



THE UNIVERSITY  
*of* EDINBURGH

# Nursing Studies Highlights 2020

WHO Year of the Nurse and the Midwife



# Welcome



**T**he Year of the Nurse and the Midwife 2020! As we welcome this momentous year for nursing and midwifery, Nursing Studies has continued to reach out, acting as agents of change with our colleagues around the world. The Nursing Now global campaign, with the International Council of Nurses (ICN) and World Health Organisation (WHO) as partners, have gifted us this once in a generation opportunity, providing a moment in time, a catalyst for change and a global voice that is resonating around the world. Signing a Memorandum of Understanding (MoU) with the Nursing Now campaign in 2019 was not only the pledge of the University of Edinburgh and Nursing Studies commitment to support the campaign during its lifetime, but also for the future, as part of its legacy.



**2020**  
INTERNATIONAL YEAR  
OF THE NURSE AND  
THE MIDWIFE

Our own history and legacy has endured over seven decades, with Nursing Studies remaining top ranked for nurse education in the United Kingdom, with an accrescent academy of stellar alumni. As we look forward, our vision for Nursing Studies builds on our legacy as pioneers in the field and disruptive leadership. Our *2020 Highlights* captures the essence of our continuing leadership and critical engagement in nurse education, advancement of clinical practice, research with impact locally and globally as well as our influence on health policy.

With newly formed research priorities: Social Justice and Health Inequity; Policy Professions and Care; Global Public Health; Sudden Interruptions in Health utilising innovative social science research, we work across the lifespan. Co-creative work in Care Home Nursing to Young Adults Rehabilitation experiences and Needs following stroke (YARNS) study, to our work with NIHR global health research group on preterm birth and stillbirth at the University of Edinburgh (the DIPLOMATIC collaboration), we engage with a range of communities from the prison setting

to critical care, from executive nurse directors to men in nursing, the breadth and depth of our work is clear to see. Improving patient and family experiences, developing practice and enhancing nurse education is central to the empirical and conceptual research we undertake both here in the UK and globally with our research partners.

At the very heart of Nursing Studies is the nurturing of a cadre of world-leading nurses. Through our curricula innovations such as our nursing and medical student interdisciplinary learning, working in pursuit of optimal patient and health care outcomes, through sophisticated simulated clinical situations, we are ensuring a synergy of clinical decision making and leadership capability second to none. The end result are inspirational students who then go on to utilise this experience to enact change.

Always responsive and progressive, Nursing Studies will launch the Edinburgh Global Nurse Initiative later this year in collaboration with the University of Edinburgh Global Health Academy and value-led relationships with local and global partners. Our Edinburgh Global Nurse Initiative is a statement of our intent to strengthen our contribution to innovative approaches to further support nursing workforce capacity and capability, to accelerate progress across the Sustainable Development Goals. We see our initiative as a legacy of the Nursing Now global campaign and the first State of the World's Nursing flagship report, published in April 2020, which has provided data to inform policy dialogue and decision making to drive forward the global nursing workforce agenda. For Nursing Studies, this heralds a new chapter in our enlightened history.

**Professor Aisha Holloway**  
PhD, RGN, BSc(Hons), FHEA  
Head of Nursing Studies



## Scottish nurses' tartan

**A** group of University of Edinburgh Nursing Studies students have created a tartan to celebrate the 2020 Year of the Nurse and the Midwife. The design, based on the colours of the Scottish nurse uniform, celebrates the work of Scottish nurses and to help promote Scotland as a world-leading place to study, research and practise as a nurse. The tartan will be showcased on International Nurses Day on 12 May 2020.



# 2020, the Year of the Nurse and the Midwife

Early in 2019, the WHO announced that 2020 was to be the Year of the Nurse and the Midwife. This once in a generation opportunity to propel nursing and midwifery into the spotlight and onto the agenda of governments, with the ultimate goal of improving health globally is one that we must not miss.

The WHO has provided a unique opportunity for countries to demonstrate how much they appreciate their nurses and midwives, and to showcase what more nurses and midwives can achieve if given the support to do so. Investing in nursing and midwifery will make an enormous contribution to the rapid, cost-effective and high quality scaling up of universal health care. This is a once in a generation opportunity for governments to really show nurses and midwives how much they are valued, not by empty words, but by effective, decisive action to give us the human and physical resources needed to get the job done.

**Lord Nigel Crisp**

*co-Chair of the Nursing Now campaign*

Nursing Now is a social campaign that aims to improve health and healthcare globally by raising the status and profile of nursing. The WHO and ICN are the campaign partners working with the Nursing Now campaign works to empower nurses to take their place at the heart of tackling 21st century health challenges. By influencing policy at global and national levels, the aim is to increase investment in nursing and midwifery; improve global and national policies on nursing and midwifery; strengthen nurse leadership and influence at all levels.

The University of Edinburgh has signed a MoU with the Nursing Now campaign to demonstrate the support of the University. Aisha Holloway, Head of Nursing Studies and Professor of Nursing Studies, is the Programme Lead for Research for this global campaign and Nursing Studies with colleagues across Scotland, the UK and globally are celebrating the Year of the Nurse and the Midwife with a variety of activities.

[www.nursingnow.org](http://www.nursingnow.org)



## Nursing Now

Nursing Now is an active network of groups working to influence health and healthcare policy globally. Today, there are 366 Nursing Now groups active in over 100 countries with new groups registering and launching every month. The Nursing Now campaign aims to demonstrate what more can be achieved when we enable nurses to practice at the top of their licence. We work to empower nurses to take their place at the heart of tackling 21st century health challenges.



By influencing policy at global and national levels, we aim to increase investment in nursing and midwifery; improve global and national policies on nursing and midwifery; strengthen nurse leadership and influence at all levels; develop further evidence around the impact of nursing and midwifery on health and society, and encourage the sharing of effective practice across the world. Nurses are the largest group of health workers; enabling them to work to their full potential will help everyone, everywhere to access health care. Furthermore, strengthening nursing

will have the benefits of improving health, promoting gender equity, contributing to economic development and supporting other Sustainable Development Goals.

## The Nightingale Challenge

The Nursing Now campaign aims to support nurses at every stage of their careers to be influential leaders. Investing in young nurses is essential for improving health and health care globally. To encourage worldwide investment in nurses, Nursing Now launched the Nightingale Challenge in June 2019. The Nightingale Challenge aims to equip and empower the next generation of nurses to play a greater role in the multi-disciplinary teams – as practitioners, advocates and leaders in health. It asks every health employer to provide leadership and development training for young nurses and midwives during this special year. The aim is to have at least 20,000 nurses and midwives aged 35 and under benefitting from this in 2020, with at least 1,000 employers taking part. At the time of going to press there are a phenomenal 25,000 nurses and midwives already signed up!

[www.nursingnow.org/nightingale/](http://www.nursingnow.org/nightingale/)

## ICN Chief Executive's visit

We were delighted to welcome Howard Catton, the ICN CEO, to Nursing Studies this year. Howard met with students studying on the Masters in Advanced Nursing. Our students, who hail from all corners of the globe, heard from Howard about the work of the ICN and his career journey. There was opportunity for a Q&A session where students focused their questions on developing political leadership, influencing global policy and how best they can network and engage with other colleagues around the world. It was a wonderful day for the students and for Nursing Studies.

## Honorary doctorate awarded to Alison Tierney



Alison Tierney graduating in 1969.

