



Why not take what we do inside, outside? Reflections on teaching non-university students

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Reflexivity and reflection

Project

Critical incident

Implications for practice



Reflection



Reflexivity

(Feucht, Brownlee and Schraw, 2017; Freda, González-Monteagudo, Esposito · 2016)

Reflection

I attended an induction event for a new cohort of students and the head of department introduced me to the students as our new 'cool' lecturer.



Reflexivity

But what does 'cool' mean to her?...

Do I want to be introduced to the students as cool?

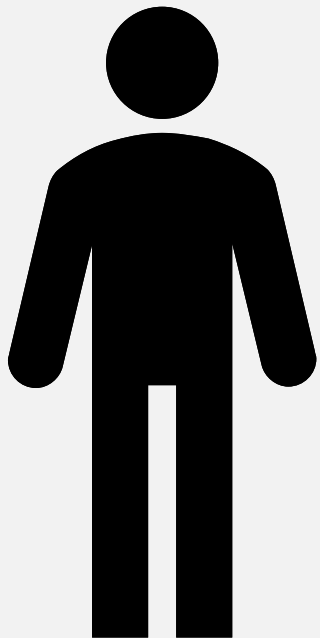
'Wait a minute.. Cool is a compliment, isn't it?

Maybe I should discuss it with her afterwards?..

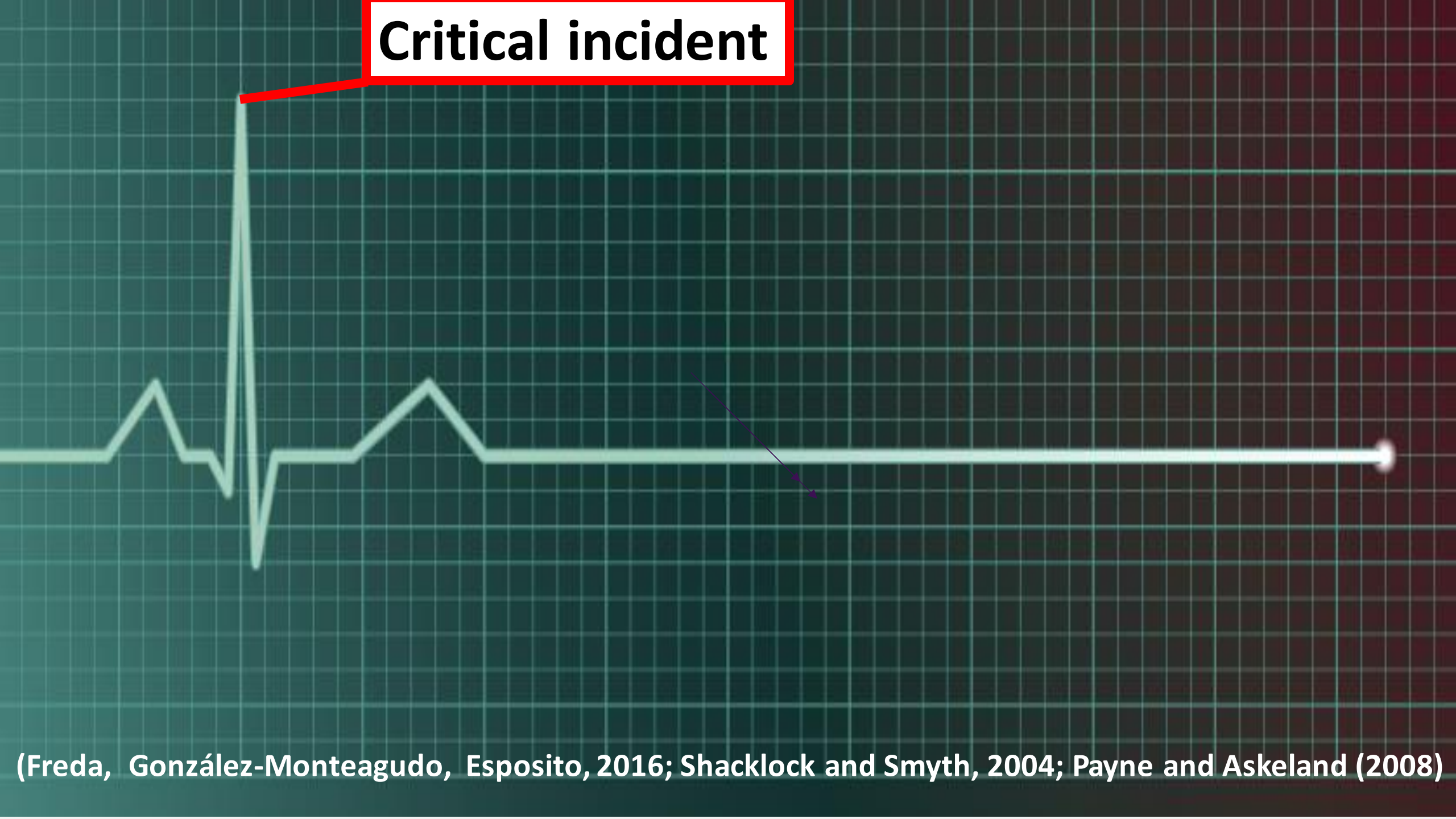
Why am I the only one here referred to as 'cool'?

