

Children's Voices: Challenging perspectives in adult nurse education

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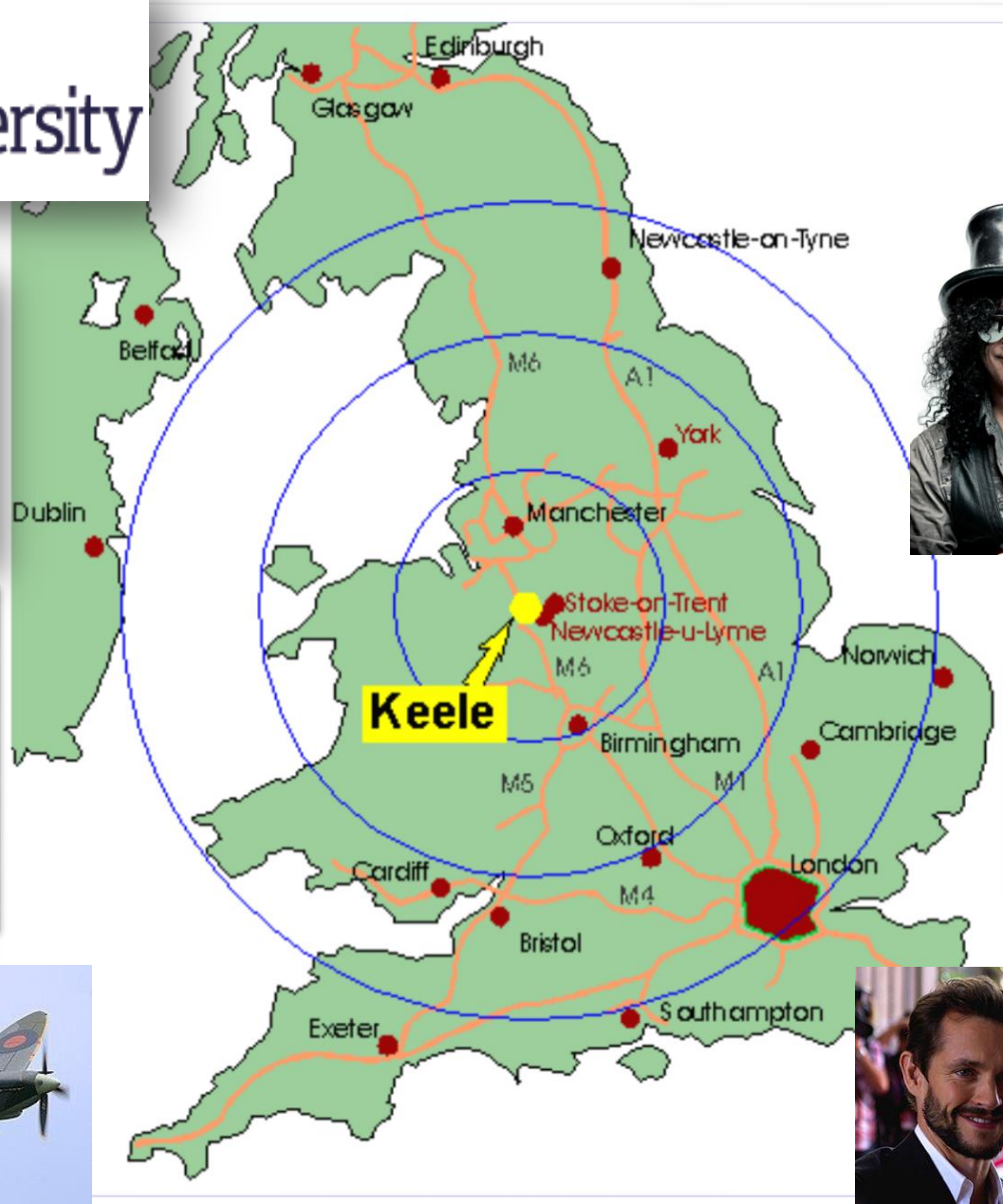
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Where am I from...



Staffordshire is in the Midlands area of England.

It is 4265 miles from Banff.

