
Dimensions on Nursing Teaching and Learning

Sheila Cunningham
Editor

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Supporting Nursing Students
in Learning Nursing

 Springer

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Sheila Cunningham, Editor.

Contents

1	Pedagogy for Nursing: Challenging Traditional Theories	1
	Venetia Brown and Sheila Cunningham	
2	Learning in Partnership	21
	Sinead Mehigan	
3	Clinical Learning Environments	33
	Sheila Cunningham	
4	Supervising, Supporting Learning and Coaching	49
	Kathy Wilson, Nora Cooper, and Pam Hodge	
5	Inclusive Learning, Diversity and Nurse Education	65
	Sheila Cunningham and Nicky Lambert	
6	Innovative Approaches to Nurse Teaching and Learning	83
	Mariama Seray-Wurie, Clare Hawker, and Sarah Chitongo	

About the Editor

Sheila Cunningham is an Associate Professor with a role in developing teaching. Her doctoral studies revolved around inclusivity and diversity in learning and teaching for professional programmes. She is also involved in curriculum development and has a particular interest in student learning especially biosciences. She has a role with coordinating and managing Erasmus and international exchanges for nursing students. She is a Principal Fellow of the Higher Education Academy (now Advance HE) and currently is Chair of the University Teaching Fellows Group.

About the Authors

Venetia Brown has more than 20 years of experience in nurse education (having started her teaching career as a Lecturer in women's health). Her core philosophy is equal opportunity, access, participation and attainment in education at all levels and particularly within HE. Her doctoral thesis reflects this philosophy. Her study on the experience of HE for healthcare CPD student demonstrated the need for HE to ensure their processes, policies and procedures as well as pedagogical practices are flexible enough to meet the needs of non-traditional students. Her current interest is working with key stakeholders to reduce the attainment gap for BAME students in HE.

Sarah Chitongo is a Nurse and Midwife with 18 years of experience in all the areas of Midwifery. She is also an experienced Senior Manager who left the National Health Service (NHS) as a Midwifery Manager. Sarah is also a Specialist Advisor to the American Pregnancy Association and provides regular consultancy to voluntary maternity organisations in the UK and Reviewer of Ethnicity and Health Journals. She is also a Clinical Skills Manager in the School of Health and Education at Middlesex University and her role involves shaping and implementation of long-term strategic plans within the Nursing and Midwifery Clinical Skills Department, ensuring that these fit within broader functional, academic and university strategies and has interest in the experiential teaching pedagogy. She is also the pioneer of bringing Augmented Reality in Midwifery Education and its implementation and adaption into the curriculum. Sarah is also a project lead in several national health projects in addressing health inequalities.

Nora Cooper has been a Registered Nurse for over 30 years and has been in Nurse Education for over 20 years and has held a variety of teaching roles and has taught undergraduate and postgraduate students. Her main area of interest at this point is supporting qualified nursing staff who support learners in the clinical area to navigate the new roles of Practice Assessor and Practice Supervisor that came into place in September 2019.

Clare Hawker is an experienced Lecturer in Adult Nursing and Director of Simulation and Technology in the School of Health Sciences at Cardiff University. Her role as Director of Simulation and Technology is to lead and oversee the development and implementation of technology and simulation as they apply to learning, teaching and research within the school, considering new technological developments in the areas of information technology, simulation and learning technology. Developing innovative approaches to learning and teaching has always been an area of interest leading to a number of projects including the Erasmus Funded Innovative Simulation for Pedagogy Academic Development (iSPAD) project. Clare is an active member of the Wales Centre for Evidence Based Care and has conducted a systematic review exploring the effectiveness of strategies and interventions that aim to assist the transition from student to newly qualified nurse. Clare's PhD thesis was a mixed methods study exploring preregistration nursing students' education and training in aseptic technique in the UK. The integration of augmented and virtual reality in teaching is an area of current research interest.

Pam Hodge is a Registered Mental Health Nurse and Lecturer in Practice Learning at Middlesex University. Pam's role at the university relates to all the areas of practice learning, including identifying and preparation with new practice placement areas for student nurses and trainee nursing associates. Pam's work focuses on enhancing the learning opportunities for the nursing learners outside of the acute sector, in primary care, care homes and other non-traditional placements, across the North London area.