At last year's summer graduation ceremony for the School of Health in Social Sciences I was awarded an honorary doctorate. I had been 'capped' at a University of Edinburgh graduation in the magnificent McEwan Hall on two previous occasions. First in 1969, almost 50 (!) years before, when I received my BSc (Soc Sc) degree as a Nursing Studies student at the end of the third year of the then four-and-a-half year programme (i.e. before graduation and registration came together). My second graduation was in 1976 when I received my PhD. At that time, nursing research in the UK was just beginning and I was only the sixth nurse in the UK to complete a doctoral degree in a university-based nursing department (of which there were still very few).

Both of those graduations were special but last year's was even more so. It felt very special for me – and

for nursing – for the University of Edinburgh, my alma mater, to award the degree of Doctor *honoris causa* to a nurse for what was described as a 'significant worldwide contribution to healthcare'. It also was special because the graduation took place in the very week in which the NHS, which began on 5 July 1948, was celebrating its 70th anniversary. I drew attention to this in my acceptance speech, using the opportunity (albeit a terrifying one!) of addressing a full-capacity McEwan Hall to highlight the huge importance of the NHS to health and society and, for the NHS, the importance of nursing.

It felt that day as if I had come full circle, returning at the end of my working life to where my nursing career had begun way back in the mid-1960s. I had spent more than 30 years of my working life in or attached to Nursing Studies when, in my final role as Professor of Nursing Research and Head of Department, I left in 2002 to take up an equivalent position at the University of Adelaide in South Australia. There, as in many of the many countries that I had the privilege to work with and visit in the course of my career, the Department of Nursing Studies at the University of Edinburgh is known and admired for the pioneering and influential role it has played in nursing education and research over the years.

Long may that continue. And I will continue to feel grateful to everyone in Nursing Studies, both staff and students, who inspired me and challenged my thinking. Thank you, both to Nursing Studies and to the University, for the honour that was bestowed on me in the award of an honorary degree, and in particular to Professor Tonks Fawcett who so eloquently delivered the laureation at the graduation.

Alison J Tierney PhD FRCN CBE

## Our graduates BN with Honours 2019

This summer we said farewell to our graduating students on the BN with Honours programme. They excelled themselves academically with exactly half the group graduating with a First Class and the other half with 2:1 degree classification. In celebration of their efforts Nursing Studies held an afternoon tea in their honour to congratulate them as they headed off into the world of work or further study! An excellent afternoon of cake and discussion rounded off their time with us in a fittingly upbeat way.



The 2015-19 group with Professor Aisha Holloway, Dr Rosie Stenhouse and Professor Tonks Fawcett (with dog).



## An unofficial blue plaque commemorating Mairi Chisholm

**M**airi Chisholm, a Scottish war nurse and national heroine of World War I, was commemorated in Nursing Studies recently with an unofficial blue plaque. Siobhan O'Connor, who works at the intersection of nursing and technology and an avid STEM Ambassador, collaborated on a University-wide initiative to celebrate and recognise notable women who have contributed to Science, Technology, Engineering and Mathematics (STEM), creating an unofficial blue plaque dedicated to Mairi Chisholm.

Siobhan is a member of the RSE Young Academy of Scotland and ran an event in November 2018, in conjunction with the Royal Society of Edinburgh, celebrating the 100-year anniversary of the end of World War I and nurses' contribution to this important period of history. The story-telling event was hosted by Dr Dianne Atkinson who read excerpts from her biography on Mairi Chisholm and Elsie Knocker. (Watch the video at [edin.ac/nursingstories](http://edin.ac/nursingstories)) These brave women worked as nurses on the front lines of WWI in Belgium for a number of years and were highly decorated for saving the lives of thousands of soldiers.

A number of unofficial blue plaques were created by a team at the University of Edinburgh led by Ewan McAndrew, the Wikimedian in Residence, as part of a WikiProject, Women in Red, to address the lack of recognition women receive for their work in STEM and contribution to society. Along with a plaque paying tribute to Mairi Chisholm, nine other plaques were made by the University's UCreate studio, celebrating other notable women in STEM: Ada Lovelace, Marguerite Stocker, Mabel Jones, Elizabeth Ross, Dorothy Buchanan, Emily Bovell, Merabi Vakil, Mary Somerville, and Barbara Ayrton-Gould.

The unofficial blue plaque acknowledging the work of Mairi Chisholm is now on display in Nursing Studies in the School of Health in Social Science.



Siobhan with the unofficial blue plaque celebrating Mairi Chisholm.

Mairi Chisholm in a Belgian trench near the town of Pervyse, 1917. © IWM (Q 105999)



Elsie Knocker (driving) and Mairi Chisholm, known as 'the Madonnas of Pervyse', driving their motor ambulance through the ruins of Pervyse, July 1917. The two women manned a first aid post in the Belgian front line for most of the war. © IWM (Q 2660)

## Homelessness, Social Exclusion and Health by Fiona Cuthill



In a globalised world the wealthy elite and the rough sleeper negotiate the same streets, jostling for space in the doorways of shops selling luxury goods, thus the winners and losers of global capitalism meet in the same urban spaces. While the visibility of rough sleepers has become a shorthand to frame poverty and inequality, homelessness is not confined to the doorways of cities. It is experienced in a multitude of different ways: as single homeless people living in hostels, shelters and temporary supported accommodation, as those 'sofa-surfing' and living in overcrowded accommodation and as those who are termed 'statutory homeless', waiting for a house from a social housing provider.

Homelessness is recognised as a multi-dimensional phenomenon. The issue of homelessness and social exclusion has received increasing attention in the wider arena of health and social care policy

and practice, the issue of homelessness and health has been the focus of recent public health attention in Scotland. Positioned within a health inequalities framework, homelessness is understood to be 'both a consequence and a cause of poverty, social and health inequality'. Homeless people experience poorer physical and mental health than the general population and present a higher prevalence of physical, mental and substance misuse issues.

The main aim of this book is to support readers wishing to understand issues of homelessness, social exclusion and health at a local level but to do so by framing these issues in a global context. It expands notions of health by drawing on disciplines outside the fields of housing and health to better comprehend the ways that stigma, identity and urban geographies shape, frame and present homelessness, especially for those who are rough sleeping.

## Fifth edition of the celebrated 'bible' for nurses



Seen here holding a copy of the newly published fifth edition of *Alexander's Nursing Practice Hospital and Home*, Maggie Carson was delighted to have been asked by the new editor Professor Ian Peate OBE (Editor in Chief of the *British*

*Journal of Nursing*) to contribute to this undergraduate nursing text book which continues to be recommended to our students as core reading.

Drawing on her specialist clinical background in endocrine nursing, Maggie was first asked to

contribute to a chapter 'Nursing patients with endocrine and metabolic disorders' for the third edition in 2006 when Professor Tonks Fawcett was co-editing this prestigious textbook. Maggie also contributed to the fourth edition in 2011.

## New lecturer



We always eagerly welcome new staff into Nursing Studies. They bring new knowledge and skills and fresh ideas that maintains the vitality of Nursing Studies.

**Dr Siobhan O'Connor** joined Nursing Studies in January 2019, bringing with her a wealth of expertise in both nursing and informatics. With a multidisciplinary background, her research centres on digital health and how technologies such as telehealth, health apps, and wearable devices can support self-care or self-management and help people maintain active, healthy lifestyles. She also leads a programme of pedagogical research exploring technology in nursing education, examining whether mobile apps, social media and other electronic tools can improve student learning. Siobhan teaches at undergraduate and postgraduate level and supervises a number of doctoral students in her research area.

In recognition of her work, Dr O'Connor received a RCN Foundation Impact Award in 2018 for research into the history of nursing informatics in the United Kingdom. She recently received a Florence Nightingale Foundation Emerging Leaders Leadership Scholarship to undertake a bespoke year-long leadership programme throughout 2020, designated by the World Health Organization (WHO) as the Year of the Nurse and Midwife. She recently joined the senior editorial team at the *International Journal of Older People Nursing* as Associate Editor, helping to ensure a high-quality publication process in gerontological nursing. She is also the Treasurer of the RSE Young Academy of Scotland, a Fellow of the Higher Education Academy, and a STEM Ambassador.