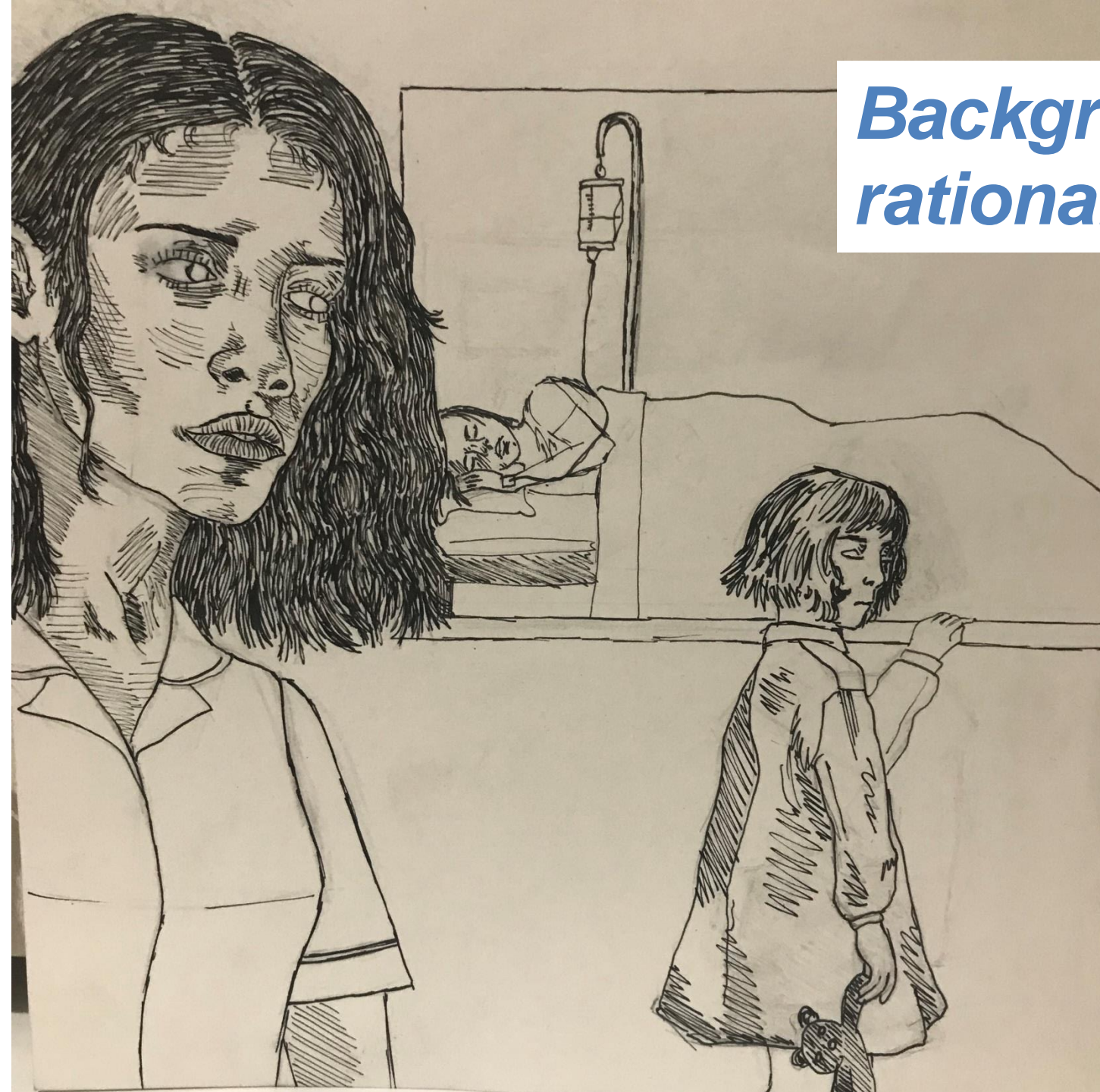


Aims are to...

