BEYOND DEMENTIA: BETTER PATIENT CARE

Spotlight: Nursing in Oman

PLUS
Developing Inclusive Curricula
A Collaborating Centre for Midwifery in Europe
Spring is finally upon us, and we are looking ahead at exciting developments within the School.

One such change is the expansion of our facilities and offices with three new floors at our Eastgate House site on Newport Road. Increasing our floor space here means that we now have more much needed meeting rooms, classrooms, clinical setups, practical rooms, a mock theatre and observatory. Two new developments are our Education Support Hub and the Research Hub, the latter being a large open space for our academics to work closely, share ideas, collaborate and support each other as they work on cross-cutting research. Please feel free to visit this revitalised space as we put them to use for productive, creative, scholarly sessions with our staff and students.

In our first edition of Iechyd Da, we mentioned the Occupational Therapy Gala and Conference, celebrating 50 years of Occupational Therapy education in Wales. On page 8 we share the highlights and some photos from both the gala and conference.

We were privileged that HRH Princess Anne attended part of the conference as Patron of the College of Occupational Therapists; she gave an insightful speech about the profession. The events were a great success, and we believe the participants were able to share, network and learn about working in occupational therapy in Wales.

I hope you enjoy reading this edition of Iechyd Da, especially our features about working with others such as engaging with local communities about prostate cancer, our probationary partnership with the World Health Organisation as a collaborating centre for midwifery in Europe and developing inclusive curricula with Stonewall.

If you would like to discuss any of the details in this newsletter, please contact the School Marketing Team at HealthSciMarketing@Cardiff.ac.uk.

With my best wishes,

Gail Williams
Dean and Head of School

Editors: Heidi Freer-Hay / Kira Hutchinson
School of Healthcare Sciences, Cardiff University, Tŷ Dewi Sant, Cardiff CF14 4XN
Follow us on Twitter: @CUHealthSci
Feedback and items of interest relating to the School are welcome and should be sent to healthscimarketing@cardiff.ac.uk. The editor reserves the right to edit contributions received.
Disclaimer: Whilst every effort is made to ensure that information provided is accurate at the time of going to print this cannot be guaranteed. Views expressed in Iechyd Da are those of the authors and do not necessarily reflect those of the School.
Cardiff University is a registered charity, no. 1136855
The WHO recognises midwifery as playing a vital role in improving health service delivery in areas of great health need, where often they are the only frontline providers of care for women and babies. During the probationary period, a multidisciplinary team at Cardiff University will be invited to contribute to projects supporting the WHO Human Resources for Health programme in Europe.

The programme currently focuses on activities aimed at strengthening the nursing and midwifery professions to meet the aims of the WHO Report Health 2020. A key goal of Health 2020 is creating a more flexible, multi-skilled and team-oriented workforce aimed at improving health for all and reducing the health divide. This includes work on scaling up and transforming nursing and midwifery education, creating a positive work environment and promoting evidence-based practice and innovation.

The WHO Collaborating Centre for Midwifery is being led by Professor Billie Hunter, Royal College of Midwives Professor of Midwifery at Cardiff University. She said: “I am proud and excited to be leading this project, which will enable us to contribute to the professional development of midwives across the 53 countries covered by WHO Europe, from Iceland in the west to Kyrgyzstan in the east. “Midwives make a huge contribution to the health of the public by supporting families and ensuring a healthy start in life, so it is crucial that their initial training is strong and evidence based, and that their work environment is as positive as possible. There should be many opportunities for staff and students in the School to become involved in this collaboration with WHO.”

Cardiff will be one of only 44 Collaborating Centres for Nursing and Midwifery globally, and the only Collaborating Centre solely focused on Midwifery in the WHO Europe Region.

We have already started demonstrating working together by holding an International Midwifery event in March that focused on this collaboration.

We were joined by Frances McConville, Technical Officer, Department of Maternal, Newborn, Child and Adolescent Health, World Health Organisation (WHO), who presented an overview of WHO maternity and newborn health strategies, her midwifery leadership role within the organisation and our collaboration. She expressed her pleasure about the new WHO Collaborative Centre and looks forward to future developments. Frances also visited midwifery services within University Hospital of Wales and commented on the “gold standard” of care that is provided for women and their babies.