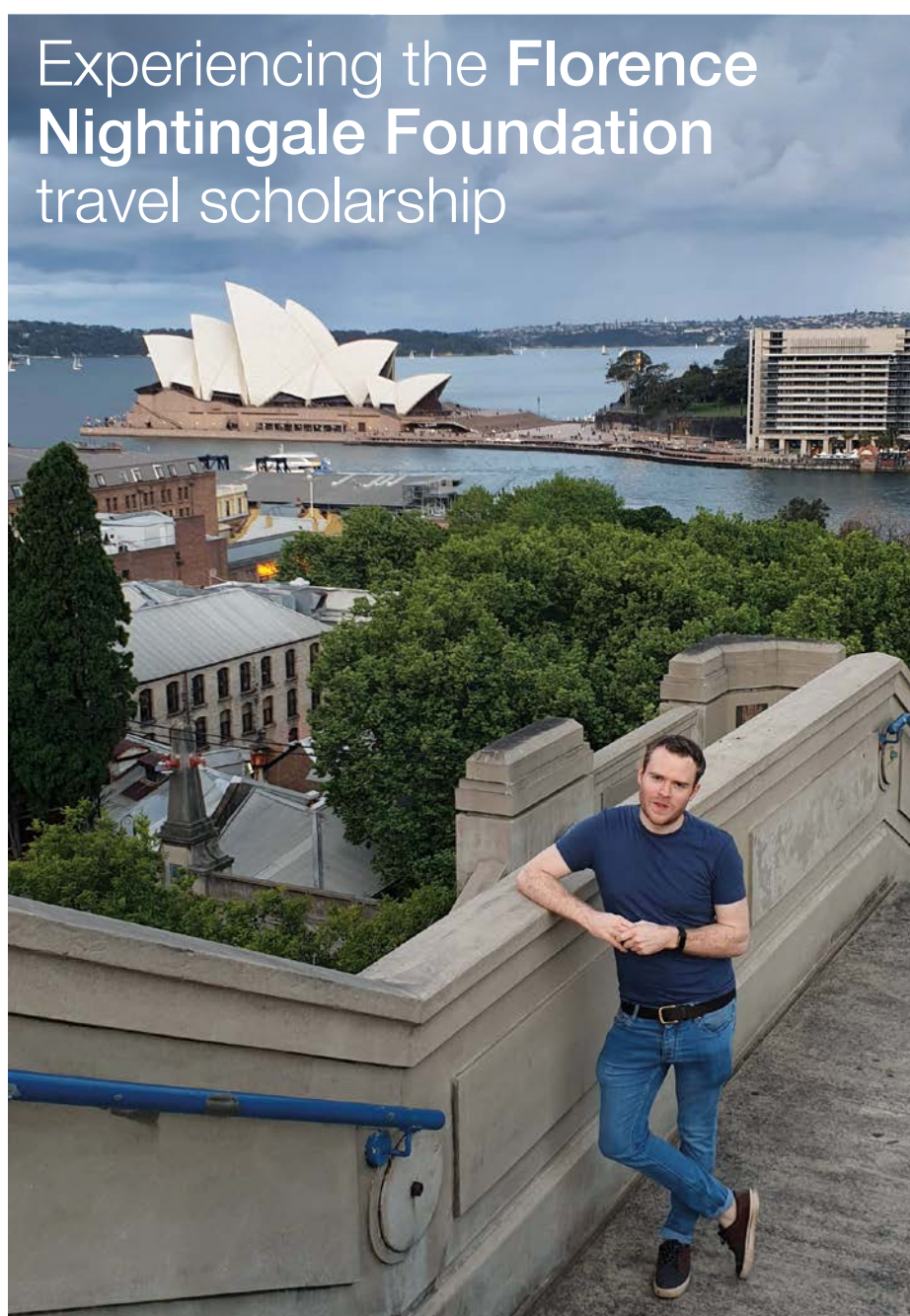
Achieving the Florence Nightingale Foundation travel scholarship was a privilege that enabled me to travel to Australia to explore specialist nursing roles looking to improve the physical health needs of people with serious mental illness. This was the area of my doctoral work and I chose Australia as the majority of the evidence in my PhD literature review was generated by Australian academics.

My scholarship opportunity involved attending and presenting some of my PhD findings at the 45th Annual International Conference of the Australian College of Mental Health Nursing, held in Sydney. This was a three-day event presenting both the latest research and service developments. The theme of this year's conference sat so well with my own topic, that of integrating physical and mental health services.

Not only was the conference a fantastic networking opportunity but a chance to hear about some of the issues facing mental health nursing in a different part of the world. A big debate in Australia is whether they should return to specialist fields of practice at the point of registration, similar to the UK.

After Sydney, I travelled firstly to the capital Canberra and hosted by Professor Karen Strickland of the University of Canberra, then to Brisbane where I was hosted by a former NHS Lothian colleague Julie Ewing, who is the physical health co-ordinator for Metro North mental health services at the Royal Brisbane and Women's Hospital. Melbourne was my final stop, where Dr Cathy Daniel and Professor Marie Gerdtz of the University of Melbourne arranged for me to visit the Royal Melbourne and Northwestern mental health services.

Not only were my hosts and services I visited bountifully welcoming, the trip was the recognition of how much work there still needs to be done in Scotland to improve the physical health needs of people with serious mental illness. They really are leading the way down under! From screening tools, to developing whole services and clinics that just support and improve the physical health of people with serious mental illness. I witnessed first-hand how it is a 'hot topic', not just at a health service executive level, but also at a strategic level among senior figures in regional and federal government.



## Experiencing the Florence Nightingale Foundation travel scholarship

One of the greatest advantages of holding a Florence scholarship is the support network it generates and the friends I have made up and down the country. Besides the scholarship itself, a real highlight of the year was attending the annual commemoration service for Florence Nightingale at Westminster Abbey back in May 2019. The whole experience has opened up so many opportunities for me for which I will be forever grateful. Others should apply for this exceptional opportunity.



**Gearoid Brennan**  
Doctoral student, Nursing Studies

Attending the commemoration service for Florence Nightingale at Westminster Abbey.

## A sabbatical with Nursing Studies



**M**y name is Stefanie Seeling and I have a professorship in Nursing Science at the German University of Applied Sciences Osnabrück Campus Lingen, where I am Head of the Nursing degree programme.

Having been granted a sabbatical I saw my chance to visit Nursing Studies at the prestigious University of Edinburgh, the first university in Europe to offer degree education for nurses. Here for three months, I was welcomed as part of the team. I have many nursing passions which I was able to pursue: cancer

care, simulation learning and skills acquisition and, in particular, the importance of community-based care. In Edinburgh I had the opportunity to explore in depth community nursing and see how the system works in Scotland. I came to recognise many shared values and aspirations for both education and practice.

I am so grateful to all the staff for the experiences I gained and have taken back to enhance our Nursing Science in Germany. It was an inspiring visit, set against the beautiful city, which I will not easily forget.

## Sigma Nursing visit

**D**r Elizabeth Madigan, CEO and Dr Beth Tigges, President, of Sigma Nursing visited Nursing Studies staff and postgraduate students in October 2019. Very quickly, against the setting of the Nursing Now campaign and 2020 recognised as the Year of the Nurse and the Midwife, they had inspired us with the vision of their organisation to advance world health and celebrate nursing excellence in scholarship, leadership, and

service. The organisation encourages early career nursing scholars, in particular, to join Sigma to access global networks, leadership training and research funding to advance their careers in nursing science.

