

# SUCCESS Contributions to validating professional courses-'rivers of knowledge'

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### Hearing the SUC voice in stakeholder groups

Stakeholder meetings- SUCCESS members, practice partners, students, academic team, met regularly- we did not always agree!

Create a level playing field- this takes time but everyone needs to feel valued

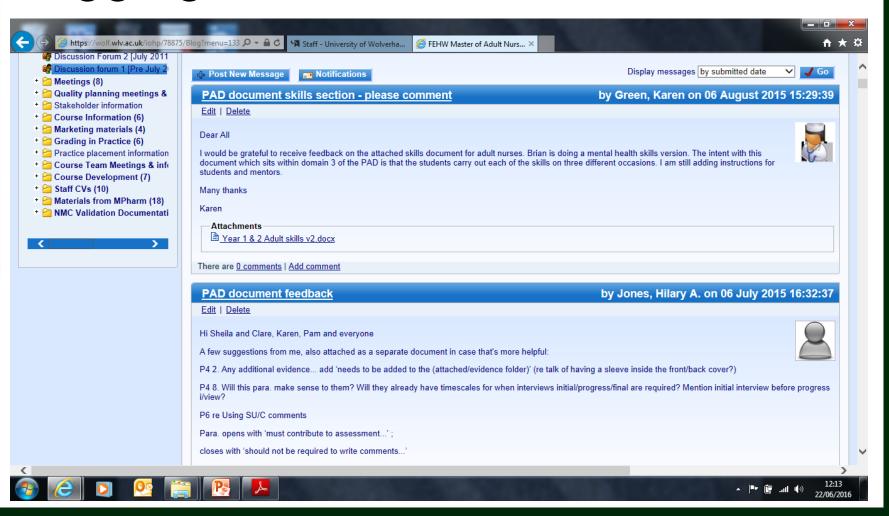
#### Identifying key questions

'what does a Masters nurse look like'
SUCCESS members helped to develop our
collective thinking of care, through course
themes

COLOURED HAT	THINK OF	DETAILED DESCRIPTION
I.	White paper	The white hat is about data and information. It is used to record information that is currently available and to identify further information that may be needed.
•	Fire and warmth	The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.
P	Sunshine	The yellow hat is for a positive view of things, it looks for benefits in a situation. This hat encourages a positive view even in people who are always critical.
J.	A stern judge	The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.
L	Vegetation and rich growth	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
J.	The sky and overview	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.



### Blogging!





### Curriculum design

Much easier to negotiate within academic regulations as SUC supported the benefits to patients of using an enquiry based learning approach



### **Year 1 (Generic)**

Theoretical foundations of nursing (generic theory 40 credits),

Developing nursing practice (generic practice 40 credits)

#### Year 2 (Field)

Contemporary adult nursing (field 60 credits) or Contemporary mental health nursing (field 60 credits)

Shaping adult nursing practice (field 40 credits) or Shaping mental health nursing practice (field 40 credits)



Carer/Relative

### SUCCESS Input into practice elements

- 'levels of nurse' hotly contested to start with by practice partners and some nurse academics. SUC did not see it like this- they know what a good nurse/physio/doctor is!
- Practice being graded- Value of practice and mentors
- SUC feedback directly into practice assessment document

#### Patient/Service User Feedback Form

Mentors should obtain consent from patients/service users who should feel able to decline to participate.

We would like to hear your views about the way the student nurse has looked after you.

Your feedback will help the student nurse's learning

The Patient/Service User

The feedback you give will not change the way you are looked after

How happy were you with the way	Very Happy	Нарру	I'm not sure	Unhappy	Very unhappy			
the student nurse		٠			5			
cared for you?	0	0	0	0	$\circ$			
listened to your needs?	0	0	0	0	$\circ$			
understood the way you felt?	$\circ$	0	$\circ$	0	$\circ$			
talked to you?	0	0	0	0	$\circ$			
showed you respect?	0	0	0	0	0			
What did the student nurse do well?								
What could the student nurse have done differently?								
Mentor Signature:	·	·	·	Date:				
Student Signature:	Thomas	vou for vour	hala	Date:				
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Thank you for your help
This form has been designed by Service Users



### Value added to the validation process

- Cohesive and supportive group
- SUCCESS member on validation panel
- Realisation of what can be achieved
- SUCCESS embedded within the team





## Any Questions?

