



Archived at the Flinders Academic Commons:

<http://dspace.flinders.edu.au/dspace/>

'This is the published version of the following article:

Parry YK & Hill P., 2015, "Applying Psychosocial Theories for Nursing Students" Australian Nursing and Midwifery Journal Volume 23, issue 6, p. 49.

which has been published in final form at:

<http://anmf.org.au/anmj-landing>

Published version reproduced here with permission from publisher.

Copyright (2015) Australian Nursing and Midwifery Federation.

and an increased community involvement, particularly in the area of healthcare in the community. The benefits to students include enhanced access to clinical placement and inter-professional learning opportunities and research. The benefits for Blue Care are increased opportunities to partner with tertiary education in service delivery, research, community engagement and access to a modern clinic space specifically designed for the conduct of community based care. There are many models of clinics on university campuses to enhance student clinical placements for a wide variety of disciplines. The model that is used at the Wound Solutions Clinic has proved itself to be able to meet the clinic objectives.

### Objectives


The objectives of the Wound Solutions Clinic are summarised in table 1.

### Daily Operations


The Wound Clinic is staffed by dedicated, Blue Care health professionals including two registered nurses, a podiatrist and a dietician. Clients are transported from their residential addresses to USC via a Blue Care bus or private transport. Most clients are Blue Care clients and all communication is through Blue Care. The University provides the venue for the clinic and coordinates clinical placements for students. There is a steering committee consisting of representatives of both organisations and all the relevant discipline groups, as well as a researcher. This steering committee oversees the governance of the clinic in conjunction with the General Manager of all the USC Health Clinics.


The clinic is currently being evaluated and early qualitative feedback provided in interviews with staff, clients and students endorses the Blue Care Innovation Award given to the clinic in 2014 for 'Living the Values'.

With an ageing population and an increase in chronic wounds the clinic is expected to provide a key element of care for people with chronic wounds on the Sunshine Coast, in addition, by actively engaging a variety of health professional students we are successfully developing the experts of the future. Not a bad outcome for the price of a cup of coffee.

 **Allison Vallejo RN USC/Blue Care Wound Solutions Clinic, Blue Care**

 **Paul Burrows is Podiatrist/ Allied Health Coordinator Blue Care, Sunshine Coast, USC/ Blue Care Wound Solutions Clinic**

 **Bronwyn Doyle RN M Mid, Faculty of Science, Health, Education and Engineering Health Clinics Manager, Project Manager Clinical Training Funding, University of the Sunshine Coast**

 **Professor Marianne Wallis is Professor of Nursing, University of the Sunshine Coast, School of Nursing, Midwifery and Paramedicine**



**Yvonne K Parry Pauline Hill**

## Applying psychosocial theories for nursing students

There is an increasing awareness about the importance of community based placements for nursing students given their work with vulnerable, unwell groups (Baglin and Rugg, 2010; Gerber, 2013).

The placement of students studying nursing has traditionally focused on acute care providing the student with important clinical skills. However, opportunities for students to apply their understanding about the impact psychosocial issues and social determinants of health has outside the acute care sector is also warranted, as it better enables them to be informed about what those influences are on health, illness, recovery and wellness.

Furthermore, with the increasing provision of home visiting and community based healthcare services, there is an evolving need for more community based placements with a variety of population groups.

Teaching nursing students about the broader population through community based placements with disadvantaged groups increases the students' confidence in dealing with the variety of people they will encounter in the acute care setting (Baglin and Rugg, 2010; Anderson, 2009 and Murphy et al. 2012).

Psychosocial theories, such as those of Bronfenbrenner and Erikson, provide nursing students with a theoretical knowledge of the impact of psychological and social factors on clients' health and recovery. The psychosocial assessment of a patient is an extremely important part of nursing care, but often under-prioritised in preference to immediate physical care requirements (Baglin and

Rugg, 2010; Anderson, 2009 and Murphy et al. 2012). The application of developmental psychosocial theories to clinical practice and assessment techniques can be difficult to achieve in traditional acute care placements (Baglin and Rugg, 2010; Anderson, 2009 and Murphy et al. 2012).

In the Bachelor of Nursing curriculum, community based experiences are provided in each year level to develop students' understandings about the psychosocial aspects of people in their care. The extent to which this is successful is unknown, but important for the profession to research if we wish to improve patient care.

TEACHING NURSING STUDENTS ABOUT THE BROADER POPULATION THROUGH COMMUNITY BASED PLACEMENTS WITH DISADVANTAGED GROUPS INCREASES THE STUDENTS' CONFIDENCE IN DEALING WITH THE VARIETY OF PEOPLE THEY WILL ENCOUNTER IN THE ACUTE CARE SETTING

### References

- Baglin, M. and S. Rugg. 2010. Student nurses' experiences of community-based practice placement learning: a qualitative exploration. *Nurse Education in Practice*. 10(3): p. 144-152.
- Gerber, L. Bringing home effective nursing care for the homeless. 2013. *Nursing*. 43(3): p. 32-38.
- Anderson, E. 2009. Learning pathways in contemporary primary care settings - student nurses's views. *Nurse Education Today*. 29(8): p. 835-839.
- Murphy, F., et al. 2012. Nursing students' experiences and preferences regarding hospital and community placements. *Nurse Education in Practice*. 12(3): p. 170-175.

 **Dr Yvonne K Parry and Pauline Hill are both Senior Lecturers at Flinders University School of Nursing and Midwifery**