Dr Siobhan O'Connor, lecturer, who herself had been awarded a nursing education grant from Sigma in 2016, spoke about the indispensable financial support she had received which enabled an international collaboration

and an innovative piece of pedagogical nursing research to be published in the *Journal of Advanced Nursing* ([edin.ac/socialmedianursing](https://edin.ac/socialmedianursing)).

The MSc and PhD students discussed with Dr Madigan and Dr Tigges how they could grow and enhance their leadership capabilities in nursing scholarship. They welcomed the opportunities and support that Sigma offers to nurses globally.

[www.sigmanursing.org](http://www.sigmanursing.org)

## Nursing student goes digital

**R**achael Ford, one of our third year students, has spent several months working with Young Scot, a national youth charity in Scotland, as part of a Young Leadership Group to develop '5Rights' for young people in a digital world. From tackling fake news to protecting personal information or dealing with abusive behaviour, young people are at risk in online environments such as social media.

The Young Scot 5Rights Youth Leadership Group is a diverse group of 30 young people from across Scotland, aged 11 to 19, who champion their rights in the digital world. Rachael has been working as part of this group to explore how young people can keep safe online and have made recommendations to Scottish Government about how to promote and protect young people's rights in the digital world: [edin.ac/5rights](https://edin.ac/5rights)

During her nursing studies Rachael worked on co-designing an app, called Diddo, to help young people stay safe online. She was also involved in launching this new digital solution at the CivTech Demo Day 3.0 at the Edinburgh International Conference Centre on 6 February 2019 and had an opportunity to pitch it to MSP Derek Mackay. Rachael is continuing her work on digital rights for young people and is now working with Dr Siobhan O'Connor in Nursing Studies in the development of digital professionalism in nursing education.



“I imagine that the digital world in the 22nd century will be advanced, brilliant and safe for all children to use effectively and creatively.”

**Rachael Ford**  
Group 2017-21



## My amazing Erasmus exchange

**M**y name is Patricija Lunežnik and I am a final year student nurse from Slovenia. I study at the Faculty of Health Sciences, University of Maribor and I have been on an Erasmus student exchange at University of Edinburgh for three months, from March to the end of May 2019.

I shared a flat with five other girls in Buccleuch Place and I couldn't imagine a better location. The Main Library was just across the street, the beautiful Meadows just around the corner and everything needed so close. It was very good to experience living on my own, sharing facilities and living in a multicultural community, because back home we are still quite conservative in our approach.

The main purpose of my exchange was to carry out some research for my final year thesis and to have some clinical practice. My supervisor, Dr Rosie Stenhouse, lecturer, arranged clinical experience with NHS 24, connecting me to many different people as support during my research. I met with Professor Pam Smith and attended her research lectures. I also had meetings with current research students Zoe Horseman and Jamie Smith and a session with

a wonderful University librarian, Rowena Stewart. I was fortunate to attend the Homeless and Inclusion Health Course and both the Scottish Inclusion Health & Homelessness Conference 2019 and the Scottish Alcohol Research Network (SARN) Alcohol Occassinals event. I had an opportunity to shadow a social worker at the Edinburgh Access Practice, committed to promoting and improving the health and well-being of people experiencing homelessness. Although shocking, this was an experience I will not forget. I was also able to experience nurse teaching, attending acute care simulation learning at the University's Chancellor's skills centre and was shown around the Royal Infirmary of Edinburgh.

I think that being an Erasmus exchange student 'opened my eyes' and now I see things from new and wider perspectives. I had to face daily challenges, be brave, organise and figure things out and, most of all, trust myself that I can overcome any issue and achieve anything.

I would like to thank all the staff who contributed to my student exchange. This was an experience that I will remember for a lifetime.



## Hang Zhou Normal University nursing students visit

**T**his year as part of our ongoing exchange agreement we were pleased, once again, to welcome five student nurses from Hang Zhou Normal University in China who joined us for the Autumn semester 2019. Their time here was facilitated by lecturer Maggie Carson. The students selected a varied programme of courses within Nursing Studies based on their current interests and career aspirations choosing to attend the following core courses: Nursing Life Science, Mental Health and Wellbeing, Nursing Care and Decision Making, Cultural Diversity and Caring. They also enjoyed participating in the honours options: Global Public Health, Critical Care Nursing and Contemporary Issues in Mental Health.

When asked how they would sum up their time with us in Edinburgh, Sunny said, "A charming city, a completely different way of education, and a group of friendly and kind people" while Ruby reported (sic) that she "really enjoyed the active atmosphere of discussion in the courses where all the students are willing to take part and where teachers are very nice to listen to the questions that students are asking." She added "I feel the free academic studying atmosphere is what I enjoy most".

As they prepared to return home to complete their own undergraduate programme, they expressed their hopes of returning after they graduate to undertake further study with us.



The students celebrated a farewell Christmas lunch (pictured from left to right: Lecturer Maggie Carson, Shiyu (Yoyo), Tiantian (Martina), Yu (Sunny), Meng Lan (Amy) and Tingting (Ruby)).



## The Compassion Convivium 2019

On the 7 October 2019 at the University of Edinburgh, the Global Compassion Initiative hosted an International Compassion Convivium with Stanford CCARE, University of Helsinki and Scottish Government.

The 'convivium' (from the Latin *con* and *vivo* – living with) was attended by international leaders in compassion research and implementation, including Professor James R Doty, MD, a clinical professor in the Department of Neurosurgery at Stanford University School of Medicine and Professor Paul Gilbert, the Founder and President of The Compassionate Mind Foundation. This small, select group also included from Nursing Studies Professor Aisha Holloway, Professor Pam Smith and Dr Marti Balaam.

Compassionate Cities are emerging around the world and the Scottish Government has identified both compassion and kindness as core values within its National Performance Framework. The NHS and multiple businesses name compassion as a value and universities are increasingly looking at compassion and kindness as values by which to operate. The convivium therefore brought together members of these different organisations to explore what it might mean in principle and practice: to ask how compassion actually looks and feels in organisational settings, how it is embedded, why it can feel difficult, and how we can progress pathways to resource universities and other organisations to create a compassionate future.

The convivium strengthened academic links between individuals and organisations working in compassion including the Carnegie UK Trust, who have recently produced two reports on kindness. Whilst the conversation continues, a number of compassionate initiatives for staff and students are already being implemented across the University.

[www.ed.ac.uk/global-health/global-compassion-initiative](http://www.ed.ac.uk/global-health/global-compassion-initiative)

**Dr Marti Balaam**  
Nursing Studies





## International developments in Advanced Nursing

In April 2019, we were invited by colleagues from the School of Medical and Surgical Nursing, Peking University in Beijing, China to join with them for their Nurse Practitioner Launching Ceremony and International Advanced Nursing Practice Forum. This two-day event brought together experts in Advanced Nursing Practice from Edinburgh, Beijing and the USA to share knowledge, ideas and experience. This global event highlighted the strengths that nurses can bring to global health care when they are able to work to the maximum of their licence, including their role as non-medical prescribers.

Dr Fiona Cuthill, Senior Lecturer in Nursing Studies, gave two plenary talks on the development of Advanced Nursing Practice in a global context and also specifically in the UK. Fiona brought her knowledge and experience as an Advanced Nurse Practitioner and a non-medical prescriber to the

debate. Delegates were able to disseminate good practice and to learn from each other across countries and cultures, sharing experiences of Advanced Nursing Practice in the context of both Higher Education and clinical settings. The forum also marked the beginning of new partnerships between Nursing Studies at the University of Edinburgh and Peking University.