- Introduce the background and rationale for the PAR project
 - Share pertinent research findings
- Discuss how findings have been incorporated into nurse education to encourage students to explore their values and assumptions



Background and rationale



Illustrated by
Laura Green



92% of young people in the UK report having experienced bereavement before the age of 16 years with regard to what they consider to be a 'close' or significant relationship

My Journey...Towards the PhD



MSc – Children:
Critical Perspectives



Experience in MAU
& Cardiac Arrest Team



'Sudden Death' Chapters



PhD

PAR study to improve
support provided to
children and their families
when visiting relatives in
hospital

Research objective

A Participatory Action Research (PAR) study to improve the support provided to children and their families when visiting adult relatives in hospital.



Process of inclusion

- Focus Groups
Adult Nurses and Children's
nurses



- MCRN CYAG
Consultation
- Local College
students



Hospital experiences

Several young people had visited relatives in hospital. All were elderly and mostly Grandparents

Few had had explanations from medical staff about their relatives condition

Three had had no explanation from relatives or staff



Encounters with nurses/doctors

They sat down and talked to me, saying he (relative) was going to be alright. It made it easier when I had my mum with me

We felt in the way

They did not have time to talk to us



They were rude and showed no compassion

What did not help

When they said I
couldn't go in

Leave you waiting outside
getting panicked



Nobody spoke to me
about where to go

Transition

- I've been for check-ups and stuff, and they've just spoken directly to my mum, even though I'm an adult now. It's, like, well I'm the one who's the patient. I should know what's going on.
- I didn't feel like I was included. It was about me. I wanted to know what was going on but they were talking separately to me. I was like, 'I want to know what's going on. I want to be able to put my input into it.' They basically came out, 'These are what we've come up with and the solutions,' when they spoke to my mum, and I was like, 'Well, what were the other ones? I might like that more.'
- It's like you weren't there.

Attitude

I've had like when one nurse has come in and spoke to you and acknowledged you and then the other one has come in after and has just completely ignored you. For me, if someone comes and speaks to you, I might have thought of a question in that time and then I could have asked her if they would have acknowledged me when they walked in. It takes a lot to think of a question or build your confidence to ask and then if they ignore you, you just kind of think, 'Right, okay. I won't ask then.'

Finding information

I've done my own research on conditions as well, which I think is just even worse. So if you go and see a relative and say, 'Oh yeah, you've got this,' then you go home and you're like, 'Oh, right I'll search it because no one's told me about it.' and it's just like there can be extreme cases that is nowhere near to what your relative's got, and you can just proper scare yourself by thinking, 'Oh god, what else is gonna happen?' but it can be nowhere near that severe. So I think it just makes it more scary for people.

