

## Poster Presentations

Poster Display sessions will take place in the Whittington Suite. Posters are listed and will be displayed in alphabetical order by author order surname. The display position of each poster is indicated below.

**Dr Abdulai Abukari**

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**Quality Management in Professional Doctorate Projects: A Mode2 Perspective**

**Poster position 1**

What should be the parameters for quality in professional doctorate research projects? Who should be responsible for its management? Drawing from The Quality Assurance Agency for Higher Education's Code of practice for assurance of academic quality and standards in higher education for work based learning; this poster uses the conceptual premises of Gibbons et al (1994) Mode 2 knowledge Production perspective to discuss the implication for quality management in professional doctorate research projects and the

imbalance of power in determining what counts as quality. The paper argues that the absolute powers suggested (invested on) to higher education institutions to determine the quality of work based projects is likely to create tension between them (institutions), candidates (students), employers and other stakeholders. A complex inter-stakeholder/university interaction at the major levels of work based projects is suggested to help capture the competitive interests involved in the project process and outcomes.

## Dr Anthony Basiel

Sr. Learning Development Tutor

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eLearning Pedagogy

Poster position 2

The rapid change in technology and the use of the Internet for learning has highlighted the need for a clear online pedagogical approach. This poster / demo session explores three projects done through my DProf. in ePedagogy:

1. The Transitional Autonomy Model (TAM) for eLearning
2. The teaching and learning templates project
3. Web video conferencing learning designs

The TAM provides an overview of the issues related to the design of virtual learning environments focusing on the processes

involved in online learning events. A methodology and electronic toolkit was produced to create a profile of the online stakeholder's engagement with learning content, communication, theory and management.

Participants will be invited to try out some of the toolsets designed and developed in this research to support online learning and training for you and your organisation.

My DProf. report can be found at:  
<http://www.elearning.mdx.ac.uk/research/FinalDProf4externalsFiles/DProf4Externals-final.pdf>

## Dr Balasubramanyam Chandramohan

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### Disciplinary and Interdisciplinarity in Professional Doctorate programmes in the UK – 2008-10

#### Poster position 3

A distinguishing feature of professional doctorates is that they are close to real life situations and the learning that is achieved through such study deepens/generates knowledge that is practice-linked. One could argue that the taught part of the doctorate programme is often situated within disciplinary frameworks of the relevant doctorate – EdD within Education subject area, for example—and training in disciplinary methods would be adequate to support learning.

However, in the dissertation/project part of doctoral programmes one needs to consider the strong possibility of insufficiency of a single disciplinary framework to handle data collection and analysis. Thus, professional doctoral students would benefit from being introduced to interdisciplinary methods of research. Changes to curriculum that foreground interdisciplinarity in the

project/dissertation part could enhance students' ability to negotiate complex conceptual frameworks and knowledge taxonomies and to adopt creative/innovative approaches in dealing with professional processes/situations that constitute the research material.

The poster will report on a small-scale survey of disciplinary and interdisciplinary research training offered to professional doctorate students in the UK in various subject/professional areas and generic programmes. The survey will cover current (2008-10) programmes.

Dr Balasubramanyam Chandramohan contributes to teaching and project (dissertation) supervision on the Kingston-Roehampton Universities Joint EdD programme. He is coeditor of *Interdisciplinary Learning and Teaching in Higher Education* (Routledge, 2009).

## Dr Moreen Donahue

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### Preparation for Innovation and Research in Leadership and Practice: The Journey Following the Professional Doctorate

Poster position 4

The author of this poster completed the professional doctorate in 2005. Immediately following graduation she assumed a leadership role as nurse executive in a major community hospital. Based on her preparation, she has published articles on her research (including publication of the doctoral thesis), presented her work at several national and international nursing conferences, and secured two major grants totally close to \$1 million. Both of these grants are

focused on improving the nursing quality of care provided in hospitals, and both are an extension of her doctoral research. One of the most significant outcomes of the professional doctoral preparation is the positioning of graduates in the major national and global health care arena. This story of one graduate's journey will be supplemented with profiles of other graduates who work in leadership positions in hospitals.

