What is the influence of clinical experience on the nursing student’s understanding of patient centered care?


A thesis submitted in fulfilment of the
Requirements for the degree of

Master of Clinical Science

Faculty of Health Sciences
School of Nursing
University of Adelaide

2017
Table of contents:

Table of contents: ............................................................................................................ 2
List of figures: ................................................................................................................. 4
Signed Statement: ........................................................................................................... 5
  Candidates Declaration .................................................................................................. 5
Acknowledgements ........................................................................................................ 6
Abbreviations: ................................................................................................................ 7
Abstract .......................................................................................................................... 8

Chapter 1 ....................................................................................................................... 10
  Research Question ..................................................................................................... 10
    Introduction .............................................................................................................. 10
    Patient Centred Care .............................................................................................. 11
    Context and Statement of the Issue ........................................................................ 11
    Research Question ................................................................................................. 13
    Aims .......................................................................................................................... 14
    Objectives ................................................................................................................ 14
    Significance of the research .................................................................................... 15
    Assumptions and limitations of the study ............................................................... 15
    Definition of Terms ............................................................................................... 16
    Summary of the Thesis ........................................................................................... 17

Chapter 2 ....................................................................................................................... 21
  Literature Review ..................................................................................................... 21
    Introduction .............................................................................................................. 21
    Search terms, databases and logic grid .................................................................... 21
    Describing Patient Centred Care ............................................................................ 22
    Professional Socialisation ...................................................................................... 25
    Nursing Students Experience of Patient Centred Care ......................................... 31
    Summary ................................................................................................................. 33

Chapter 3 ....................................................................................................................... 35
  Methodology ............................................................................................................. 35
    Introduction .............................................................................................................. 35
    Methodology defined .............................................................................................. 35
    Historical and philosophical underpinnings ......................................................... 37
    Jürgen Habermas ..................................................................................................... 38
    Paulo Freire ............................................................................................................... 39
    Critical Social Theory, nursing education and practice ......................................... 41
    Summary ................................................................................................................. 42

Chapter 4 ....................................................................................................................... 44
  Methods ..................................................................................................................... 44
    Research Design ..................................................................................................... 44
    Ethical Considerations ............................................................................................ 44
    Anonymity ............................................................................................................... 47
    Storage of data ....................................................................................................... 47
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5: Data Analysis</td>
<td>Introduction</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Thematic analysis</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Stages of the analysis</td>
<td>56</td>
</tr>
<tr>
<td>6: Interpretation</td>
<td>Introduction</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Conceptualising Patient Centred Care</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>The essentialness of leadership, team and culture</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Meaningful work and being valued in the nursing team</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Making a difference</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>76</td>
</tr>
<tr>
<td>7: Discussion</td>
<td>Introduction</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Application of Critical social theory</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Exploring the influence of clinical experience</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Socialisation in the nursing workplace</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Experiencing belonging in the workplace</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Nursing Curriculum and the application of Critical Social Theory</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Limitations of the research</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Recommendations for further research</td>
<td>91</td>
</tr>
<tr>
<td>Reference List</td>
<td></td>
<td>92</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
<td>99</td>
</tr>
</tbody>
</table>
List of figures:

FIGURE 1 CONCEPTUALISING PCC .......................................................... 64
FIGURE 2 THEMES ESSENTIAL TO PROVIDING PCC............................ 79
Signed Statement:

Candidates Declaration

I declare that this thesis is the result of my own research, that it does not incorporate without acknowledgement any material submitted for a degree or diploma in any other tertiary institution and to the best of my knowledge and belief contains no material previously published or written by another person, except where due reference has been made in the text.

I give my consent to this copy of my thesis, when deposited in the School of Nursing Library, being available for loan and photocopying, subject to the provisions of the Copyright Act 1968.

I also give my permission for the digital version of my thesis to be made available on the web, via the University’s digital research repository, the Library Search and also through web search engines, unless permission has been granted by the University to restrict access for a period of time.

Signed: ……………………………

Date: 27/02/2017
Acknowledgements

I wish to acknowledge Associate Professor Lynette Cusack and Dr Frank Donnelly, my supervisors for their endless patience and support during this research.

I also acknowledge the students who participated in this research and willingly gave up their time to be interviewed.

Finally, I wish to acknowledge the support of my husband, Craig Battams who offered endless words of encouragement and support throughout the research and writing of this thesis.
Abbreviations:

- PCC  Patient Centred Care
- CST  Critical Social Theory
- AHPRA Australian Health Practitioner Regulation Agency
- ANMAC Australian Nursing & Midwifery Accreditation Council
Abstract

This qualitative study investigated the student nurse experience of clinical placement and the effect the environment and existing culture had on their ability to deliver patient centred care using critical social theory. The central aim of the research was to understand the social and contextual influences of clinical placement that may impact on the student’s ability to bridge the theory to practice gap and provide holistic and patient centered care.

The term “patient centred care” has now become central to nursing dialogue and teaching. To be patient centred means that nurses need to engage with the patient and their family taking into account their beliefs, values & feelings. In addition to this, they must share the decision making with the patient and provide the physical needs essential to promoting a healthy outcome. This level of engagement is a significant expectation for nurses entering the workforce. However, evidence suggests that many nursing students are still required by the workplace to focus on the completion of tasks rather than spending time engaging with patients as central to their care.

Using critical social theory as the theoretical framework, focus group discussions involving three groups of third year nursing students (n=31) were conducted. The participants provided a rich source of data that detailed their experiences of clinical placement over the three years of their Bachelor of Nursing degree. The value of this research came from the comparisons made between the environments that students considered as either enhancing or
eroding the level of patient engagement. It was through a reflective process that the major themes emerged from this study:

- The importance of belonging
- Socialisation and the influence of experience
- Being valued

In undergraduate nursing programs today it is important to develop nurses who have caring and holistic practice at the forefront of their role. To do this effectively we as educators must know and understand the effect socialisation has on students attending clinical placement and to set about a process of change with our colleagues in the clinical work environment that shifts their assumptions on the role of the student nurse from a task orientated add-on to a developing practitioner who is valued as part of the health care team.