Having enjoyed the immense hospitality of Chinese colleagues in Beijing, Fiona was then able to welcome Professor Lin and Dr Lu to the University of Edinburgh on behalf of Nursing Studies in October 2019. Professor Pam Smith ensured that our Chinese guests were given a warm Scottish welcome and they went home with a big bag of tartan scarves and the impression that the sun always shines in Edinburgh! We look forward to progressing our partnership further over the months ahead.



Dr Fiona Cuthill  
Nursing Studies

## Our new MSc Advanced Nursing programme



Our new MSc Advanced Nursing launched in September 2019 and we are delighted to see our international and UK cohort of students enjoying the full range and flexibility that the programme offers. Students are able to choose from a wide range of different courses to meet their interests and aspirations, while building on the four pillars of advanced nursing practice: leadership, education, research

and clinical practice. In addition, our students are really enjoying learning from each other in a global context and exploring the meaning of nursing, health care and clinical practice across a range of different cultures and approaches. In addition to our existing literature based dissertation, we have also introduced into our new programme an empirical dissertation option, giving students the opportunity to work together

in groups on a particular research topic. This enables students to develop skills in collaboration, group data collection and analysis.

Exciting work is going forward to ensure that our new programme includes clinical speciality options and non-medical prescribing courses. Watch this space for September 2020!

**Dr Fiona Cuthill**  
Programme Director

## Preparing the nurses of the future: new curricula

Across the UK, nurse education is changing in response to the Nursing and Midwifery Council's most recent standards for education, launched in May 2018. These are exciting times for the profession, for students and for prospective students. In Scotland the 'Once for Scotland' approach has brought universities and health service partners together to develop common ways of working, practice learning documentation and of supporting and assessing students. The standards are ambitious, setting out the skills and knowledge that the next generation of nurses will need to deliver care in our ever changing health care context.

Healthcare in 2020 and beyond will be increasingly dynamic with more nurse-led services, increasingly technological environments, a greater focus on person-centred and personalised services and more community-based care services. The

nurses of the future need to be effective in this new and evolving context, providing a flexible workforce which can innovate to meet the demands made of the system in 2020, 2030 and beyond.

In Nursing Studies we have embraced this opportunity to develop a new BN with Honours programme which will take students through a range of theoretical and practice-based learning opportunities. New courses which focus on technology and innovation will sit alongside the core nursing content, the life science, social science and the research teaching, culminating in a final year course facilitating the preparation of our graduates to be the nurse leaders of the future. Alongside the new BN degree, Nursing Studies will also offer an innovative new Master of Nursing programme which will allow students who have undertaken a diverse range of undergraduate degrees to become

registered nurses over a two year Masters programme. This degree will be equally responsive to workforce needs, preparing individuals for nursing careers through postgraduate study.

Practice experiences are also changing with a greater flexibility in learning opportunities and scope to personalise learning through varied placements, an attachment within a specialist service and an elective placement which many students carry out overseas. Scotland's Chief Nursing Officer highlights the importance of the 'Nursing 2030 Vision' and the need to produce and support a workforce which can provide the innovative care required in the future. We believe the curriculum developments within Nursing Studies make an exciting contribution at an auspicious time.

**Dr Sarah Rhynas**  
Programme Director

### Interdisciplinary learning and working: nursing and medical students come together



Group 2016-20 nursing students Celine, Kate, Elaine Georgia, Matthieu and Harrison anticipating registration.

In the pursuit of optimal patient and health care outcomes, the primacy of medics and nurses learning and working together and understanding each other's 'worlds' has long been recognised in Nursing Studies and the notion of interdisciplinary learning has steadily taken hold.

What began life as a modest approach to interdisciplinary Peer Assisted Learning (PAL) in 2006, has, over the past 14 years, developed into a full range of interdisciplinary learning and teaching experiences from the beginning to the end of the respective Nursing and Medical degree programmes. This joint venture by Nursing Studies and Medicine focuses in the early years on the acquisition of essential clinical skills be it such as monitoring vital signs or the softer skills of communication and interpersonal sensitivity. By the final years the nursing and medical students have experienced increasingly more challenging and sophisticated simulated clinical situations whereby they develop shared clinical decision making and leadership capability and, crucially, understand the complementarity of their roles as they enter their respective professions with the health care provision of the future.

**Dr Jennifer Tocher**  
Senior Lecturer



# Reflections from the front: Magda James

## An inspirational former student, ten years on

This year marks a decade of nursing for me. It has been an incredible journey so far. Since graduating from Nursing Studies in 2010, I have worked in several emergency departments, acute medical units, intensive care and as a volunteer nurse for the Refugee Council, Crisis and Doctors of the World, constantly grateful for the very solid foundation and excellent nursing education that allowed me such a diverse skill and knowledge base.

There have been sad times; when the reality of an inadequate welfare system means the response of the bed manager to the death of a patient with no next of kin is celebration of an empty bed. There have been humbling moments; when a colleague accompanied a new widow to the mortuary and sat with her for as long as she needed and then called to say 'Sister, please can I take her for a cup of tea'. There have been challenging moments; when a young intoxicated patient mistook the drug room entrance for the toilet.

“The basic principles of nursing, kindness and compassion that I learnt as a student nurse in Nursing Studies were reiterated.

There have been alarming moments; when the gaps in the consultant rota mean there is no code red surgeon on call and there is a patient 'bleeding out' after falling on a pair of garden shears. There have been wonderfully funny and warm moments when two children describe exactly what colour beads they put up each other's noses: "Well he put orange and green in my nose so I had to put pink and purple in his", or when a 98-year-old man said that he was really looking forward to becoming 99 so he could turn the numbers upside-down and be 66 again! There have been wonderfully proud moments; when your department pulls together time and time again in adversity, or when you wonder where a nurse has got to and you find her patiently helping a patient drink some hot chocolate at a speed of one sip every five minutes.

Over the past year, alongside working as a 'Sister' in an Emergency Department, I studied for a Masters in Clinical and Public Health Nutrition. Originally my interest was in the obesity epidemic, needing to know what could be done to improve health and wellbeing of such patients. Even throughout my time as a nurse more and more of my patients live with obesity with all the detrimental health consequences. I learnt that it is really not simple. Biology changes after a certain

increase in weight meaning that even if patients try to lose weight, higher ghrelin (known as the hunger hormone) levels do not revert and sensitivity to leptin (the satiety hormone) is lost. The environment we live in that negates a need for movement and propels us towards tasty palatable calorie dense foods needs to change. Weight stigma is not acceptable but commonplace. The onus needs to be removed from individual blame to establishing a supportive encouraging enabling environment. Once again, the basic principles of nursing, kindness and compassion that I learnt as a student nurse in Nursing Studies were reiterated.

I finally focused on malnutrition in inclusion health populations and researching the link between malnutrition and substance use. This raised so many thought provoking issues. I have found that there seems to be a disconnect between harm reduction services for substance users and nutrition provision,

which doesn't help the cause. Hunger is interpreted as cravings so users take drugs instead of eating food, malnutrition then seems to increase the potency of drugs and contributes to increased episodes of sepsis which further increases potency. Then there is further complexity because the 'food is food' attitude isn't enough, it needs to have sufficient vitamins and cofactors for metabolism or there is a risk of re-feeding syndrome. It is a vicious cycle which seems very obvious, yet there is minimal evidence and very little action. It also all probably starts in childhood with adverse childhood experiences (ACEs) so finding a way to combat them is imperative. This is hugely ambitious but not impossible as ACEs have been mapped to correlate nearly exactly with areas of UK poverty so something has to be able to be done.