## Professor Joyce Fitzpatrick

Professor

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### An Innovative Doctor of Nursing Practice (DNP) Curriculum: The Executive Model Poster position 5

Co-authored with May L. Wykle, PhD, RN, FAAN.

The School of Nursing has designed an executive DNP program, modeled after the executive programs in schools of business throughout the world. The post-masters component of the curriculum will be presented. There are two program tracts, one to prepare educational leaders and another to prepare clinical/administrative leaders. The School has a unique approach to "distance" learning. All courses are given as intensive classes, in an executive format. Faculty provide instruction in a variety of ways, including web-enhanced and onsite instructions. Courses are offered

both at the university and at partner sites, and group projects are the norm for assignments. Courses include content in health policy, nursing knowledge development, research and evidence based practice, leadership and management, systems analysis, and education. In addition each student completes a thesis or a capstone project that is expected to be submitted for peer reviewed publication. Thus far there have been over 300 graduates who have assumed leadership positions in a wide range of academic and clinical positions in health care and beyond. Background and experiences of both current students and graduates will be shared.

## Professor Joyce Fitzpatrick

Elizabeth Brooks Ford Professor of Nursing

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### Profiles of Graduates from the Professional Doctorate: 1992-2009

#### Poster position 6

Co-authored with May L. Wykle, PhD, RN, FAAN.

The professional doctorate program at Case Western Reserve University has been in existence since 1979 and was redesigned as a post masters program in 1992. Since that time we have tracked the graduates and their career options. This presentation will be focused on the profiles of the graduates, including roles that they have assumed in professional practice, advanced education, business management and leadership, nurse executive positions in

major health care institutions, and professional associations. Particularly noteworthy are the graduates who have launched their own health care businesses, having been prepared with entrepreneurial skills as part of the doctoral program. Also of interest are the graduates outcomes related to securing research grants and publication of their doctoral research in top quality nursing and health care journals. Results are impressive. Graduates are very committed to continued involvement in enhancing the program; they serve as preceptors for current students.

## Mrs Tanya Gibson

4th year Professional Doctorate student/Head of Therapy

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### Factors Influencing the use of Postural Management Equipment Provided for Children with Cerebral Palsy

Poster position 7

#### Background

Postural management equipment is used in the management of individuals with physical or complex disabilities. At present there is a gap in the knowledge base of the views of carers, parents and individuals with disabilities who use this equipment. There is also limited qualitative evidence of the influencing factors in postural management equipment, despite the presence of a quantitative evidence base for postural management.

#### Objectives

1. To identify the factors influencing the use of postural management equipment by parents, physiotherapists, teachers, carers and learning support assistants.
2. To construct a theoretical conceptual framework representing these influencing factors.

#### Methodology

Principles of Grounded Theory methodology was used to inform the sampling strategies, collection and data analysis.

#### Methods, Setting, Participants and Analysis

Qualitative data was collected using focus groups and individual interviews. The setting was an independent residential special school for children with profound disabilities with participant groups of parents, physiotherapists, teachers, carers

and learning support assistants. Five participants per focus group and two rounds of individual interviews provided a sample of 35 participants. The data was transcribed verbatim and analysed using systematic line-by-line coding.

#### Results

Three participant groups were analysed to produce 10 categories relating to practicalities, financial implications, compromises, differing perspectives, knowledge and training, communication, effectiveness, quality of life, emotional aspects, and safety and manual handling. There was considerable overlap of factors between the teacher and learning support assistant groups which focussed on practicalities, knowledge and training and compromises whereas the therapist group highlighted aspects throughout all categories.

#### Conclusion

Identifying the influencing factors in using postural management equipment enables a conceptual framework to be constructed. This is context specific to the study setting and will be beneficial in planning, reviewing and implementing the use of equipment. This may enable therapists to improve the clinical effectiveness of an individual's 24 hour management programme.

