

Learning the significance of patient-centred care through the active involvement of service users in nurse education

Context:

This is an example of a teaching and learning strategy (TLS) designed, developed and delivered with the support and active (rather than tokenistic) involvement of service users (SUs) from Bournemouth University's (BU) Carer and Service User Partnership (CSUP). It is offered to approximately 200 pre-registration nursing students per year on the final day of a second year, six week 'Therapeutic Communication in Adult Nursing' unit. This unit contributes to the BSc (Hons) in Adult Nursing programme.

Simulated patient assessment and handover

A two part TLS designed to enhance understanding of the importance of assessment and handover to person-centred, safe and effective practice

Linking research, theory, policy and life experience to professional practice:

The idea for this TLS was inspired by life experience as a patient, carer, nurse, action researcher and lecturer. During my PhD study, for example, I examined the 'Patient Journey' (PJ) a person-centred approach to service review and improvement based on the experiences of patients and service providers. The PJ approach was developed in response to policy directives, patient experience data and reports by healthcare regulators. It is underpinned by the principles and philosophies of action research and patient-centred, humanised care. The latter can also be aligned with constructivism, and experiential and transformative learning theories.



How it works:

Part 1: Students, working in groups of up to 3, undertake an admission assessment of a 'patient' (SU). Once completed, students receive formative feedback from the 'patient' about their developing communication, interpersonal and assessment skills.

Part 2: Information gathered from the 'patient' is used to prepare a prioritised and structured verbal handover report which students deliver to a 'clinical' team. Following this, students receive feedback about their handover skills from the 'clinical' team (tutors, practice partners & students).

The TLS concludes with reflective activities. These enable students to identify what they have learnt from session and the unit, and how they will implement this learning when they return to practice placement.



Adult nursing simulation - students taking a patient's history observed by local practitioners.

Contribution to student learning:

These activities enable students to:

- ♦ apply learning from the unit to simulated practice without risk to 'patient' or self and in a supportive learning environment.
- ♦ gain an insight into the 'patient's' perspective and experience.
- ♦ reflect more deeply on their developing skills and clinical practice
- ♦ recognise the importance of assessment and handover to patient-centred care; patient safety, experience and outcomes.
- ♦ enhance critical analysis, critical reflection, autonomous thinking, prioritisation, decision-making skills and professional competence
- ♦ identify current strengths and any areas for future professional development.

Feedback:

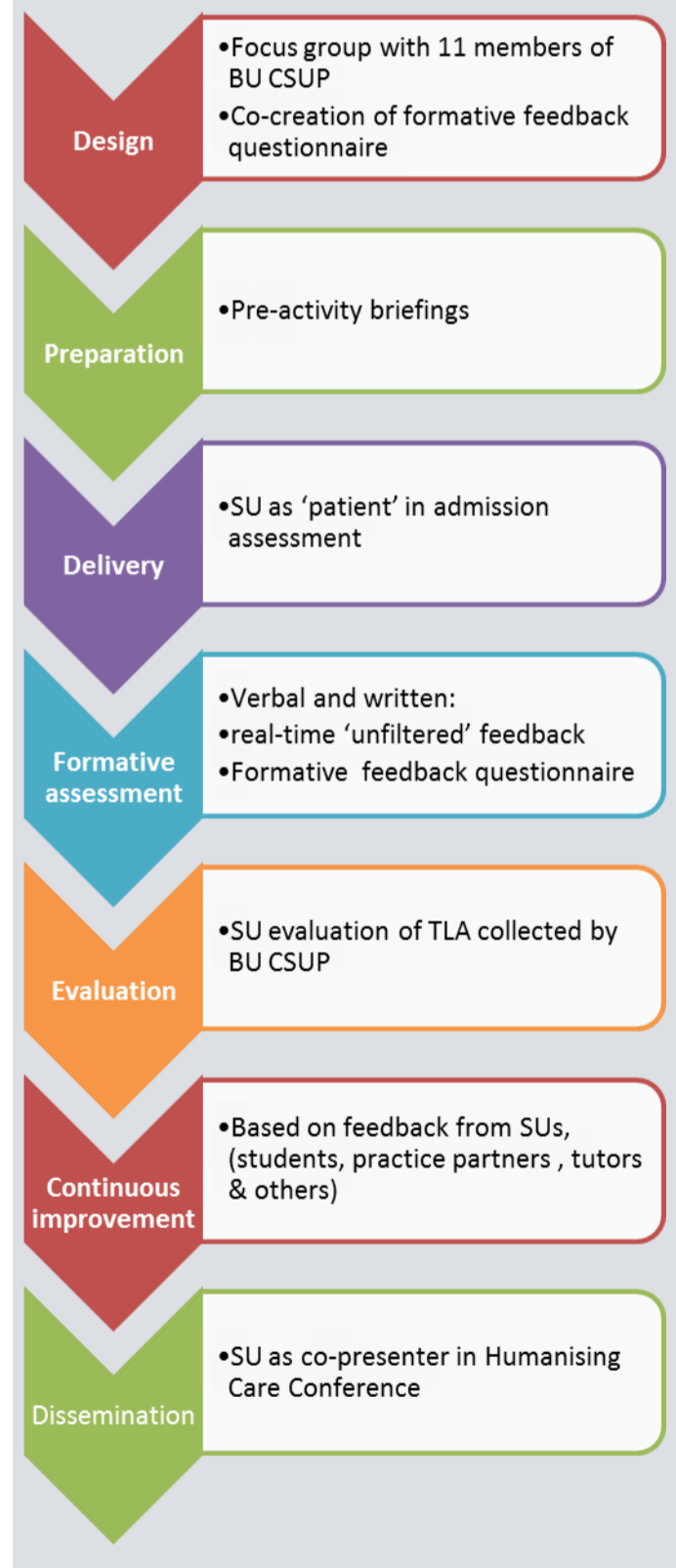
Service user: "Safe and effective handover of patients in hospital or community settings is essential. This practical exercise for the students is an excellent way of helping them to develop these skills. It was a privilege for me to take part in this and I am so looking forward to the next one."

Student: "I will remember this for the rest of the course. It helped me to understand some areas of improvement that could help me in practice."

Tutor: "What a buzz! Students returned on a bit of a high after the patient assessment. They seemed to have really enjoyed themselves and connected with their patients. Real life problems were raised e.g. not knowing the drugs patients spoke about lots of discussions about practice as a result."

Bournemouth University Carer & Service User Partnership

Where the patient's voice is heard:



Bringing life experiences to education, research and practice