Despite the daily struggles of not enough beds/staff/skill mix/medications, worries about the wider health arena and social inequities, ultimately it is about human to human connection. Caring for people and the people who care about them in their most vulnerable moments is an absolute privilege.

Magda James  
Group 2006-2010



# Critical care

## Current medical and nursing research



Professor Tim Walsh



Dr Sheila Rodgers



Dr Susanne Kean



Professor Mona Ringdal



Johan Nilsson



Catherine Clarissa

### Sudden Interruptions – Critical Care

**N**ursing Studies research study partnership with Acute Care Edinburgh colleagues is part of a new cross cutting initiative hosted in the Usher Institute to generate novel clinical, health services and translational research in relation to acute illness.

Working collaboratively across disciplines and specialties is key to Nursing Studies research programmes. Within the context of critical care, Dr Sheila Rodgers, Dr Susanne Kean, Professor Ruth Jepson, Dr Larry Doi and Professor Aisha Holloway, are working as part of an interdisciplinary team who have secured funding from the Chief Scientist Office, Scottish Government, for the SCARF (Supporting Community Recovery and Reducing Readmission Risk Following Critical Illness) project.

Led by Professor Tim Walsh, Professor of Anaesthesia, Critical Care and Pain Medicine and lead for the Edinburgh Critical Care Research Group, and funded by the Chief Scientist Office of the Scottish Government, are conducting a realist evaluation of a programme for patients who are at high risk of readmission following a critical illness. This will enable co-production of a logic model and a programme theory for a subsequent multi-centre trial.

### Survivorship

**D**r Susanne Kean, lecturer in Nursing Studies, has been leading a team to undertake an integrated systematic review of survivorship in critical illness. The team consists of: Dr Sheila Rodgers, Senior Lecturer, University of Edinburgh and Honorary Consultant Nurse Critical Care; Dr Eddie Donaghy, Critical Care Research Co-ordinator, University of Edinburgh; Dr Gareth Clegg, Clinical Senior Lecturer, University of Edinburgh and Honorary Consultant in Emergency Medicine; Dr Angus Bancroft, Senior Lecturer, Sociology, University of Edinburgh.

Surviving critical illness goes beyond initial physical recovery with patients and families living through lengthy periods of adjustments; economically, socially and physically. It is unclear what survivorship, the time after discharge home, means or

what outcomes are important to patients and families. We have systematically reviewed the literature, mapping and exploring how 'survivorship' can be theoretically defined including 39 papers in the final review. The definition of survivorship will help us to (i) develop research that is theoretically grounded, (ii) design and guide studies that address the needs of survivors and their families across both health and social care services and thereby (iii) inform policy and practice.

### Experts in critical care research visit from the University of Gothenburg

**I**n October 2019, we were visited by Associate Professor Mona Ringdal (Director of Studies and Senior consultant, Critical Care Nurse), Johan Nilsson (Critical Care Programme Lead) and Ida Mattiasson (International Coordinator) from Sahlgrenska Academy at the University of Gothenburg, Department of Anesthesiology and Critical Care, Kungälv Hospital. Mona is a world renowned expert in Critical Care diary research and has previously visited the University of Edinburgh as a distinguished Northern Scholar. We plan to establish more formal links with the University of Gothenburg in both teaching and research.

### Early mobilisation for ventilated patients

**C**atherine Clarissa is completing a PhD looking at staff and patients' experiences of early mobilisation during the course of mechanical ventilation in an intensive care unit. Mechanically ventilated patients often develop muscle weakness post-intensive care. Current evidence suggests that early mobilisation of such patients can be an effective intervention in improving their outcomes. However, what constitutes early mobilisation in mechanically ventilated patients (EM-MV) remains unclear. As part of her PhD, Clarissa has completed a systematic review to explore the definitions and activity types of EM-MV in the literature. Having reviewed 76 papers, only 15 provided a full definition of EM-MV and this definition was not standardised across studies. This creates challenges for the transferability of research findings and is problematic for advancing research and practice in this area.

Clarissa, C, Salisbury, L, Rodgers, S & Kean, S (2019) 'Early mobilisation in mechanically ventilated patients: A systematic integrative review of definitions and activities' *Journal of Intensive Care*, vol. 7, no. 3. DOI: 10.1186/s40560-018-0355-z.



## The APPRAISE Study

A two-arm parallel group individually randomised prison pilot study of a male remand alcohol intervention for self-efficacy enhancement

The study led by Professor Aisha Holloway, with a team from across the UK and in the US, funded by National Institute for Health Research – Public Health, is the latest venture in a programme of prison health research focused on alcohol related harm.

The main focus is to assess the feasibility of conducting a future definitive multi-centre, pragmatic, parallel group, randomised controlled trial. This involves assessing the intervention fidelity, exploring the feasibility and acceptability of the intervention to staff and for men on remand and on liberation. The study is being conducted in two sites across the UK and runs till 2021.



## The DIPLOMATIC Study

Using eviDence, Implementation science, and a clinical trial PLatform to Optimise MATernal and newborn health in low Income Countries

Funded NIHR, DIPLOMATIC is a Global Health Research Group based in the UK, Malawi and Zambia. Professor Aisha Holloway is part of the research team led by Professor Jane Norman (now at the University of Bristol).

Our vision is to reduce the mortality of children under five years (one of the targets of sustainable development goals) by reducing preterm birth and stillbirth and to optimise outcomes for babies born preterm.

### Aims

Annual deaths from preterm birth and stillbirth in Malawi and Zambia are over 36,500: the World Health Organisation (WHO) has estimated that the majority of these are preventable.

Specifically, we aim to:

- enhance clinical care strategies for the prevention of stillbirth and preterm birth in Malawi and Zambia, reducing rates of preterm birth, stillbirth and under-five deaths;
- generate new knowledge on the effectiveness of interventions and on how best to implement them;
- develop a clinical trials platform to test novel interventions, initially for stillbirth and preterm birth, but longer term in an NIHR unit on maternal newborn global health;

- enhance the collection of perinatal outcomes in vital statistics and hospital datasets; and
- increase the accuracy of prematurity estimates by using first trimester ultrasound scanning to optimise assessment of gestational age.

We recognise the differences that cultures, traditions, gender roles, resources, workforce constraints, disease burdens and community understandings of pregnancy and birth bring, and have therefore designed this group to examine strategies to develop and implement contextualised, evidence based local practices building on successes and challenges of current best practice in the UK and other high income countries.

Together with partners, and using a consensus exercise, we will identify evidence-based practices from recommendations from the WHO, other stakeholders and from regional expertise: for example, first trimester ultrasound scanning to accurately determine gestation.

By sharing existing knowledge on evidence-based practices and implementing new trial designs, our aim is to see a significant improvement at the end of this three-year study.



## Telling YARNS

### Young Adults Rehabilitation experiences and Needs following Stroke (YARNS) – a Scoping study

The Royal College of Nursing Foundation has awarded funding for a unique research project that will explore and analyse the diverse experiences and unmet needs of young adults recovering from an acquired brain injury or stroke. This exciting research collaboration of academics and practitioners from the four UK countries is led by Dr Colin Chandler, Lecturer, and Professor Aisha Holloway in Nursing Studies at the University of Edinburgh.

There is little known about the needs of young adults recovering from brain injury, which can lead to physical and behavioural changes, and affect a patient's work, social, and family life. In order to identify areas of need and good practice, the project will explore the experiences of young adults who have survived a stroke and are rebuilding their lives. The researchers are looking for stories that the young adults have recorded either on social media, in blogs or through other publicly available media. This will be supported by, and compared with, what is already in the literature and known about stroke and its effects. This is an area where rehabilitation resources are not plentiful, so the research also aims to analyse and map the support available throughout the UK to these the individual and their family or carers.