**Dr Judith Kutzleb**

Doctor of Nursing

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**EBP Nursing Interventions for Improved Functional and Cognitive Outcomes in the Traumatic Brain Injury Population**

Poster position 8

Traumatic brain injury (TBI) results in a combination of physical, cognitive, and behavioral impairments, with an estimated 1.5 million Americans sustaining a traumatic brain injury every year. The overall purpose of this clinical project was to implement an evidence-based practice nursing management program for the traumatic brain injury patient to improve functional and cognitive outcomes, and reduce bedside patient sitters in the acute care setting. The instrument used in this population was the Orientation-Log (O-Log), developed by Dr. Thomas Novack, which measured orientation in terms of place, time, and situation. The evidence-based practice interventions included:

- Pulse oximetry and Blood pressure monitoring every two hours
- Toileting and limited distance ambulation (minimally 10 feet to maximally 25 feet) every two hours while the patient was in a wakeful state
- To assess orientation, a baseline O-Log administered within the first 24-hours of admission, then daily until discharge
- Physical Therapy integrated within 24 hours of admission

- Speech/Cognitive therapy integrated within 48 hours of admission
- Case Management and Social Service referrals within 24 hours of admission for discharge planning

The protocol established a structured approach to TBI patient management, and decreased sitter session usage by 80%. The intensive integration of physical and cognitive intervention provided patients with strategies to accomplish real-life demands. The strategic cycle of patient assessment, ambulation and toileting, and hemodynamic status evaluation enhanced patient monitoring and clinical intervention in TBI management. Comprehensive physical therapy and speech cognitive therapy sessions provided patients the opportunity to enhance their physical strength, independence, cognitive awareness, regulation of physical balance and sleep-wake cycles. Successful management requires an intensive and integrated multidisciplinary approach in concert with evidence-based practice protocols.

## Mrs Megan Lawton

Assistant Director CETL: Critical Interventions for Enhanced Learning

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### Who or what motivates engagement in Personal Development Planning (PDP)? Poster position 9

This is an investigation into human activity systems based around the roles, power and influence of staff in central departments working with academic teaching staff to motivate student engagement with PDP. The catalyst for this project was the design, delivery and introduction of ePortfolio software (PebblePad) by the University of Wolverhampton in collaboration with an external company, Pebble Learning. This software was developed to provide an institutional tool to assist the process of PDP and to offer both staff and students a way of recording and providing evidence of this process. After the successful completion of a pilot the software was offered to all staff and students in the institution.

I am using Soft Systems Methodology (SSM) for this project as I was not starting

with an easily identifiable problem that had a potential solution that could be evaluated. I am dealing with complex relationships, opinions and beliefs set within a multitude of different cultures. All participants in my research need to have a dialogue with me and the research. They need to know that I value their views and opinions. SSM offers a systems approach that allows me to view and make sense of a complex set of views and relationships.

This poster layout is based on a number of SSM stages and tools such as a rich picture, CATWOE, route definitions and real world comparisons.

I am due to submit my Doctoral Project in 2010.

**Dr Gonçalo M F C Lopes**

Professor Aux.

FAUP - Oporto University, Portugal  
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Poster position 10

This thesis provides a history of exchanges between architecture and the fields of cybernetics, systems research and computation, throughout the period of the last half century. In particular, it focuses on the encounters of the British professionals - Gordon Pask, Cedric Price and John Frazer - and provides a complete account of two outstanding architectural projects related to systems and computation - Generator and Japan Net. It also highlights the architectural relevance of these encounters and the importance of their contemporary legacy - the genesis of the systemic and computational paradigm in architectural design and the promotion of an evolving environment. The thesis is based mainly on research of Gordon Pask's personal archive (held by Ms. Amanda Heitler) and Cedric Price Archives (held at the Canadian Centre for Architecture).

