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1-1-2014

### Making the links between illness experience and person-centred care through concept mapping

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#### Recommended Citation

Stephens, Moira; Neville, Victoria; Smith, Kylie; and Mackay, Maria, "Making the links between illness experience and person-centred care through concept mapping" (2014). *Faculty of Science, Medicine and Health - Papers: part A*. 2266.

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## **Making the links between illness experience and person-centred care through concept mapping**

### **Abstract**

poster presentation.

### **Disciplines**

Medicine and Health Sciences | Social and Behavioral Sciences

### **Publication Details**

M. Stephens, V. Neville, K. Smith & M. Mackay (2014). Making the links between illness experience and person-centred care through concept mapping. presented at the 5th International Nurse Education Conference, Noordwijkerhout, The Netherlands, 22-25 June.

# Making the links between illness experience and person-centred care through concept mapping

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## Abstract

**Purpose:** Concept maps are useful cognitive tools that enable students to; build on prior learning; organize their knowledge and understanding; understand relationships between concepts; create meaning and consider alternative perspectives. Through concept mapping, students are able to acknowledge and integrate prior learning into their ongoing conceptual understanding of the learning at hand. At the University of Wollongong, Australia, students develop their understanding of complexity in living with chronic conditions through scaffolding within a spiral curriculum.

**Methods:** Third year students, in their final assessment, use concept mapping to shift their understanding of chronic conditions from a primarily biomedical perspective to that of a person-centred understanding what it is like to live with chronic conditions.

We sought to understand the impact that the process of concept mapping had on students' attitudes, learning and cognitive development through an attitudes survey and by analysing a series of maps produced over time.

The study design comprised three phases:

- 1) Analysis of individual student's concept maps over time using Novak and Gowin's (1984) scoring system (specifically measuring meaningful propositions, types of propositions and how they relate to person-centredness, hierarchical links, cross-links, and nodes).
- 2) Analysis of teaching and learning methods with regard to concept map development
- 3) Survey and statistical analysis of student attitudes with regard to mapping and person-centred approaches to care following their mapping experience.

**Findings:** The findings demonstrated that students developed an increasingly indepth understanding of person-centred approaches for people living with chronic conditions. The process of mapping enabled students to see relationships between concepts important in an individual's illness experience.

**Reference:** Novak, J. D., & Gowin, D. B. (1984). *Learning how to learn*. New York: Cambridge University Press.