

## Job Description

<b>Job Title</b>	Legacy Document Project: Student Research Consultant
<b>Salary and Contract</b>	£9.13 – 14 hours over 6 weeks
<b>Location</b>	Students Association Office, Kydd Building
<b>Organisation</b>	Abertay Students Association <i>(University of Abertay Dundee Students Association (UADSA), SC036647)</i>
<b>Who you report to</b>	Fiona Stirling, Emily-May Barlow, Sebastian Monteux
<b>Other people you work with</b>	Project Team Members

### Job Purpose

#### **Project:**

In feedback to staff, nursing students have expressed a desire for increased learning between cohort years as way to advance their own development.

This intuitive desire to advance their classroom and practical based learning with the experience of others comes from the awareness that communities, such as students, hold complementary information to 'expert' knowledge. Geertz (1983) refers to this as 'local knowledge' or 'insider knowledge'; knowledge gained from firsthand, immediate experience. We propose stories are a good way to share such knowledge.

In narrative therapy, stories are central to the forming and re-forming of one's identity, and problems in living can be conceptualized and challenged through the stories created. Clients can be invited to create documentation relating to their own stories, celebrating change, authenticating selves, and realizing personal power (White and Epsom, 2007). Such documents can be accessed by future clients encountering similar difficulties in order to inspire hope and ideas for recovery. A legacy document is therefore a recording or piece of writing created to recount a story of lived experience for others who are going/will go through the same experience.

Peer learning has reported benefits for communication skills, critical thinking, and self-confidence (Stone, Cooper and Cant, 2013). Narrative storytelling in nurse education has received recent acknowledgement (Fitzpatrick, 2018), with suggestion that it facilitates understanding for both listener and story teller; Hunter (2008) found that by examining their own stories, students were able imagine their future role as practicing nurses and how they might one day react in similar circumstances. Such learning fosters the 'professional' attribute of an Abertay graduate as narrative story telling could foster these student nurses' ability to make decision and problem solve for complex issues.

Adapting this process to the sharing of training and qualification stories, we hope that current students will be able to explore, and become more comfortable in, their professional identities, lowering anxiety around the prospect of final qualification.

- Fitzpatrick, J., 2018. Teaching through Storytelling: Narrative Nursing. *Nursing Education Perspectives*. Vol. 39(2). p 60
- Hunter, L., 2008. *Exploring the Benefits of Storytelling in Nursing Education*. Accessed online on 21/01/19 via: <https://scholarworks.uvm.edu/graddis/114/>
- Geertz, C. (1983) *Local Knowledge*. New York: Basic books
- White, M. and Epston, D. (1990) *Narrative Means to Therapeutic Ends*. Dulwich Centre, Adelaide.
- Stone, R., Cooper, S., Cant, R., 2013. The Value of Peer Learning in Undergraduate Nursing Education: A Systematic Review. Accessed online on 21/01/19 via <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3649279/pdf/ISRN.NURSING2013-930901.pdf>

### **What does it involve?**

Three 4<sup>th</sup> year nursing students will be recruited. They will begin the process by spending time with staff to establish interview questions designed to elicit their personal professional development stories. This will include prompts from narrative conversational maps to help in identifying strengths and values. They will then spend the remainder of the day interviewing each other, video and audio recording the resulting stories.

All 3<sup>rd</sup> year students will be invited to participate in the study by viewing the recorded interviews before engaging in discussion and a written reflective activity. The discussion will be audio recorded.

The 4<sup>th</sup> year students will be invited for a second day to listen to the recorded 3<sup>rd</sup> year discussion, and to review the written reflective activity. They will write-up their initial findings from the material, and their own responses to the 3<sup>rd</sup> year reactions.

The final write-up will be completed by staff, and any potential publications will include the names of the three 4<sup>th</sup> year students involved.

### **Who should Apply?**

Students currently enrolled in 4<sup>th</sup> year Honours of the Mental Health Nursing programme at the University of Abertay

### **What are the hours?**

You will have to attend the university for two 6 hour days, and there will be one 2 hour commitment from home.

The first 6 hour day will be to receive an in-depth briefing, and to create the resource by sharing your stories on video. This will take place in the first week of May, 2019.

The second 6 hour day, occurring at the end of May 2019, will be used to listen to recorded feedback from the 3<sup>rd</sup> years who watched the videos, and provide your initial reflections on what they have said.

The last 2 hour session (in late June/early July) will be after the paper is written, where you will be asked to do a final review to ensure it accurately reflects the study. This can be done from anywhere with computer access.

### ***How do I apply?***

Please send your CV and a covering letter outlining your reasons for applying and your suitability for the role to [hello@abertaysa.com](mailto:hello@abertaysa.com) by close of play on 15th April 2019.

### **Responsibilities and Tasks**

#### *Specific Duties and Responsibilities:*

- Reflect on personal professional development story to share with peers
- Support the administration and development of the production of the legacy document under the guidance of the project leads.
- Attend project meetings.
- Collaborate with other project members
- Handle recording equipment
- Provide initial analysis of responses to the document
- Perform specific duties as may be assigned by the Project Leads

#### *General*

- Complying with the University Health & Safety Policy in relation to your own safety and that of any other Abertay SA employee.
- Adhering to the Disciplinary rules and Procedures of the Association.
- Adhering to all Association Policies including the Financial Policies and Procedures.
- Strict compliance with the Data Protection Act 2018.
- Attending Students Association meetings as and when required.
- Producing written and verbal reports as and when required.