The thesis is divided into three parts. The first part relates to early developments involving cybernetics and architecture. It includes Pask's career and the rise of a

second-order-cybernetics, as well as Price's breakthrough posture and tireless promotion of an impermanent architecture opened to user participation. The second part provides a complete account of Price's Generator. It focuses on the project's diverse phases and consultancies, and highlights John and Julia Frazer's contribution as systems consultants, which led this project to be acknowledged as the first intelligent building. The third part focuses on the rise of the information environment and the later reencounters between and achievements of Pask, Price and Frazer. It includes revisits to the Generator project, a complete account of the Japan Net competition entry, as well as pointing out outstanding ideas on evolving installations and essays of both Frazer and Frazer.

It becomes clear that the current architectural agenda, focused on the new techno-cultural order of the information society and an aesthetics of emergence can benefit from these seminal exchanges, encounters and projects.

## Mr Shaun Lundy

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### Ethics and Professionalism for Occupational Safety & Health Practitioners Poster position 11

This paper examines the ethical decision making dilemmas faced by occupational safety and health practitioners and the educational and continual professional development (CPD) requirements needed to meet the emerging challenges of this pertinent role in risk management. The function of a safety and health practitioner is a diverse and complex one covering a range of technical disciplines such as law, engineering, health and management, practitioners are also required to be a persuasive written and verbal communicators at every level of organisations. As a member of the Institution of Occupational Safety and Health (IOSH) Professional Committee the author is chairing a working group on the development of a new Code of Conduct

and Disciplinary Procedure with a view to also creating a additional syllabus requirement for undergraduate and postgraduate education of practitioners as well as a CPD specification for those already qualified. This research into practice is in real time and is due to be completed as the revised procedures and CPD are implemented in 2010. The methodology for the research has involved consultation at IOSH committee level with the formation of working group acting in some part as a focus group, semi-structured interviews with practitioners from a range of backgrounds to identify the nature of dilemmas commonly encountered in practice and examination of cases of allegations of misconduct received by IOSH.

## Ms Paula Mahon

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From the inside out: A critical ethnographic View of Paediatric Critical Care (PCC) Nursing  
Poster position 12

### Introduction/Background

Western health care is plagued with a shortage of nurses; critical care is no exception. In Canada, the shortage has been addressed by recruiting nurses from developing countries and increasing funding for nursing education (Aiken et al., 2004). The shortage has been associated with job dissatisfaction, particularly related to the work environment (Duquette et al., 1994). Most research on this topic has been conducted in adult units with very little in PCC units on how the social and political contexts contribute to nurses' decisions to remain or leave bedside nursing. This study will investigate this phenomenon.

### Proposed Methodology

A critical ethnographic study will be conducted in a PCCU at a tertiary care paediatric hospital in Western Canada. Critical ethnography, a qualitative methodology supports inquiry into work environments through interrogation of social structures, power, culture and human agency in specific contexts (Madison, 2005). Critical ethnography allows the researcher to acknowledge the influence of power, privilege, and biases on all aspects of the research process.

Purposive, theoretical sampling will be used to recruit at least ten currently and previously employed PCC nurses. Primary data will be collected through semi-structured interviews and participant observation. Secondary data will be obtained through interviews with other health care professionals working in PCC, and through gathering relevant media, institutional, professional and government documents. Analysis of the data will be inductive in nature and concurrent with data collection (Madison, 2005). Early analysis will inform the ongoing data collection process.

### Relevance to Practice

This work will provide a description of political and social features of nurses' work. It will highlight the consequences of these features on nurses' professional lives and their decisions to remain at children's critical care bedsides. Identifying the factors influencing PCC nurses and the consequences these factors have on their decisions may empower nurses to influence or change their work environments. Also, it will inform leaders endeavouring to create work environments that support nurse retention.

### Conclusions

Being an "insider" creates unique challenges related to coercion and confidentiality. To reduce the power differential effects, I have applied for a sabbatical from my management position for the project's duration. Effects of insider status will be a topic of ongoing reflection and the effects will be explored with staff and management. Every effort will be made to maintain research site and participant confidentiality according to established standards of the Canadian Tri-Council Policy Statement.