As an Academic Link Lecturer with a wide variety of practice areas, a large part of the role involves developing new relationships with practice partners and collaborative working, elements of the role she especially enjoys.

The role includes being part of a number of research projects related to primary care experiences for nurses, health and social care support workers and practice learning. Her MA research focused on the practice learning valued by care home nurses and she is expanding this work with colleagues.

As part of the Strengthening Team-based Education in Practice (STEP) project, Pam contributed to a chapter in 'Facilitating Learning in Practice' (Morley, Wilson and Holbery, 2019) focusing on the value to students and healthcare assistants in working together to support the learning journey.

Nicky Lambert is an Associate Professor (Practice) at Middlesex University, where she is Director of Teaching and Learning for Mental Health and Social Work. She is registered as a Specialist Practitioner (NMC) and is a Senior Teaching Fellow (SFHEA). She is also a co-director of the Centre for Coproduction in Mental Health and Social Care. Nicky has worked across a range of mental health services both in the UK and internationally supporting staff and practice development in acute and mental health trusts, councils, businesses and charities. She is active in supporting mental health and well-being with the RCN and Unite. She is an editorial board member for Mental Health Nursing, a member of MHNAUK and on the education and communication committees. Nicky engages with local trusts and with the

RCPsych to support sexual safety in mental health services. She is also a trustee for West Hampstead Women's Centre and has a professional Twitter feed: @niadla. She has teaching and research interests in women's health, physical and mental health, co-production, social media and health education.

Sinead Mehigan is the Head of the Adult, Child and Midwifery Department at Middlesex University and Senior Responsible Officer for the CapitalNurse Routes into Nursing workstream. She was also a programme leader for a year. Sinead's Department runs pre- and postregistration programmes for adult, child and veterinary nurses, midwives and nursing associates. Her clinical background is in perioperative nursing. Over her career, Sinead has held positions in clinical practice, clinical commissioning and as an academic. Her academic interests include partnership working, leadership, anaesthetic and perioperative nursing, preceptorship, workforce development, nursing retention and supporting learners in practice. Her approaches to learning and teaching are based on using active blended learning approaches to help develop students' abilities to use clinical reasoning skills in their practice settings.

Mariama Seray-Wurie became a Registered Adult Nurse in 1989 and has been a Lecturer at the University of West London and a Senior Lecturer in adult nursing at Middlesex University since 2005. Her clinical background was in infectious diseases and haematology and she graduated with an MA in Learning and Teaching in Healthcare in 2005 and is a registered teacher with the NMC. Mariama's teaching focus is mainly with preregistration nursing curriculum development and programme management as the Director of Programmes for adult nursing at Middlesex University, acute nursing care, clinical skills and simulated practice learning. She has presented at national and international conferences on student experiences.

This is the link that identifies all the partners for the iSPAD project <https://www.um.edu.mt/healthsciences/nursing/ispad/home>.

Kathy Wilson is responsible for monitoring and enhancing practice learning for nursing and midwifery students, in line with professional and regulatory body requirements. In the past four years, Kathy has worked on a number of Health Education England funded projects related to mentorship, placement and practice assessment and is currently chair of the Pan London Practice Learning Group (PLPLG).

The current HEE funded project that Kathy is leading on is the STEP project, i.e., 'Strengthening Team-based Education in Practice' which is a large collaborative research-based project focusing on enhancing the student experience to develop a more positive culture of learning in practice. A recent publication titled 'Facilitating Learning in Practice' (Morley, Wilson and Holbery, 2019) outlines the five themes of the STEP approach and provides recommendations for enhancing learning in practice, in line with the NMC standards for education published in 2018.

Abbreviations

AR	Augmented reality
BAME	Black, Asian and minority ethnic groups
CLE	Clinical learning environment
CPD	Continuous professional development
FE	Further education
HE	Higher education
NMC	Nursing and Midwifery Council
TEL	Technology enhanced learning
VR	Virtual reality
WP	Widening participation