

Howard, Alice (2011) The use of parent participation in family centred care. [Dissertation (University of Nottingham only)] (Unpublished)

Access from the University of Nottingham repository:

http://eprints.nottingham.ac.uk/24793/2/Diss beginning Alice Howard 18179.pdf

Copyright and reuse:

The Nottingham ePrints service makes this work by students of the University of Nottingham available to university members under the following conditions.

This article is made available under the University of Nottingham End User licence and may be reused according to the conditions of the licence. For more details see: http://eprints.nottingham.ac.uk/end_user_agreement.pdf

For more information, please contact eprints@nottingham.ac.uk

Acknowledgements:

The completion of this project has been demanding, and would not have been possible without the help and support of many individuals, in particular the children's nursing staff and the parents who have taken time to contribute and participate in this study.

I would like to thank my supervisor, Carol Hall, for all her support and advice throughout the completion of this project. I would also like to acknowledge my friends and family for their unfailing support, encouragement and understanding throughout the completion of my dissertation, and the duration of my course.

Contents:

	Page Number
Acknowledgements	i
Contents	ii
List of figures	v
List of tables	vi
Abstract	vii
Chapter 1 – Introduction	1
1.1 Introduction	2
1.2 Health and the Government	3
1.3 Child and the family	4
1.4 Children requiring acute hospital care (attitudes towards care)	5
1.5 Chapter summary	6
Chapter 2 – Literature review	7
2.1 Introduction	8
2.2 Searching the literature	8
2.3 Nurse-parent relationship as defined by models of care	9
2.4 Parent Negotiation and Family Centred Care	11
2.5 What effects implementation	13
2.5.1 Role definitions and expectations	13
2.5.2 Understanding and experience	15
2.5.3 Communication	16
2.5.4 Control and involvement	17
2.5.5 Other considerations	19
2.6 Service practicalities	19

2.7 Summary of the literature	21
Chapter 3 – Method and Methodology	23
3.1 Introduction	24
3.2 Rationale for the use of qualitative methodology	24
3.3 Research tool (the semi structured interview)	26
3.4 Sampling	27
3.5 Pilot interview	28
3.6 Recruitment	29
3.7 Organisation	30
3.8 The researchers influence	30
3.9 Data analysis (analytical framework)	31
3.10 Ethics	33
3.11 Chapter summary	34
Chapter 4 – Data analysis and discussion	35
4.1 Introduction	36
4.2 Data interpretation	36
4.3 Staff and families presumptions, knowledge and experiences	37
4.3.1 Control and involvement	40
4.3.2 Role definition (the nurses role)	42
4.3.3 Role definition (the parents role)	44
4.3.4 Role definition (a comparison)	44
4.3.5 Nurse fear of parents feeling obliged to take on a role	45
4.4 Time	46
4.5 Communication	48
4.6 Effective PN?	50

4.7 Summary of chapter	52
Chapter 5 – Conclusion and recommendations for practice	54
5.1 Conclusions	55
5.2 Strengths and limitations of the study	58
5.3 Implications for nursing practice	60
References	62
Appendices	72
Appendix 1	
Inclusion Criteria	73
Exclusion Criteria	74
Appendix 2	
Interview Schedule (Nurses)	75
Interview Schedule (Parents)	80
Appendix 3	
REC and R&D Letters of approval	84
Appendix 4	

PIN: 18179

85

Word count: 15,978

Presentation of findings

MNurSci Dissertation

List of Figures:

		Page Number
Figure 4a	Table showing Moustakas (1994) analytical framework	32
Figure 5a	A table showing a summary of the themes emerged from the data collected, and showing the progression and refinement of	37
	themes	

List of Tables:

			Page number
Table 1	Tables showing the themes directly relating to PN,		86
	extracted from the interview transcripts, providing a		
Table 2	theme label, definition of the theme, explanation of	Appendix 4	87
	indicators required in transcript in order to classify		
Table 3	under a particular theme, and the differentiation		88
	between nurse and parent perceptions.		
Table 4	A table showing the influencing factors of PN which		89
	participants were specifically asked about, and the	Appendix 4	
	resulting themes that emerged from analysis		
Table 5	A table showing the comparison between nurse and		90
	parent perspectives views on the ideal role of the	Appendix 4	
	nurse and parent. Boxes marked shaded in indicate		
	differing perspectives.		

Abstract:

The importance of parental presence, their knowledge, understanding and involvement in care, is now widely acknowledged to result in holistic improvement and wellbeing of the child and family. The concept of Family Centred Care (FCC) supports this development; however, acknowledgement of the importance of Parent Negotiation (PN) requires more research. The need and effect of effective establishment of a collaborative relationship which allows effective communication, discussion and negotiation is less certain, and investigation into the causes and barriers of implementation is required. The literature available is dated, and considering the development of children's nursing recently, a better understanding of PN is needed within the context of today's health care system and society.

This study utilises a qualitative methodology, interviewing 11 participants (5 parents of children who have experienced hospitalisation, and 6 qualified children's nurses), with the aim of exploring their perceptions and understandings of PN. The interviews were analysed thematically, and themes extracted were discussed in relation to the surrounding literature and wider context.

This study provided further discussion for issues already raised by previous literature, highlighting that, despite previous acknowledgement, there is little evidence that these issues have been ameliorated. It also provides discussion of issues which have received little attention in the past, and therefore provide a sound platform for future research in this area.

In conclusion, the understanding and knowledge of all individual involved in care planning needs to be considered. Nurses have an accurate and refined understanding of their role, the parent's role and their involvement. This is not reflected in the parents understanding of this issue, who instead portray confusion and lack of confidence when situated in the unfamiliar and frightening hospital environment. Better education and support of PN, for nursing staff (both pre- and post-registration), will eliminate misconceived preconceptions and expectations, increase understanding of PN, and its benefits and therefore promoting positive and productive collaborative relationships, which encourage efficient communication, discussion, negotiation and renegotiation.