There were several other presentations on international relationships and projects, including one by Sarah Davies, Lecturer in Midwifery, who presented ‘Interventions to reduce maternal mortality in developing countries’. Sarah has travelled and participated in numerous projects overseas.

Also presenting was Professor Jean White, Chief Nursing Officer of Wales. When referencing the collaboration, she said: “This is a great acknowledgement of our excellence in midwifery in Wales and Europe. We hope that sharing the expertise of Cardiff University’s School of Healthcare Sciences will help to meet the objectives of the WHO’s Report Health 2020.”
In 2009 the School of Nursing and Midwifery Studies (now Healthcare Sciences) collaborated with the Ministry of Health in Oman to develop a BSc in Nursing Studies.

“It’s encouraging to see students develop an enquiring mind which moves them to promote evidence based practice.”

In 2011 the collaboration was strengthened with the development of a BSc in Community Health Nursing Practice for qualified nurses working or planning to work in the community.

The key aims of the initiative were to develop qualified nurses and experienced clinicians from basic diplomas to degree level. This would provide the people of Oman with access to well-qualified nurses providing high quality healthcare, enhance career prospects for the students themselves and reduce reliance on the expertise of expatriates.
Tell us a little about the background of the project:

Jerry Over many years the school had established a relationship with Oman. Many Omani nurses came to Cardiff to study our Masters in nursing programme. Oman wished to develop this relationship to provide nurses with the opportunity to study at Bachelor level too.

How did you get involved with the project?

Jerry Dr Dianne Watkins, Director for International and Engagement was involved with the project from the outset; including initial contract negotiations with the Ministry. A colleague (since retired) and I were approached by Dianne and asked if we would be interested in delivering an evidence based module and supporting the programme generally. That was six years ago and I’ve never looked back.

Judith A few years later the Ministry approached Dianne to talk about developing a Community Nursing Programme. Community nursing is something that is relatively new to Oman and it’s not established across the country. I had previously been lead for a similar programme here in Cardiff, and, as it was in my remit as Professional Head of Primary Care/Public Health Nursing at the time I was happy to lead on developing a community curriculum and took on the programme manager role.

What were your initial impressions of Oman?

Jerry When I was first approached I had some reservations. However, I feel so privileged to have had this opportunity, not just to teach but I have made some very good friends and have had some experiences that I will never forget. My first visit dispelled any reservations I had due to the warmth and kindness of the Omani staff and students and their exceptional levels of motivation. On a recent visit to Oman with Dianne as we landed she commented that she was now in her second home which captures how kind and welcoming our colleagues in Oman are.

How does the BSc in Nursing Studies differ to the BSc in Community Health Nursing Practice?

Judith The theory element to both programmes is delivered in a similar way; an intensive 2 week teaching block. In community nursing this is followed by a clinical placement of 9 to 11 weeks where they complete a clinical portfolio. Community nursing in the home still has a long way to catch up and it’s about overcoming those hurdles. Dr Manal A. Al-Zadjali, the programme co-ordinator in Oman for the community programme has arranged each year for the students to do a health promotion event. The 1st cohort organised a health promotion event held at the Grand Mall shopping centre, the aim of which was to provide health promotion to the general public and to promote the role of the community nurse. Various dignitaries visited the event including the Oman Chief Nursing Officer. This type of event really showcases the students work.

What was most challenging?

Jerry You are away from your family for a fairly lengthy period. I usually go out for 3 weeks twice a year and it’s not suitable for everyone. There used to be a misconception that it was a holiday, however, it is incredibly hard work. Our day starts at 5:30am; we start teaching at 8:00am and finish teaching at 4:00pm. Life still goes on in Cardiff though and due to the 4 hour time difference and the difference in the working week you find yourself dealing with that work in addition to the full time teaching commitments. Despite this it is an incredibly rewarding experience.

Judith Apart from keeping up with the day job, managing students’ expectations is the most difficult thing as the students are very motivated and want to excel. Encouraging them to become critical thinkers is challenging, as well as supporting them in their second language. There has been a real rise in grades per module as the year progresses for both cohorts who have completed and it has been quite heartening to see we are having such an impact.