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- Madison, D. S. (2005) *Critical Ethnography: Method, Ethics, and Performance*, Thousand Oaks, Calif., Sage.

## Mr Andrew Maxwell

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DProf or PhD?

Poster position 13

Is post graduate study driven by perception rather than informed choice? Professional Doctorates (DProf) are relatively new on the academic landscape in comparison to the established PhD; often viewed as the “holy grail” in academia. PhDs are generally seen as an extension of under graduate or Masters Degrees for aspiring researchers whereas the DProf are for those individuals who wish to keep a foot firmly in their profession. Both disciplines have the same level of rigor.

The key differentiator between a DProf and PhD is the research focus; DProf based on practical learning experience, of broader scope and defined in terms of learning outcomes versus the theoretically based PhD. At present DProf are mainly restricted to business, education and health related fields although this is now extending into other areas. PhDs on the other hand cover a multifarious range of research topics with a narrower focus. However it is the method of entry into these advanced studies where the major difference lies.

DProf are typically appealing to mature age working people who are looking to post graduate study for professional development. The entry requirements are geared to prior experience, linking the

subject matter to an individual’s professional role in the workplace. The research focus is tailored to the work environment and course work tends to be a mixture of class attendance and self study. Reflective practice and accreditation of experiential learning can be important components of the DProf assessment process.

The opportunity of a postgraduate qualification through the extension of one’s professional experience was appealing to me and my employer. Other considerations stem from the course structure, a blend of motivators from workplace assistance and the strong cohort support network of like-minded students.

However, the “which is better” debate is still open. Recent experience studying with PhD distance learning students has given me a unique view in comparing both camps. There are parallels in approach however many of my cohorts were unaware of the DProf route as a viable equivalent to the PhD.

Which is better? And, indeed, is “better” the correct word? Both have a role however I would argue it is lack of visibility of the DProf which clouds the choice.

## Ms Beatrix Ruckli

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### The Lived Experience of Recovery through the Engagement in Creative Occupation Poster position 14

Several policies in the field of mental health guide the direction services are provided. On one hand, recovery from mental illness has been described as a subjective experience, on the other hand it is also a framework for mental health services across statutory and voluntary agencies.

In the field of mental health, occupational therapists use occupation as a therapeutic medium in order to engage patients. The Inclusion Web designed by P. Bates and team, is a tool that can be used collaboratively with the individual patient in order to find out her or his aspirations, social roles, interests and potential for lifestyle changes in the assigned life domains. Individuals are in different stages of their recovery journey from mental ill health and their level of engagement in any of these domains may vary accordingly.

Our department offers a range of occupation-focused interventions. The overall aim is to provide individuals with the opportunity to re-discover their creativity through engagement in personal, meaningful occupations. All of the above

interventions take place in the community. The participants' contribution to the diverse projects is honoured with exhibitions, open days and other informal contacts with the community.

At the moment, our team has only gathered anecdotal evidence of how beneficial and enjoyable the different projects have been for the individual participant. In my proposed study I would like to elicit the participants' lived experiences of engagement in their occupation of choice, how it helped them or hindered them in their recovery journey, how they have discovered their creative abilities and to what extent.

Creativity can be facilitated through the engagement in occupation. There is a strong belief amongst occupational scientists that the engagement in meaningful and purposeful occupation is closely linked to well-being or feeling good in one-self. However, the concept of occupation is complex and its link to health and well-being is still poorly understood.



**Dr Jon Talbot**

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Reflecting upon reflection: beyond reflective cycles for study at Doctoral level

Poster position 15

The poster presents a case study on the way students on the newly accredited Professional Doctorate (DProf) programme at the University of Chester are engaged in a deeper, more critical approach to reflective learning. The programme, which draws upon over a decade of experience with the use of reflective models, examines the issue of progression in respect of reflective learning and contains a critique of existing models, where 'reflection' is regarded as rational and hence unproblematic.

