Opening the door to the student experience
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Aim
This poster shares preliminary findings of evaluating this innovative method of penning up dialogue between personal tutors and personal students. This is part of a pilot study that is also aiming to learn about the student nurse experience by using emotional touchpoints and photoelicitation. Ethical approval has been granted for this project by the School of Health, Nursing and Midwifery Ethics Committee, UWS.

What is emotional touchpoints?
Emotional touchpoints is a way of interviewing that enables us to find out about the students’ experience in a structured way (Dewar et al 2010). The ‘touchpoints’ refers to a particular point in the experience journey. Students were asked to select from a range of emotional words that sum up what an experience felt like, and then asked to explain/why they felt this way.

What is photoelicitation?
Photoelicitation uses photographs to stimulate dialogue (Dewar, 2012). The use of images can evoke emotion, and gain more or different types of information about the student experience (Hansem-Ketchum & Myrick, 2008). Students were asked to select an image (NHS Education for Scotland, 2012) that summed up how they felt about that process and then asked to explain/why they felt this way.

Student Evaluations
Students were asked to select an image that summed up how they felt about the process of using emotional touchpoints. Open the door to find out what they said...

Lecturer Evaluations
Lecturers were asked to select a photo that summed up how they felt about the process of using emotional touchpoints.

“...I found the touchpoints helpful to hear about your experience. You seemed to be very concise in summing up the students' experience. It was very clear how you felt about those experiences, where you've come from, starting the programme and how everything is coming together a bit. The touchpoints seemed to help you bring all that together and then how you are going to move forward. I can really see the joy in your face, how much you are enjoying this experience.” (Lecturer)

Conclusions and next steps
Preliminary findings suggest that both students and lecturers perceive emotional touchpoints to be a valuable method in opening up dialogue between lecturers and students. It helps students to articulate their feelings in relation to an experience and students also stated they felt supported and listened to by their personal tutor. Lecturers explained how the process helped them have a meaningful conversation with students in a structured way and helped them connect with students. The project team’s next aim is to analyse the data to explore the common themes that are important to individuals in relation to their experience of being a student nurse. It is envisioned that learning about what students value will enable lecturers and students to work together to ultimately enhance the student experience.

References

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