'Cool', that's interesting...





Critical incident

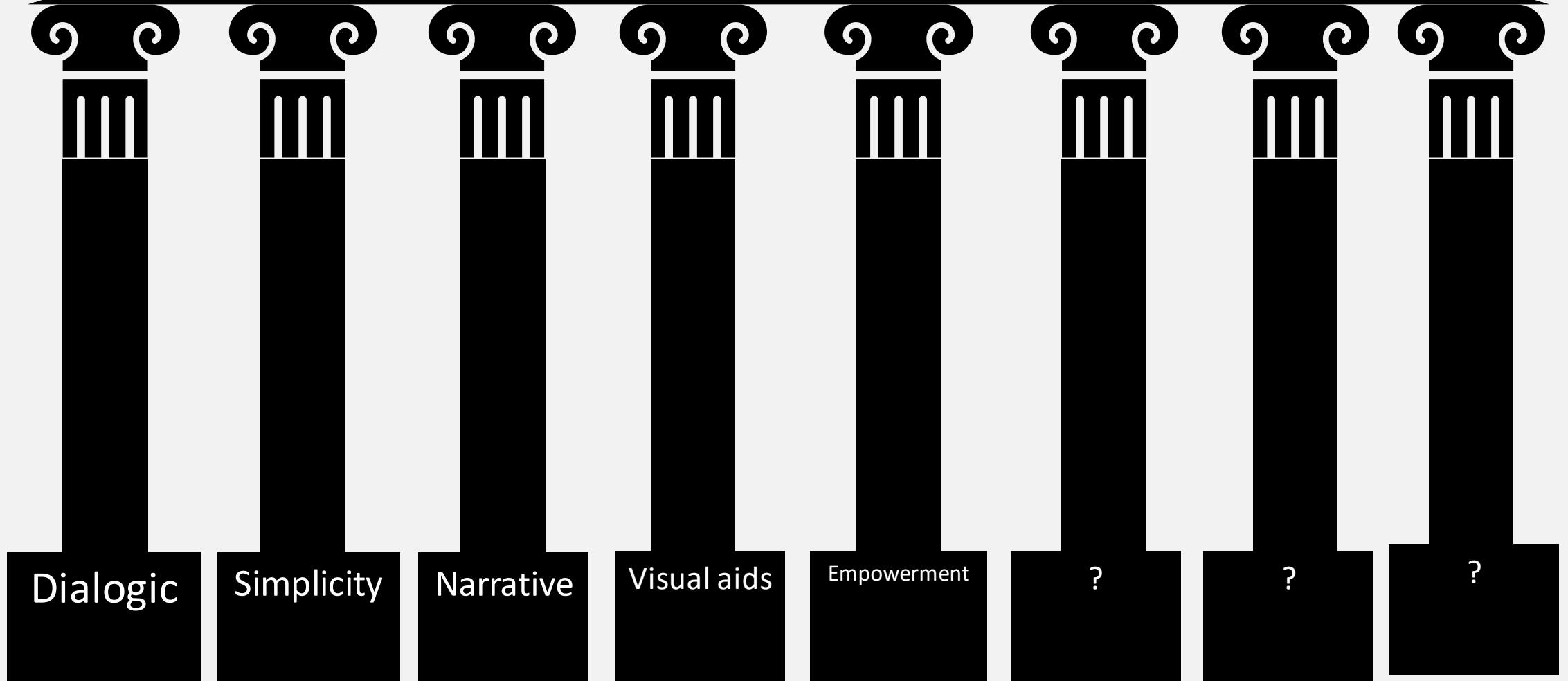


(Freda, González-Montegudo, Esposito, 2016; Shacklock and Smyth, 2004; Payne and Askeland (2008))



**Educational
intervention
project**

Teaching adults



Stage One: Open discussion



Stage Two: Use of DCM

AUTHOR AND COUNTRY	STUDY DESIGN	PARTICIPANTS	TYPE OF INTERVENTIONS/COMPARATORS	DOSES/ DURATION	OUTCOME MEASURES	RESULTS	1	2	3	4	5	6	7
Chenweh et al. (2009) (Australia)	Cluster RCT	35 long-term care sites n = 289 residents with dementia	IG: DCM CG1: PCC CG2: education CG3: Usual care	4 hours/day for two days	Residence: agitation (CAM), neuro-psychiatric symptoms (NPS), QoL, QUALIDEM, use of psychotropic drugs, number of falls	Agitation was lower in sites implementing DCM and PCC. Fewer falls were recorded in sites that used DCM. No other significant effects	+	+	+	+	+	+	+
Dickter et al. (2014) (Holland)	NRCT	9 long-term care facilities n = 213 residents and 124 staff members	IG: DCM applied since 2010 CG: DCM newly introduced CG: regular quality of life caring	5-8 hours in each facility	Residence: QoL (QUALID) and neuro-psychiatric symptoms (NPS-NH)	No statistically significant effect on the QoL or neuro-psychiatric symptoms	+	+	+	+	+	+	+
Joon et al. (2012) (Australia)	Cluster RCT	15 long-term care facilities n = 194 managers, nurses, therapists and nurse assistants	IG: DCM CG: PCC	4 hours/day for two days	Staff: burnout (MBQ), stress (GHQ-12)	Emotional exhaustion scores significantly declined over time for DCM	+	+	+	+	+	+	+