The key aim is to demonstrate what works for stroke survivors, their family and carers, and in what circumstances, to enable them to live their lives to their full potential.



## Men in nursing

Men continue to be underrepresented in pre-registration nursing programmes (<10 per cent of preregistration nursing students in Scotland are male), take longer to complete and have higher rates of attrition than women. If we are to successfully address these issues we need to understand the reasons for this. With funding from NHS Education for Scotland and in collaboration with colleagues from the Universities of Dundee, Robert Gordon and the West of Scotland we have undertaken two studies to address this. Students and colleagues from Nursing Studies participated in both studies. My role has been that of a Co-investigator.

Our first study explored the views of male pre-registration students, university and college nursing lecturers and school guidance teachers about the under-representation of male pre-registration nursing students in Scotland. Our findings indicated that although nursing was considered a worthwhile career offering stability and many opportunities, it was also viewed as not being a job for men. Encouragement from others, positive role models or an insight into nursing from significant people could all be helpful in negating this. Being mature and having resilience were important factors in helping men to cope with being a male nursing student in a predominantly female workplace.

In the second study we explored the reasons for the higher attrition of men from pre-registration nursing programmes in Scotland and looked at ways of improving retention. We found that male student nurses tended to feel isolated and vulnerable, faced challenges gaining access to learning opportunities, feel stereotyped in terms of their masculinity and physical attributes and that they 'stand out' as different in both the classroom setting and on clinical placements.

**Maggie Carson**  
Lecturer

Whitford HM, Marland GR, Carson MN, Bain H, Eccles J, Lee J and Taylor J (in press). An exploration of the influences on under-representation of male pre-registration nursing students. *Nurse Education Today*. [edin.ac/malenurses](http://edin.ac/malenurses)







## The Stronger Study

### Strengthening the role of executive nurse directors within the UK

**T**he Stronger Study funded by the Royal College of Nursing (RCN) highlights the challenges and opportunities that face Executive Nurse Directors (ENDs) in the four UK countries. This project is hosted by Nursing Studies, with research team members based across the UK.

The Stronger Study is a response to the recommendations made following the salutary Francis and the Vale of Leven Inquiries, which directed criticism and concerns at the perceived failure of senior nurse management to provide quality care under their leadership. This study aims to explore the experiences of ENDs leading the nursing services at NHS executive board level, to identify current training and support needs and to learn from successes and failures. The study involves a literature review of recent evidence and semi-structured interviews with END participants and their executive colleagues in order to make recommendations as to how to strengthen the Executive Nurse Director role.

Early impressions from our findings suggest that whilst ENDs feel well supported by fellow executive colleagues, many feel they must prioritise and champion their professional nursing agenda in order to keep the Board's attention on nursing issues. Many ENDs stated that identifying their personal values is fundamental to success in the role, as

these values influence how they find their voice on the executive board and in doing so find a voice for nursing.

The role of an END is incredibly demanding, and requires them to balance their professional nursing agenda with competing financial, strategic and governance priorities. A significant source of support is a coach or mentor, who can, in an objective way, guide and advise the END on professional matters. This was particularly important for ENDs who are new to this role and essential to establishing their leadership impact on nursing services.

The END's executive colleagues provided external perspectives on the factors involved in strengthening the role. Initial findings reveal respect and admiration for their END colleague whose portfolio they regard as one of the most broad and diverse on the Board. They also highlighted the importance of good networking and building positive relationships to ensure success.

Overall, our findings will give UK-wide, evidence-based insights into how to strengthen this senior nursing leadership role, making recommendations to the RCN as how better to support this group of leaders.

The Stronger Study began in January 2019 and the findings will be presented at the Nightingale 2020 conference.

### The Stronger Study team

The Stronger Study team also includes Kings College London, the University of Cardiff, Queens University Belfast and Teeside University. One Executive Nurse Director from each country advises us on the study. This is Alex McMahon, NHS Lothian, in Scotland and Caroline Alexander, Barts Health NHS Trust, in England. Zoe Horseman, a graduate of Nursing Studies, is RA to the project.

Team members include: Professor Daniel Kelly (Principal Investigator, Cardiff University), Professor Pam Smith (Co-Principal Investigator, the University of Edinburgh), Professor Aisha Holloway (the University of Edinburgh), Professor Sharon Hamilton (Teeside University), Dr Joanne Reid (Queens University Belfast), Zoe Horseman (the University of Edinburgh), Professor Ruth Harris (Kings College London), Dr Aled Jones (University of Cardiff), Dr Helen Noble (Queens University Belfast), and Professor Anne Marie Rafferty (Kings College London).

# The Scottish Collaboration for Public Health Research and Policy

## Evaluation of the Universal Health Visiting Partway in Scotland



Researchers from the Scottish Collaboration for Public Health Research and Policy (SCPHRP) based in School of Health in Social Sciences and allied to Nursing Studies are, in collaboration with researchers from the University's Centre for Clinical Brain Sciences, the University of Stirling, the University of the West of Scotland and Ipsos MORI, have been commissioned by the Scottish Government to evaluate the Universal Health Visiting Pathway across Scotland. The Scottish Government has refocused the existing role of the health visitor as part of an enhanced Universal Health Visiting Pathway. This is to enhance delivery of preventative and targeted interventions, delivered by a health visitor workforce to address the specific needs of children and families. The new pathway includes a universal assessment timeline that increases the number of assessment contacts with children and families. All families are expected to receive eleven home visits from pre-birth until the child is five years old, with additional support provided to



Larry Doi



families depending on their level of need. This exciting evaluation will be carried out over four years led by SCPHRP with Larry Doi as principal investigator.

[larry.doi@ed.ac.uk](mailto:larry.doi@ed.ac.uk)



## Developing a programme theory and intervention delivery plan to support community recovery and reduce hospital readmission following critical illness

The SCPHRP research team also contributes to research on Critical Care and is currently employing the Six Steps in Quality Intervention Development (6SQulD) model to develop an intervention designed to support recovery and community living after life-threatening critical illness. A large number of patients survive a critical illness following intensive care admission every year in Scotland but about 25 per cent of these patients are readmitted within 90 days of discharge from hospital. At present, no evidence-based person-centred pathways exist for these patients that might potentially prevent such readmission. In order to develop and refine a preventative and anticipatory care pathway, a robust programme theory is required to underpin an intervention suitable for wider implementation and evaluation. This project aims to develop a comprehensive and transparent programme theory and intervention delivery plan to reduce unplanned rehospitalisation within three months following admission to intensive unit for patients with complex health and psychosocial needs. The project is funded by the Chief Scientist Office and is led by Professor Timothy, with support from Larry Doi.

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# Care Home Nursing: Planting the seed...

“ It’s planting that seed and watching hundreds of people go out there, and maybe five of them will come back, but that’s five more than if you didn’t plant that seed.

This quotation is from one of our student nurses taking part in a research project undertaken in Nursing Studies, funded by the University’s Principal’s Teaching Award Scheme. The purpose of the research was to ‘plant seeds’ by engaging students in a dialogue about care home nursing and providing opportunities to create, with staff, curricular content that is responsive to the needs of an ageing population.

Care homes play an increasingly vital role in providing healthcare for older people with complex needs related to multimorbidity and dementia. The societal challenge of caring for ageing populations and problems with nurse recruitment in care homes is high on the political agenda (Scottish Government 2017). This project, now published (Watson et al 2019), is part of a body of work building within Nursing Studies on care home nursing. This includes: a film made by students, *The good news behind the bad headlines: positive care home stories*; a workshop, *Listening with your Eyes*, run as part of the Festival of Creative Learning by Vamos Theatre company; and informing the vision to develop a Teaching Research Care Home in Lothian (Hockley et al 2016).

