalled that a former student had told us that the degree in nursing gave her skills for life. I remember thinking with a youthful arrogance; really, is that all? Of course not, but now I know what a

fundamental gift that was. Our Professor at the time was the unique Annie Altschul. She was a mental health nurse by background, an Austrian who had left her homeland when fascism was ploughing its devastating furrow. Her special research interest was the therapeutic relationship. We recalled her words to us that the best tool we had as nurses, was ourselves. An overwhelming thought when you are a raw 18 year old, but now I recognise the deep wisdom she spoke.

Now, not only are we older, greyer and our lives have had some unpredicted twists and turns but also the world we work in is different. The people we care for now have complex illness, they tend to be older and usually have more than one condition to deal with. In some respects that is a success story as we live longer now, but the reality too is that we live longer with the experiences of long term conditions.

Student nurses setting out on their journey, as we did so many years ago, will see a health system very different from the one we saw 40 years ago. In many ways it will be better but at the same time we are also waking up to

the fact that, again, it needs to change. Of course, and most importantly, it will still be about people and our therapeutic relationship with them to enable wellbeing. It is undoubtedly a complex set of skills we need; knowledge alongside compassion and a deep understanding of both ourselves and others. What became apparent at the reunion, as we each shared our stories, was that we had used our university nursing education in diverse ways. However, a clear thread connected us: an ability to connect with others, a tendency to prefer autonomous practice and of course the evidence that those special days spent in the Nursing Studies department of Edinburgh University shaped our lives to this day.

Our huge thanks to Professor Tonks Fawcett and colleagues for making us so welcome, for holding our memories and for enabling us to come together; and special thanks too to Anne Macfarlane who did a fantastic job in organising us all.

And finally all good wishes to the next generation of nurses, you have a very important job to do and you are hugely fortunate to be able to study nursing at The University of Edinburgh. Enjoy it!

**Audrey Birt**  
Group 1974-79

## A memorial to Professor Annie Altschul

Alongside the first memorial lecture in 2013, a room at the Royal Edinburgh Hospital (REH) has been named after Annie Altschul, Professor of Nursing Studies from 1976-1983 and later Professor Emeritus.

It is fitting that Annie should be the first woman and the first nurse to have a room named after her at the REH as Annie can be regarded as the exemplary figure in a distinctive tradition of mental health nursing.

Annie Altschul enacted in a number of spheres and roles her life-long commitments: passionate concern for those suffering from mental disorder, affinity with them, and quest for knowledge about mental illness. Born in Vienna in 1919 she was part of the Jewish exodus from middle Europe

in the 1930s. Coming to England in 1938 as a refugee from Nazi Austria, she trained as a Registered Mental Nurse. Recognised for her role in therapeutic community development during the War, she progressed through practice and nursing education roles to become Principal Tutor at the Bethlem and Maudsley Hospitals. The Scottish phase of Annie's life began with her appointment in 1964 to a World Health Organisation-funded Lectureship in Nursing Studies at the University of Edinburgh.

Annie's life and work were celebrated in a *festschrift* in her honour at the Royal College of Nursing headquarters in Edinburgh, published online at <http://www.nursing.manchester.ac.uk/ukchm/archives/nurseleaders/anniealtschul/>



Professor Annie Altschul

## Florence Nightingale Leadership Scholarship for Dr Aisha Holloway

Congratulations to Nursing Studies lecturer Dr Aisha Holloway who received a prestigious Florence Nightingale Leadership Scholarship 2014-15. The Scholarship has focused on the role of political leadership in nursing, an area that Dr Holloway has been keen to explore and interrogate. It is hoped that this work will enable nursing to shape and influence health care policy with the ultimate outcome of improving patient care.



Doctor Aisha Holloway

The Florence Nightingale Foundation offers these competitive scholarships to nurses, midwives and allied health professionals who want to become leaders, with the skills and self-confidence to contribute positively and with some significance to the rapidly changing world of healthcare.

Throughout the scholarship Dr Holloway has been mentored by Sir Keith Pearson JP DL, Chair of Health Education England. Sir Keith is highly regarded for his healthcare expertise and knowledge gained through more than 30 years of working in the healthcare sector and was awarded his knighthood for services to healthcare.

Dr Holloway spent her year undertaking a range of personal and professional development activities. This involved undertaking Royal Academy of Dramatic Arts training, studying at Harvard Business School and finally travelling to the United States of America in Spring 2015 to visit Congress, working with nurse leaders in the US to explore strategic and political leadership as well as undertaking some formal health policy development.

## Dr Aisha Holloway to join RCN Publishing Board

Dr Aisha Holloway has also been appointed by the Royal College of Nursing (RCN) Publishing Board as a Non-Executive member to its Board of Directors. Dr Michael Chamberlain, the Chairman of the Board, said that Dr Holloway would greatly strengthen the nursing representation on the Board and provide valuable input into the Company's nursing publishing strategy. RCN Publishing Company Limited publishes prestigious nursing journals, including Nursing Standard, the UK's leading nursing journal.

