

Caring Transaction:

Nurse lecturers & clinical nurses in partnership for success

Background

- Research-based strategies for caring transaction are not well articulated in nursing education.
- Justifying nursing programmes in higher education institutions (HEIs) was not as convincing.
- Understanding how student nurses learn is an important first step to effective caring transaction.

Methods

- Non-participant observations lasted 1-3 hours in HEIs and clinical settings between July-November 2013.
- Semi-structured interviews lasted 1-2 hours following observations.

Analysis

Content analysis of emerging themes

Objectives

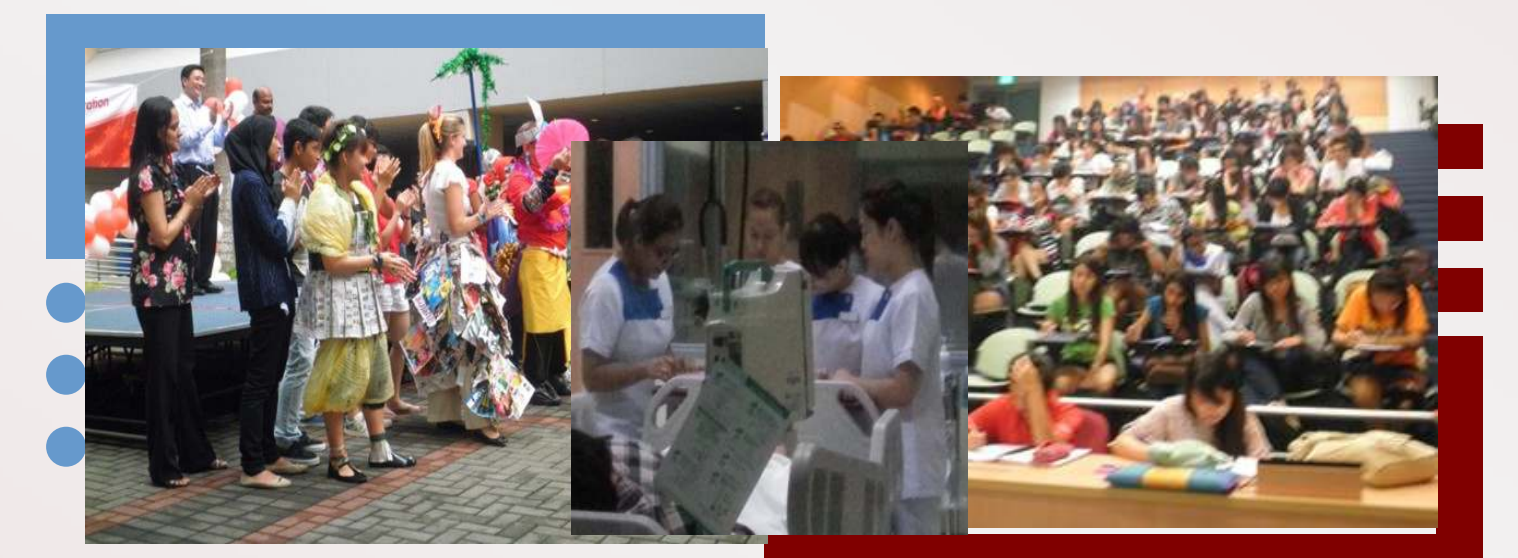
This study was to:

- seek understanding of students' perception of caring;
- explore students' view on their educational experience of caring transaction.



Findings

- Students viewed distinctly instrumental and expressive caring, combined in different ways as a multifaceted entity for quality patient care.
- Students learn the two aspects of caring better in a higher education setting.
- Students felt that clinical nurses were good role models for transacting caring, but saw nurse lecturers as better facilitators for linking theory and practice to achieve effective learning.



Design

A qualitative, descriptive research design.

Setting and Sample

- Singapore — a country where good reputations of the regional healthcare and the global educational hub were achieved.
- Convenience sample of nursing students from Singapore's main provider of nursing education.



Ethics

- Study was approved by the ethics committee of the Faculty of Health and Social Care, University of Hull and The School of Health Sciences, Nanyang Polytechnic.
- Permission and informed consents obtained from individuals for the study, and for capturing and publishing of images and findings.

Discussion

Successful caring transaction:

- occurred beyond the curriculum in every aspect of students' educational experience within HEI
- continued with clinical opportunities, which must be supplemented by consciously engineered teaching strategies for caring transaction

Conclusion

- Honing into clinical placements for reinforcing caring transaction was useful. However, clinical teachings should only supplement pedagogic strategies in higher educational settings.
- More critically, clinical teaching and assessments conducted by nurse lecturers in partnership with clinical nurses based on a collaborative approach.



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