

Help, hindrance or indifference? The impact of care experience prior to commencing nurse training, on caring and compassionate practice

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Background to the study

- Francis Report (2013)
 - Focus on compassion. 6Cs
 - Recommendation: prior care experience as a prerequisite for entry into nursing education and training
- Health Education England Pre-Registration Nursing Experience Pilot Programme (PRNEP)
- Aim: To evaluate the impact of care experience prior to undertaking NHS funded education and training, on pre-registration nursing students' skills, values and behaviours, and service users' experiences of care.
- University of Nottingham, Anglia Ruskin University, University of Huddersfield.

Aim, participants, methods

- Aim: To explore perceptions and experiences of the impact of prior care experience (PCE), on aspects of caring and compassionate practice
- Semi-structured telephone interviews
- 10 PRNEP participants. 2 non-nursing. 8 nursing
- Thematic analysis (Braun and Clarke, 1996). 6C's analytical framework
 - Care
 - Compassion
 - Commitment
 - Competence
 - Courage
 - Communication

Care and compassion

- No impact
 - A matter of nature/nurture. *'You're either a caring person or you're not'* (Pt 3)
 - Innate, 'natural', *'personality trait'* (Pt 6)
- Professionalising impact - *'how to do it properly'* (Pt 6)
 - Professional boundaries. *'Your behaviours...How much care'* (Pt 9)
 - Emotional labour (Smith, 1992)
- Indirect positive impact
 - Inter-professional relations – *'ask'* not *'tell'* (Pt 5)
 - *'Filtering'*

Commitment

- *'Teetering on the edge'* (Pt 5); reassurance, affirmation
 - Desire
 - Capability/capacity
- *'The reality of the situation'* beyond *'the rose-tinted glasses'* (Pt 6)
- Outcome
 - Increased commitment *'I'm going to do this, I'm going to be a nurse'* (Pt 5)
 - Side-ways steps
 - Relinquished commitment

Commitment

- Attrition – two fold function
 - *'Safety net'* (Pt 6)
 - *'Not every placement...is going to be terrible'* (Pt 9)
- 'Filtering' commitment - conducive to caring and compassion

Competence

- Clinical competence
 - Training, study days, teaching sessions, informal teaching
 - Foundational '*fundamentals*' (Pt 2), '*essential skills*' (Pt 9), '*basics*' (Pt 5)
- Academic competence
 - Applying theory to practice
 - Interpretive context, scaffolding learning
 - Critical approach
 - Assignments
- '*Head start*' (Pt 6), easing the burden

Competence

- Cultural competence
 - Work ethic; *'bite the bullet'* *'muck in'* (Pt 4) and *'crack on'* (Pt 9)
 - Socialised routine and ritual; *'bad habits'* (Pt 9)



Courage

- *'Culture shock' and 'finding your voice' (Pt 7)*
- *The 'courage to stand up for poorly patients' (Pt 9)*

Caveats

- ‘Special’ role and status
- Nature and quality of PCE versus PCE *per se*
- Longevity of benefits
 - ‘Catch up’ and plateau effect?
 - Uniqueness of benefits to *prior* care experience?
- Perceptions mirrored by quantitative outcome measures?

Conclusion

- Perceptions of impact of PCE on 6C's largely positive
- Efficacy of PCE as intervention to directly improve caring and compassion doubted
- Further research:
 - Generalisation of benefits
 - Uniqueness of benefits to PCE
 - Longevity of benefits
 - Quantitative outcomes

Objectives of the study:

- ❖ To investigate the effect of prior experience of care on pre-registration students' caring approach.
- ❖ To determine the longer-term benefit to students upon qualification of formal paid prior experience of care.
- ❖ To identify if, and how, the values and behaviours that students learn during prior care experience are sustained throughout their education and training.
- ❖ To elucidate which model of prior care experience best enhances the newly qualified workforces' caring and compassion behaviours.

Overview of the study

Mixed methods, longitudinal design

- ❖ Longitudinal qualitative study
Prior Care Experience Pilot students
- ❖ Longitudinal mixed methods study
Pre-registration Nursing students
(Nottingham, Huddersfield, Anglia Ruskin)

Phase one

❖ Questionnaires

Completed 4 times over course of training (once per year over three years of training + once just after qualification)

- ✓ *Exploration of prior care experience*
- ✓ *Perceptions of prior care experience*
- ✓ *Proxy measures of 6 C's (Emotional Intelligence, Resilience, Psychological empowerment, professional quality of life).*

❖ Focus groups – Year 1, optional

- ✓ *Discussion with researcher and 6-8 participants*
- ✓ *Perceptions of any prior care experience, influence, benefits*

❖ Academic records - End of each academic year

- ✓ *Clinical and academic progress/outcomes*

Phase two

❖ Patient experience of care

(Year two only – small sample of participants)

- ✓ *Patient feedback surrounding care provided by nursing students*
- ✓ *Patient Perception of Hospital Experience of Nursing (Dozier et al, 2001)*
- ✓ *Department of Health Friends and Family Test*
- ✓ *NHS Inpatient Survey*

No action required from you

Phase three

❖ Analysis of care interactions

(Year three only – random sample 20% participants)

- ✓ *Audio-recordings, non-participant observation*
- ✓ *Wear a pen microphone for three days*
- ✓ *Domains to guide analysis/rating of interactions: Providing for needs, Treating me pleasantly, Caring about me*
- ✓ *Patient reviewer involvement in analysis*

❖ Assessment of Competency

(Year three only)

- ✓ *Schwirian (1978). Six Dimension Scale of Nursing Performance*
 - *Student reports*
 - *Mentor reports*