Reibstad et al. (2013) (Norway)	Cluster RCT	15 long-term care facilities n = 410 people with dementia	IG: DCM IG: MFS practice model (MFS) CG: education about dementia	4-6 hours in each facility	Residence: Agitation (BARS), depression (Cornell), neuro-psychiatric symptoms (NPS) and QoL (QUALID)	No significant effect on agitation or depression. Positive differences were found for the remaining variables in both intervention groups	+	+	+	+	+	+	+
van de Ven et al. (2013) (Netherlands)	Cluster RCT	11 long-term care facilities n = 414 residents and 382 nursing staff members	IG: DCM CG: usual care	11 hour in each facility	Residence: Agitation (CAM), neuro-psychiatric symptoms (NPS-NH) and QoL (QUALID) Staff: stress (GHQ-12), burnout (QLEAW), job satisfaction (JPS)	No statistically significant effect on residents' agitation. Staff reported more positive emotional reactions during work.	+	+	+	+	+	+	+
van De Ven et al. (2014) (Netherlands)	Cluster RCT	14 long-term care facilities n = 434 residents and 382 nursing staff members	IG: DCMs CG: usual care	12 hour in each facility	Residence: Use of psychotropic drugs, falls, hospital appointments	Decrease in costs associated with outpatient hospital appointments over time. The use of psychotropic drugs decreased over time in both groups.	+	+	+	+	+	+	+

