

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</i>	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.
	<i>Fire and warmth</i>	The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.
	<i>Sunshine</i>	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.
	<i>A stern judge</i>	The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.
	<i>Vegetation and rich growth</i>	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
	<i>The sky and overview</i>	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.

Blogging!



The screenshot shows a web browser window with the URL <https://wolf.wlv.ac.uk/fohp/78875/Blog?menu=133>. The browser tabs include "Staff - University of Wolverhampton" and "FEHW Master of Adult Nurs...".

The page content is a discussion forum post titled "PAD document skills section - please comment" by Green, Karen on 06 August 2015 15:29:39. The post includes a "Dear All" greeting, a request for feedback on a skills document for adult nurses, and an attachment named "Year 1 & 2 Adult skills v2.docx".

Below the first post is another post titled "PAD document feedback" by Jones, Hilary A. on 06 July 2015 16:32:37. This post provides feedback on the document, mentioning specific paragraphs (P4 2, P4 8, P6) and suggesting improvements.

The left sidebar of the forum shows a navigation menu with categories such as "Meetings (8)", "Quality planning meetings & Stakeholder information", "Course Information (6)", "Marketing materials (4)", "Grading in Practice (6)", "Practice placement information", "Course Team Meetings & info", "Course Development (7)", "Staff CVs (10)", "Materials from MPharm (18)", and "NMC Validation Documentati".

The Windows taskbar at the bottom shows the system clock at 12:13 on 22/06/2016, along with various application icons and system tray icons.

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)

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

Tick if you are:	The Patient/Service User <input type="checkbox"/>		Carer/Relative <input type="checkbox"/>		
How happy were you with the way the student nurse	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the student nurse do well?

What could the student nurse have done differently?

Mentor Signature:

Date:

Student Signature:

Date:

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?