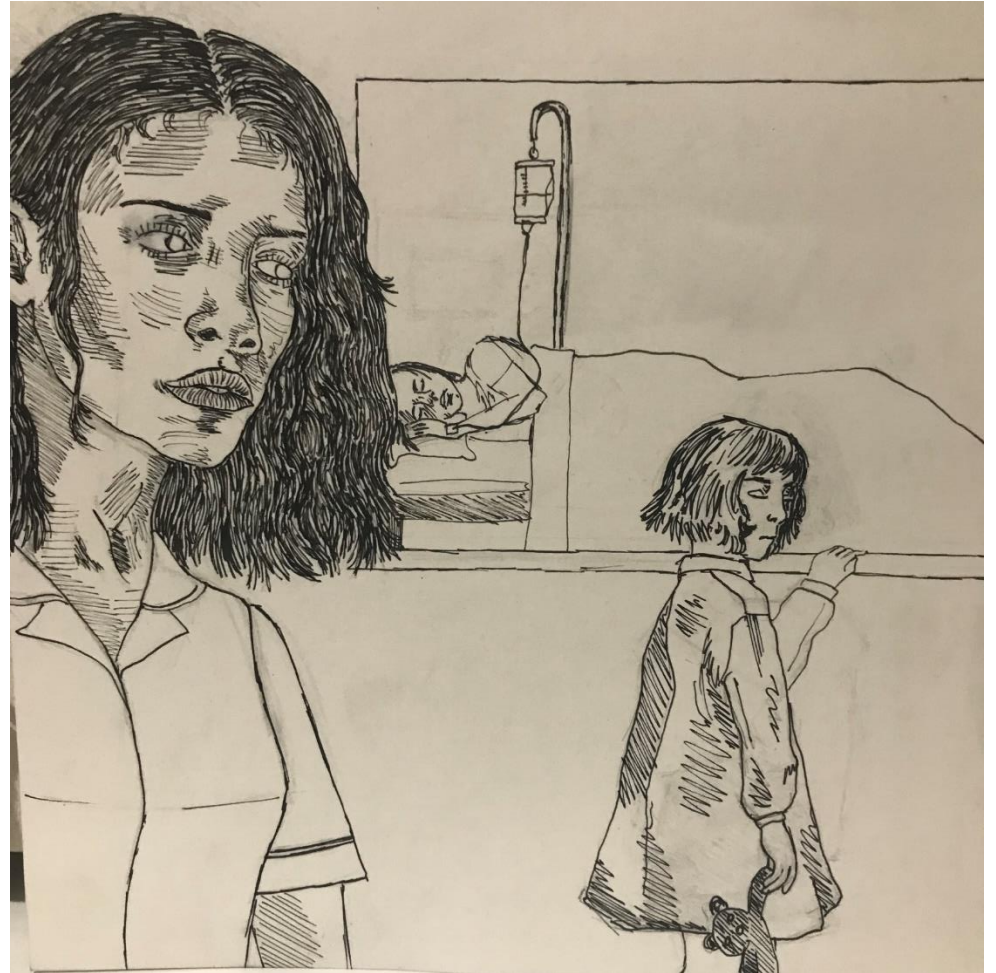
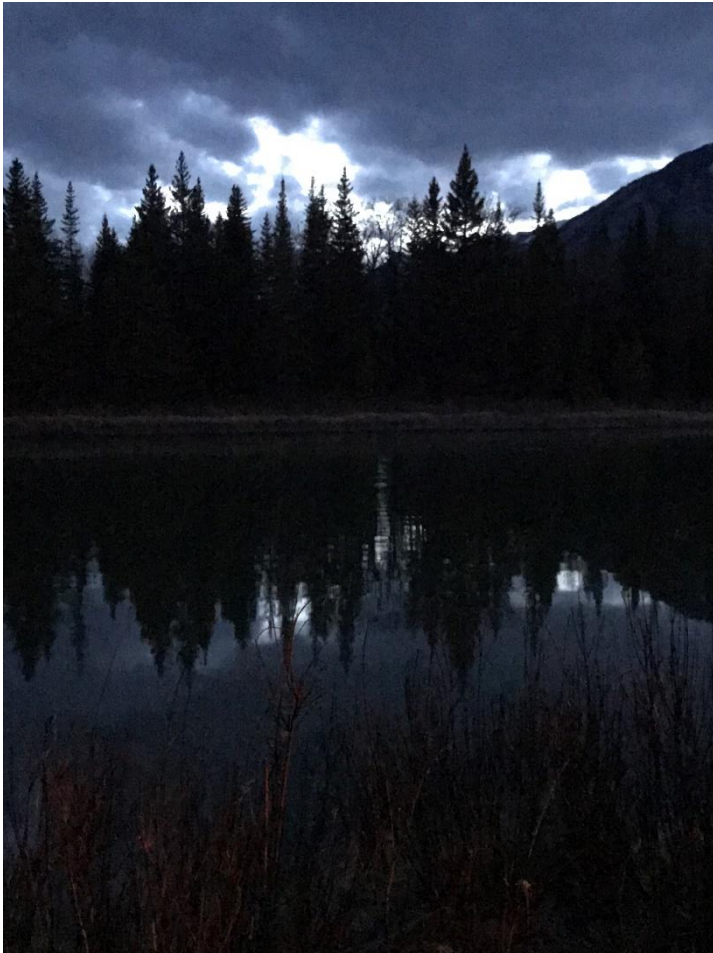
The real world