Stage Three: First Performance



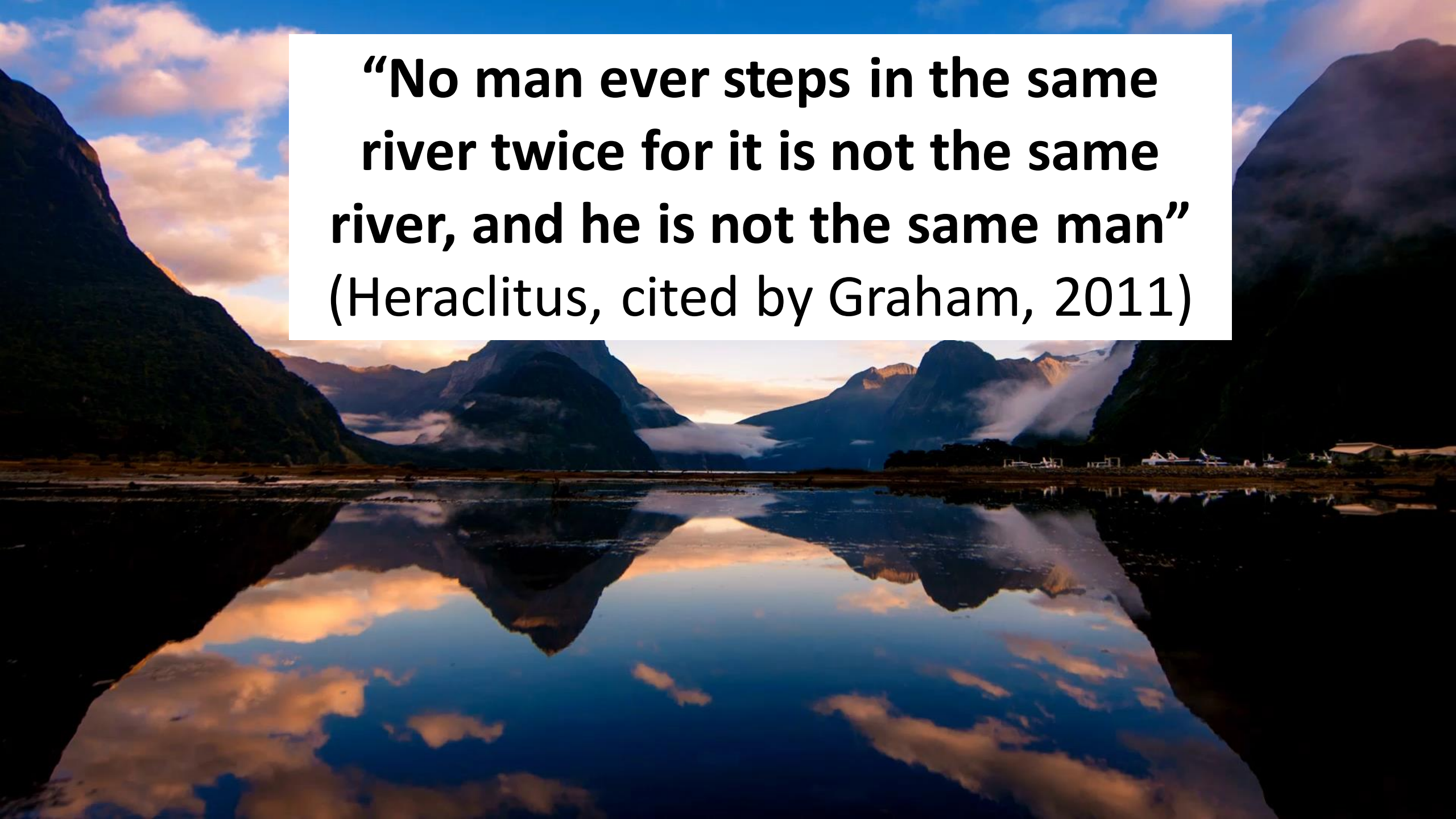
Stage Four: Second performance



Stage Five: Focus group



**“No man ever steps in the same river twice for it is not the same river, and he is not the same man”
(Heraclitus, cited by Graham, 2011)**





If you can talk to me in ways that show you understand that your knowledge of me, the world, and the ‘right thing to do’ will always be partial, interested, and potentially oppressive to others and if I can do the same then we can work together on shaping and reshaping alliances for constructing circumstances in which students of difference can thrive

(Ellsworth, 1989, p. 324)



Dr Ryan Arthur


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