What do you feel you have learnt yourselves?

Jerry I have learnt that Omani students see education as a privilege and not a right. In terms of teaching you have to be culturally sensitive. I use iconic representation when I teach and at first I had no idea what icons would be meaningful to the Omani students. I started by providing examples from the UK and asking them what that would be compared to in Oman. Now, I have built up a bit of a repertoire of icons thanks to the students. Because of the students’ excellent spoken English it is easy to forget they are studying through the medium of a second language. I have learned the importance of speaking clearly and slowly and allowing them time to convert. I have also become aware of how often I use colloquialisms when teaching in the UK and how important it is in Oman, I involve them by explaining what I mean and getting them to teach me the Omani equivalent. We are a partnership and my teaching has improved thanks to them.

Judith Going to teach in another country has improved my ability to communicate with overseas students back in Cardiff. You see the challenges they face first hand in Oman and therefore I have a better understanding of what they may face in the UK, culturally and academically. Delivering the programme has been a fantastic learning curve.

What are you most proud of?

Jerry I am most proud of our students’ achievements, they are so incredibly motivated and we have had some outstanding successes. For example, one student who graduated from the first cohort came to visit us when we were in Oman. On arrival he presented four articles he had published in international journals. They were all about changes he had made in clinical practice based on the analytical and change management skills that he had learnt on our programme. I was honoured to see him so full of self-confidence and the impact our programme has had on enhancing patient care in Oman.

Judith Seeing the difference students have made for patients in their community and the impact we are having on community nursing in Oman. It’s encouraging to see students develop an enquiring mind which moves them to promote evidence based practice. Previous students have returned to discuss their portfolios with new students and seeing the difference they have made to patient care is really wonderful.
Meet our people... Q&A

Monica Busse-Morris
Professor Monica Busse-Morris joined the former School of Healthcare Studies in 2005, and is theme lead for the School’s Repair, Reablement, Rehabilitation and Recovery research theme. She is associated director of the South East Wales Trial Unit (SEWTU) and leads the Cardiff Huntington’s Disease Physiotherapy Group which conducts research and provides guidance around exercise, physical activity and physiotherapy for people with Huntington’s Disease (HD).

Find out more: www.healthcarestudies.cf.ac.uk/ActiveHD

Describe yourself in three words...
Determined, caring, usually happy

Why physiotherapy?
It seemed a good idea at the time especially as it meant I would get to study and live in Stellenbosch, South Africa for a few years.

Who or what inspires you the most?
My husband

What are you most proud of?
My two beautiful children, Kate (age 6) and Max (age nearly 5)

If you could have three wishes, what would they be?
1. That my children are always happy and healthy
2. To live near my parents and sister rather than across the continent
3. To live in a ski resort (...sort of conflicting with living near my family in Africa)

What would you most like to influence or change about healthcare?
I would like to see universal access to healthcare for everyone regardless of where they live or who they are (especially people in South Africa)

Where do you see the future of physiotherapy going?
Physiotherapy experts guiding self-management

How do you relax in your spare time?
Relax? Spare time? What’s that? Holidays are usually outdoors, cycling, walking, sometimes playing golf or skiing

What’s your most embarrassing moment?
When I asked a famous Welsh rugby player (as I sat next to him on the plane coming from Amsterdam) if he had just climbed Mount Everest (there is a story here that quite a few people already know). I only found out afterward who he was when I pointed him out to the taxi driver...

If you could go back in time, what advice would you give your younger self?
Try to avoid the rugby post in the middle of the field, find ways around those things that won’t move.

Who at work would you like to thank?
A few really outstanding mentors and friends who have both guided and supported me in my career; they know who they are.

What’s a great resource to help you do your job?
Skype
Dr Katie Featherstone, Senior Lecturer, is leading research on investigating the care of people with dementia admitted to hospital with an acute condition, with funding by the NHS National Institute for Health Research within their research-led funding stream.

Her focus is to identify the needs of people with dementia, their carers, and nursing and healthcare assistance staff within the acute setting. The project will concentrate on the management of refusal, a common feature of the behavioural symptoms associated with the condition. This work aims to develop low-cost interventions, training and education for nursing and healthcare assistance staff specifically.