Care home nursing may not be what attracts most students into nursing as a career, and we do not underestimate the size of the challenge. However, it is so important that as nurse educators we lead the way, communicate the value and rewards of this branch of nursing, speak well of our colleagues working in the care home sector, and provide learning opportunities for those who do aspire to become transformative leaders in the field. We are planting seeds of change because it is the right thing to do as a profession, and as educators who seek to influence the provision of equitable access to healthcare for everyone.

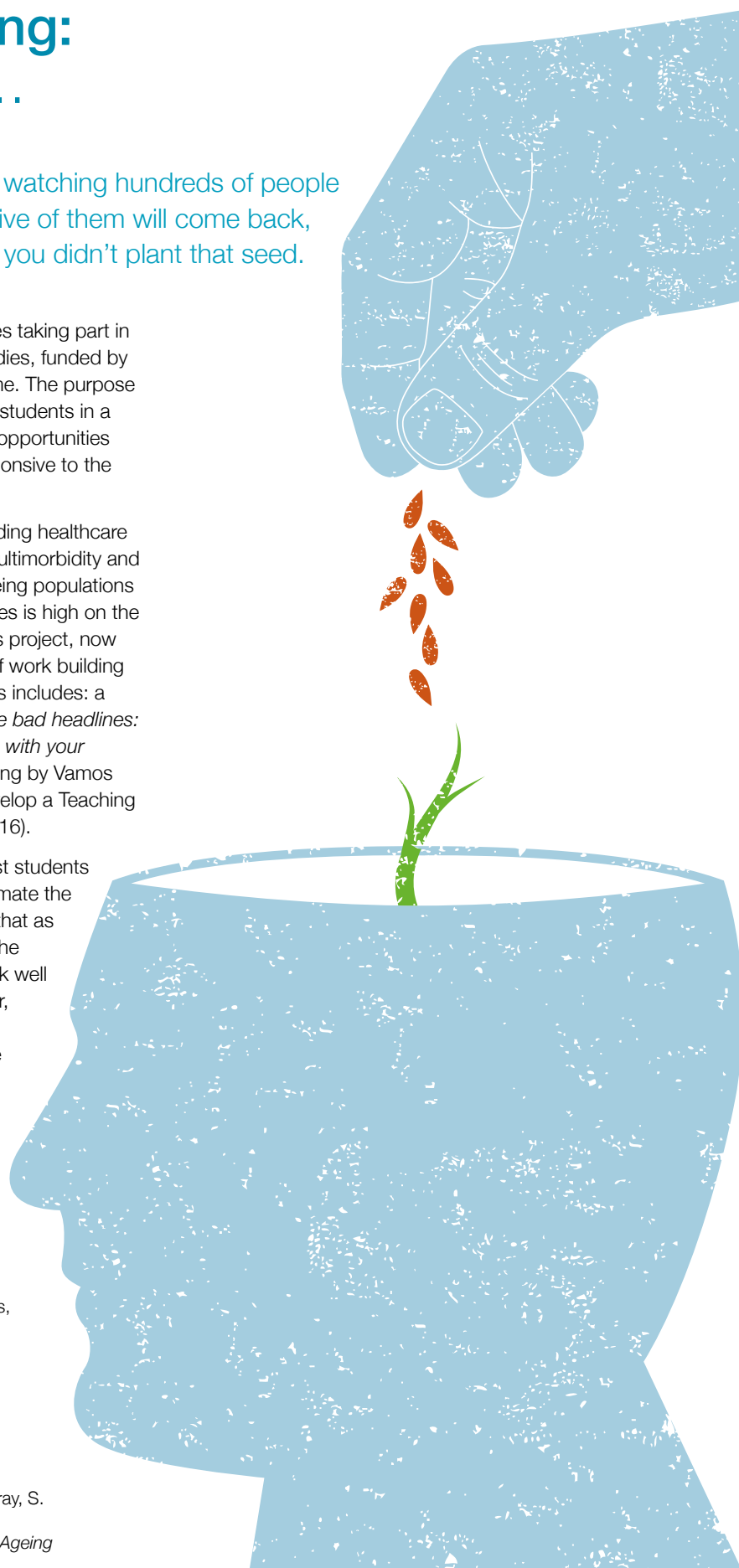
**Dr Julie Watson**, Lecturer,  
and team

Watson, J. Horseman, Z. Fawcett, T. Hockley, J. Rhynas, S. (2019) Care Home Nursing: co-creating curricular content with student nurses *Nurse Education Today* [edin.ac/carehomenursing](http://edin.ac/carehomenursing)

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A Vision for Nursing in Scotland

[www.gov.scot/publications/nursing-2030-vision-9781788511001/](http://www.gov.scot/publications/nursing-2030-vision-9781788511001/) (Accessed 30/10/2019)

Hockley, J. Harrison, J.K. Watson, J. Randall, M. & Murray, S. (2016) Fixing the broken image of care homes, could a ‘care home innovation centre’ be the answer? *Age and Ageing* [edin.ac/brokencarehomes](http://edin.ac/brokencarehomes)





## PhD graduates

### 2018

Lee Siew Pien

*An ethnographic study of children, parents and nurses in the oncology setting*

Sahar Khonsari

*A Nurse-led Mobile Health Intervention to Promote Cardiovascular Medication Adherence in a Cardiac Rehabilitation Setting: a Pilot Feasibility Study*

Salwa Alalawi

*Knowledge, perception, action and intention to modify healthy lifestyle behaviour in Omani patients at risk of stroke*

Abeer Alatawi

*Perspectives on the role of hospital nurses in paediatric asthma management in Saudi Arabia: An Extended Case Method in two comparative settings to explore individual, institutional and socio-cultural factors*

Busarin Eiu-Seeyok

*The Quality and Safety of Inter-hospital Transfers Care of Critically Ill Patients from Rural Community Hospitals to the Tertiary Regional Hospital in Thailand: A Focused Ethnographic Study*

Xiubin Zhang

*Exploring the lived experience of people with dementia and family caregivers in China: an interpretative phenomenological analysis*

### 2019

Kuai (Joanna) In Tam

*Community palliative support – A survey approach to explore the potential needs for community-based palliative service in Macao*

Szu-Szu (Iris) Ho

*"It depends on our deep belief in the treatment and our values": Understanding HIV-positive drug users' experiences of taking Highly Active Antiretroviral Treatment in Taiwan*

Ashikin Atan

*Shared decision making in the management of Type 2 Diabetes Mellitus in Malaysia*

Adam Lloyd

*A video ethnography of leadership during emergency department resuscitation*

Ni Komang Ari Sawitri

*Learning needs, barriers and challenges of family giving care to hypertension patients in Denpasar*

Tantri Sutantri

*A bridge to normal: An explorative study of Indonesian women's experiences of heart disease and attending a phase two cardiac rehabilitation programme*

Sushila Chowdhry

*(In)visible women: a narrative study of larger women's pregnant embodiment and maternal healthcare*

Katie McGoohan

*An exploration of the outcomes and experiences of people living with cognitive impairment and intracerebral haemorrhage: a mixed methods approach*

Afnan Tunsi

*An exploration of the factors that influence the adoption of healthy lifestyles among Saudis living with Cardiovascular Disease*

**Produced by** Communications and Marketing

**Editor** Professor Tonks Fawcett

**Cover image** Jackie Thompson, with thanks to current University of Edinburgh Nursing Studies students Georgia, Celine, Kate and Elaine.

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