*"I am delighted with my appointment and look forward to working with Dr Chamberlain and the Board of Directors at RCN Publishing. It is a great honour to have my nursing, academic and research experience recognised at this level"*

**Aisha Holloway**

## HEA Principal Fellowship for Professor Tonks Fawcett

The Higher Education Academy (HEA) has conferred its highest status - that of Principal Fellow - on Nursing Studies' Professor of Student Learning (Nurse Education), Tonks Fawcett.

The HEA is the UK's national, independent and government-funded organisation that contributes towards the professionalisation of University teaching. It can confer the status of Associate Fellow, Fellow, Senior Fellow or Principal Fellow and is now a vital part of the University of Edinburgh's Postgraduate Certificate in Academic Practice, aimed at new colleagues in the University with roles that include teaching.

This award recognises Professor Fawcett's long and passionate commitment to the teaching and learning of students and particularly to nurse education



Professor Tonks Fawcett

## Nursing Times Student Awards



Nursing Studies was shortlisted in three categories of the recent 2015 Nursing Times Student Awards: Aisha Holloway for Educator of the Year, the Masters of Nursing in Clinical Research for Partnership of the Year and Nursing Studies for Education Provider of the Year (Post registration).

Nursing Studies staff and students attended the vibrant awards ceremony in London and although did not win were delighted to share in the wonderful success of nurses and nurse educators across the United Kingdom and celebrate nursing and its future.

**Tonks N Fawcett**  
Professor of Student Learning  
(Nurse Education)

## Success though Partnership The Masters of Nursing in Clinical Research

The Masters of Nursing in Clinical Research is a unique partnership innovation from the University of Edinburgh and NHS Lothian, shortlisted in the 2015 Student Nursing Times Awards. Here, our graduate Polly Black, gives us her views on the programme:

I was part of the first cohort of the new and innovative Masters of Nursing in Clinical Research in 2013. I had just completed my BN with Honours degree in Nursing Studies and having always wanted to pursue a career in research I jumped at the opportunity. A key part and indeed a most rewarding part of the one-year full-time degree, was the Research Practice Attachments (RPA) when we were able to join research teams and learn about and actually practise research. In the first semester, I chose to work with the Emergency Medicine Research Group Edinburgh (EMERGE) that is based in the Emergency Department (ED) at the Royal Infirmary of Edinburgh (RIE) and that recruits patients to a number of different clinical research studies. In the second semester I worked with the Critical Care Research Group, also based at the RIE, where I was able to work with nurses leading on their own research studies.

Having the opportunity to work with these groups gave me first-hand experience of the realities of recruiting patients in the particular environments of the ED and the Intensive Care Unit (ICU). As can be

imagined, there are many challenges to overcome. For example, patients are often very unwell and real time constraints mean that the researcher needs to work opportunistically and closely with the clinical team.

The research attachments also gave me the opportunity of working with very experienced practitioners. Within the EMERGE study I worked with research nurses with 10 years' experience who were able to guide me in the processes involved in setting up and running a research project. Within the Critical Care Research Group I worked with nurse researchers who had completed their doctoral study and were able to develop my understanding of research methods and data analysis. For a newly qualified nurse with a desire to work in research, the chance to work with such people and to see how clinical research is conducted was thrilling.

The knowledge and experience I gained during the Masters year was invaluable. I believe that my subsequent successful application for a research nurse post with EMERGE was largely due to my acquired ability to demonstrate an awareness of the realities of the role, responsibilities and challenges that are involved in such a role. I am already expanded my experiences as a research nurse by conducting my own research projects within the team. By so doing I hope I am contributing to the development of the group and stimulating nurse led research within the ED. I love my work and I am excited about my future career in research - a position I would not be in without completing the Masters of Nursing in Clinical Research.

**Polly Black**  
(MN in Clinical Research 2013-14)  
Clinical Research Nurse  
NHS Lothian.

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# Our Study Opportunities

## Undergraduate

Bachelor of Nursing with Honours

## Postgraduate

MSc Advancing Nursing Practice

MSc Advanced Clinical Skills (online)

Masters of Nursing in Clinical Research

MSc by Research (Nursing)

PhD / MPhil Nursing Studies

## Continuing Professional Development

We offer a wide range of CPD courses: from Cancer Care, Telecare and Clinical Decision Making to Global Public Health, Research Methods, Leadership and many more. Please visit [www.ed.ac.uk/health-social-science/nursing-cpd](http://www.ed.ac.uk/health-social-science/nursing-cpd) to find out more.

### **Nursing Studies**

School of Health in Social Science

The University of Edinburgh

Medical School

Teviot Place

Edinburgh

EH8 9AG

**Tel:** +44 (0)131 650 3889

**Email:** [nursing@ed.ac.uk](mailto:nursing@ed.ac.uk)

**Web:** [www.ed.ac.uk/health/nursing-studies](http://www.ed.ac.uk/health/nursing-studies)