She has gathered an interdisciplinary and inter-professional group to bring together expertise in research, teaching, NHS trusts, charities and support groups to identify, understand, and resolve real issues faced within clinical and nursing practice and by people with dementia and their families who use these services. Katie wants this research to take the patient perspective, and is starting her work with people with dementia in hospital settings.

The project started in February 2015, with the aim for practical, concrete outputs that are about supporting staff. She wants to focus on how to care for these patients when the professionals and the families don’t have specialist expertise, with specific focus on feeding and medication for the patients.

They have the right to be assessed, diagnosed and treated in exactly the same way as everyone else. We believe that some people with dementia are dying needlessly and before their time as they are being ‘underserved and overlooked’. As carers we are delighted that this project is looking to reverse this discrimination,” explains Dr Rosie Tope, an active member of this group and also Chair of Carers Wales.

The research also involves Admiral Nurses, part of Dementia UK, who provide specialist dementia nursing care, helping hospital staff and families work better together for patient care. Karen Harrison, Director of Admiral Nursing says: “We are particularly keen to see how pain is detected and managed, and the results of the findings on the nature of refusal of care to help in teaching healthcare professionals. Often, the behaviour of someone with dementia is misunderstood, because the patients are not able to communicate. Symptoms are often misinterpreted and distress, pain and physical symptoms are not easily recognised – they are assumed to be manifestations of the dementia itself.”

Dr Featherstone has also involved an informal group of people who have become friends as a result of all being carers, or some now ex-carers, of people with dementia. This group supports each other and shares experiences, proposes solutions and acts as one voice to make things right.

The project is well received by the carers as an opportunity for their voices and experiences to be shared and raising awareness of the needs of their loved ones. “As carers it seems to us that when a patient with dementia becomes very unwell and needs admission to an acute hospital, many of the workforce refuse to look beyond the label ‘dementia’ as the cause of their current illness. People who have dementia may also experience other unrelated health problems.

Another of the projects Dr Featherstone is leading as part of this research is to help the School of Healthcare Sciences become a ‘dementia friendly school’ – where we will offer all staff and students training to become a ‘dementia friend’ and learn more about working with people with dementia. The overarching goal is to inspire others to recognise the needs of people with dementia within their everyday work (for example in their teaching and research) and within our communities.

Karen Harrison adds: “We are very excited by this research. It will be invaluable to help clarify how we can work better and deal with behaviours that are challenging, enabling hospital staff, carers and families to better care for people with dementia.”

Dr Featherstone describes her motivation as: “We need to start building now, working with the community, such as with carers groups, and not in isolation. There are some extraordinary gaps in our research, there is a lot we don’t know, and we need to get moving on learning, researching, and very importantly, sharing with others.”
A Royal Visit

The School of Healthcare Sciences welcomed over 300 delegates, including alumni, staff and current students to a conference celebrating 50 years of occupational therapy education in Wales in January. The highlight of the conference was the visit by HRH The Princess Royal.

“We were delighted that HRH The Princess Royal was able to join us and officially mark 50 years of occupational therapy education in Cardiff,” said Dr Steven Whitcombe, Cardiff University’s Professional Head of Occupational Therapy.

“As Patron of the College of Occupational Therapists, The Princess Royal is a leading advocate for our profession and our vital work. We hope the event and our Royal visitor has helped to shine a light on our achievements and the benefits of occupational therapy for people in Wales, the UK, and the wider world.”

As well as hearing a series of speeches from past and present staff and students, HRH The Princess Royal undertook a tour of the School’s facilities. She was able to see for herself the latest equipment and techniques used by the School and talk to staff, students and some of the children who are treated in the School’s occupational therapy clinic.

Maeve Harnett, a third year occupational therapy student who was chosen to meet The Princess Royal, said “she was particularly interested in why we chose to become occupational therapists – how we first discovered the profession and what motivated us to apply.”