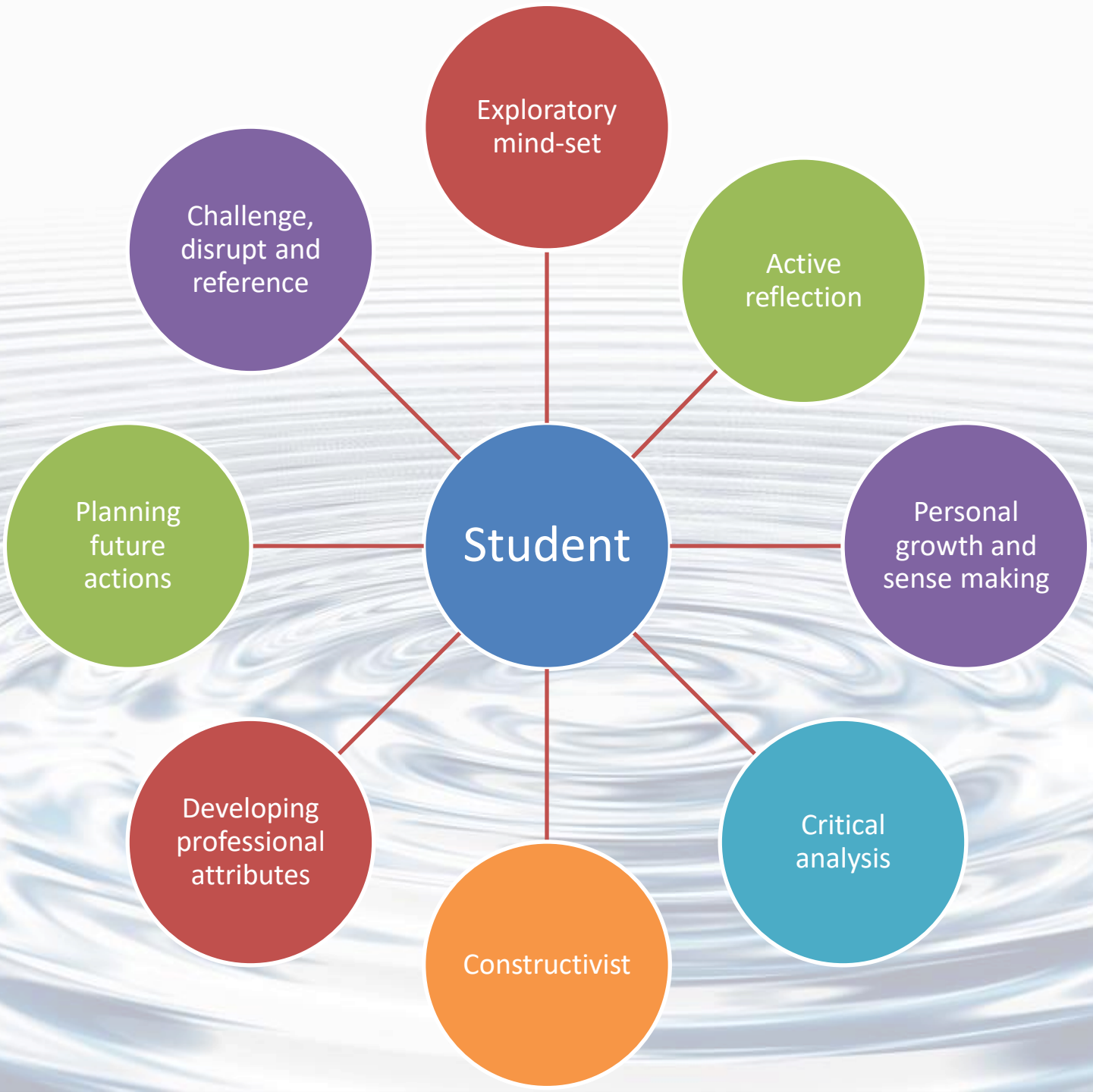
YOU CAN'T COME IN BECAUSE...

- You ask difficult questions
- Its too upsetting for you
- You will not be able to cope
- You need protection
- You will be disruptive and cause distress to the patient
- You will annoy other patients
- You increase the risk of spreading infection
- You will acquire infections
- What if you are abandoned
- Its policy ???????



Reflections





Summary

- ❖ Promote critical thinking about what actions may be taken in novel situations
- ❖ Encourage and empower students to challenge their own and others assumptions
- ❖ Question whether family centred care is truly promoted
- ❖ Question practice without policy
- ❖ Nurture interprofessional learning

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