Since the programme first opened its doors in 1964, over 2,000 students have graduated with a University of Wales or (from 2005) Cardiff University occupational therapy degree. Many alumni joined us in January for the celebrations, and feedback on social media during and after the event demonstrated just how much they enjoyed the opportunity to celebrate “50 fantastic years of OT.” One user particularly enjoyed “seeing all my old teachers, Martin, Ruth, Mary, Sara and Gail,” while another “had a lovely day with some lovely friends, lecturers and HRH the Princess Royal. Proud to be a Cardiff OT alumnus!”
Cardiff University 3rd year midwifery students are leading the way in embedding quality improvement in their practice by undertaking the 1000 Lives Bronze award for Improving Quality Together (IQT).

The Bronze award is the first level to be undertaken and is suitable for all NHS staff including non-clinical employees. The award consists of four e-learning modules which introduce the model for improvement and focus on a person-centred approach to improving quality. So far, 10,260 NHS Wales staff have achieved the Bronze level award and students across Wales are also undertaking the programme. However, the 3rd year midwifery students are a rarity, having completed this as a cohort in the classroom rather than individually online.

In September 2012, we formally embedded the Bronze IQT award into the curriculum for all student midwives to undertake alongside their undergraduate degree. Embedding 1000 Lives IQT sessions throughout the three years of the programme means greater response to workplace challenges, specifically related to quality issues within the maternity services in Wales.

Senior Lecturer, Dr Aled Jones, Faculty Advisor – Education (1000 Lives+) explains the fundamental aims of the programme: “IQT gives students the confidence to think of themselves as future leaders and gives them permission to make small improvements that can lead to bigger change. The award is particularly popular with students as it bridges the gap between classroom and practice experiences.”

The feedback from the student midwives has been really positive. Francesca Magness, Programme Manager and representative on Public Health Wales Educators Steering Group (1000 Lives) expands: “the award has been very well received; the students are really excited about receiving their bronze award. It not only improves their transferable skills but also it increases their employability prospects and places them on a ‘pathway to silver award’ which they can go on to achieve in their role as newly Registered Midwives.”

The award empowers everyone with the understanding to make small changes that will really improve areas of care. As it is available to all healthcare professionals throughout Wales it means a uniformity for best practice is developed along with shared vocabulary, methodology and understanding.

THIS MONTH we congratulate 3rd year Cardiff University midwifery students in completing their bronze level award. On March 9th, the students were presented with a certificate for their efforts.
Healthcare Sciences’ Sarah Fry, a Uro-Oncology Clinical Nurse Specialist and PhD student, is currently undertaking research to understand if men of African and African-Caribbean origin and white British men understand their risk for prostate cancer differently due to the low numbers of black men being diagnosed with prostate cancer despite their increased risk.

As part of her research, Sarah is committed to promoting awareness of the cancer among those at risk. Most recently, she participated in the organisation of a talk by Tenovus for men in the local Somali community in Butetown. The talk, which took place on 12th February, provided information about prostate and testicular cancer at an informal session in Red Sea House - a home for retired Somali sea men.

Sarah explained: “The event was a great success. We had a total of 64 men who came to the talk in Red Sea House. For me the event was a great opportunity to collect field notes on what the event was, who were the people attending and how did they respond to the information they were given. I have also had two follow-up calls from this event from men wanting to take part in my research.”

In addition, Sarah is heavily involved in the committee which set up the Butetown Mile. This is an event she organised last year with the community in Butetown. She said: “I have also used my involvement with the committee as a way of collecting field notes and the run was so popular we are going to do it again this year.”

The Butetown Mile run will be taking place on Sunday 30th August 2015. There will be two races: an elite run at 11am and a fun run at 11.15am. The event will also include a lot of community activities aimed at engaging local people. Sarah tells us more, “If you want to take part in the event, registration will open from 25th May 2015 via the Cancer Research UK website.”

For more information visit www.facebook.com/butetownmile
We developed a programme, Peer Assisted Learning (PAL), as an academic support scheme where second and third year students, ‘the Student Leaders’, are trained to run regular sessions to supplement lower and fellow years’ learning. These leaders pass on their knowledge through a wide range of activities and workshops as well as providing themselves as a perfect revision aid. As final year healthcare students ourselves, we understand how difficult learning can be – especially whilst on placement. With contact time minimal we wanted to ensure there was another way students could learn and revise when not in university.

We applied to receive funding from the Higher Education Academy (HEA) for the project. To support our application, we ran a focus group to speak directly to students and to find out what their learning needs were and whether there was a need for setting up PAL. Students fed back to us topics that they felt may be useful to cover and expressed their views on what learning approaches they would find most beneficial as part of PAL.

In September 2013 we found out that we were one of only 12 projects that had been successful in receiving funding from the HEA - a Cardiff PAL scheme was one step closer! We were delighted to find out that all our effort had paid off and that we have the opportunity to change the learning experience of healthcare students.

Since last September, we have run additional focus groups to investigate ways in which learning experiences can be improved. The main feedback we have received from focus groups is that students want video tutorials, quizzes and databases combined into a downloadable app, containing both clinical and academic information.

We also plan to start working on anatomy, theatre equipment and physiotherapy message sections. We intend to launch our PAL online resources in time for the next academic year and in Freshers’ Week we will be organising a PAL Showcase to highlight the resources and activities.

In September 2013 we found out that we were one of only 12 projects that had been successful in receiving funding from the HEA - a Cardiff PAL scheme was one step closer! We were delighted to find out that all our effort had paid off and that we have the opportunity to change the learning experience of healthcare students.

We applied to receive funding from the Higher Education Academy (HEA) for the project. To support our application, we ran a focus group to speak directly to students and to find out what their learning needs were and whether there was a need for setting up PAL. Students fed back to us topics that they felt may be useful to cover and expressed their views on what learning approaches they would find most beneficial as part of PAL.

Despite Cardiff University providing an extensive range of healthcare courses, which have had great recognition over the years, back in August 2013 we felt the student learning experience could be improved even more.

We were delighted to find out that all our effort had paid off and that we have the opportunity to change the learning experience of healthcare students.

We have been working with students from a range of different healthcare disciplines to put together video tutorials for the app. So far, we have filmed radiographic positioning, communication skills and ‘Caring through Welsh’ which aims to help students learn basic Welsh phrases to use while on placement.

FOR MORE INFORMATION please email vpheathpark@cardiff.ac.uk

PAL leads Claire Blakeway, Vice President, Heath Park Campus and Steph Bird, Radiotherapy and Oncology Student.
Developing Inclusive Curricula: A collaborative project with Stonewall

The School of Healthcare Sciences has been working with Stonewall in developing education for academics.

The developing inclusive curricular project aims to increase healthcare academics’ understanding of Lesbian, Gay, Bisexual and Transgender (LGBT) health inequalities and to increase academics confidence to include these in their everyday teaching. This initiative was promoted on March 27th 2015 at Cardiff University School of Medicine’s 5th Annual Curriculum Conference, C21: Gaining Momentum, where the project team held an information stall.

There are significant differences between the health needs of LGBT people and those of heterosexual people. Additionally, many LGBT people report that they have experienced or fear discrimination because of their sexual orientation when accessing healthcare. They say this creates a barrier to receiving appropriate care and treatment. Students need to understand the health needs of LGBT patients and to be able to remove the barriers they face to receiving appropriate care and treatment.

The project provides free training days to all Cardiff University academic staff who contribute to the education of healthcare students.

**Training will be held on**

- 18 June 2015
- 28 October 2015
- 7 December 2015

**TO BOOK A PLACE** please contact Katy Perkins at perkinsk@cardiff.ac.uk

---

**SCHOOL ACHIEVEMENTS**

- **Sally Anstey** has been awarded a £30,000 grant by Tenovus to create a new educational module. The module, for qualified nurses and allied health professionals, will focus on cancer as a survivable disease, and is unique in that it will be created, monitored and assessed by patients as well as clinicians.

- **Dr Nicki Phillips** has been made Team Wales Chef de Mission for the 2015 Youth Commonwealth Games which will take place in Samoa in September.

- **Our Return to Practice programme** was nominated for Return to Practice Course of the Year in the 2015 Student Nursing Times Awards.

- **Congratulations to Andrew Santos**, who was shortlisted for the Most Effective Teacher award in this year’s Enriching Student Life Awards, and to the many other Healthcare Sciences staff who received nominations.

- **Congratulations to Dr Una Jones**, who was recently awarded her PhD, and also to Dr Mandayachepa Nyando.