Many students at Chester have previously engaged at Masters level with reflective learning and the aim on the Doctoral programme is to go beyond their existing understanding of their own roles and

actions by encouraging greater contextualisation of that role within a broader framework as well as facilitating greater self awareness through familiarity with models of cognitive bias. The former involves developing a broader appreciation of the dynamics of their professional environment whilst the latter requires greater self knowledge. Both are undertaken at the beginning of the programme. Identifying the 'bias of the self' is not seen as an end in itself but the starting point for the acquisition of cognitive skills such as critical reasoning and logical thinking. The aim at this level is to facilitate 'straight' not 'crooked' thinking as the basis for further engagement on the programme.

## Mrs Jenni Templeman

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### The Professional Doctorate-a journey of discovery

Poster position 16

The poster reflects a student's experience during the neophyte phase of the professional doctorate in health and social care at a university in the northwest of England.

The journey of discovery commenced in 2008, driven by personal and professional aspirations of self-actualisation and career escalation. The aspiration of conducting 'real world' research within my professional discipline was a prominent influence.

Attributes of personal and professional experience, lifelong learning and leadership will directly impact on my role as a practitioner-researcher and proposed research. This student experience explores the matrix of research, critical leadership, personal development planning, reflexivity and change management.

Values and ethos of advanced learning and academic enquiry which underpin doctoral study provide realistic, manageable and stimulating experiences which will facilitate a future altruistic contribution towards an existing body of knowledge.

The neophyte transition phase from expert practitioner towards practitioner-researcher has been illuminating and imparts a sense of privileged knowledge and a healthy humility. The world is all around me and I have a part to play.

Current societal trends and complexity in changing health care systems will impact significantly on the future of nursing.

Emphasis will be on competent practitioner-researchers with leadership attributes to challenge and orchestrate this change. The professional doctorate offers discipline specific knowledge which is imperative to lead research in practice.

Research evidence suggests a heightened interest with regard to the introduction of the professional or taught doctorate which was first introduced into the United Kingdom in 1995 and is a relatively recent addition to the doctoral repertoire in the UK (Ellis and Lee, 2005; Lee, 2009). Salient drivers for the evolution of the professional doctorate in nursing include future healthcare delivery, the role of the consultant nurse, Higher Educational Institute trends and workforce development (Ellis and Lee, 2005).

#### References

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Lee, N. (2009) *Achieving your Professional Doctorate: A handbook*. United Kingdom: Open University Press.

## Mr Tony Wall

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### Seeking 'quality' in first person action research

Poster position 17

Action research (AR) practice is diverse and contested (Cassell and Johnson, 2006), but an area that is growing is the use of First Person Action Research (FPAR) (Marshall, 2004). This cluster of approaches can also be referred to as self-study or reflective practice, and can be seen to be an important approach within professional doctorates. Given the requirement for 'original contributions', and the localised nature of this type of research, research was undertaken to attempt to clarify 'quality' in this type of research.

There was a two stage approach to this research. First, a content analysis approach (Krippendorff, 2004) with a reflexive frame (Ahern, 1999; Reason, 2006) was adopted with FPAR texts. An existing framework for assessing the quality of qualitative research (Spencer, Ritchie, Lewis and Dillon, 2003) was used to generate categories and to interrogate the finer details of the FPAR texts. The second

stage was initial verification/validation by FPAR practitioners (at a conference and by a team of academic staff involved in assessing FPAR).

The research indicated that even within FPAR texts, practice is fragmented and diverse. However, a number of themes did emerge: the quality-'validity' link; capturing sufficiently 'thick description' to enable readers to 'relive' the researcher's experience; the use of others' voices to verify and/or validate; the 'practical outcomes' of the research; and the link between judging the quality of the 'research' and the 'report' of that research. Interestingly, the respective importance of each of these elements varied. The resulting quality framework is presented. However, treating these findings as tentative, and as part of an ongoing validation exercise, readers of the presentation are invited to record their own feelings, thoughts and views about the subject matter to enrich the analysis.

## Mr Tony Wall

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Towards our practitioner researcher community (of practice)

Poster position 18

In our higher education institution, there are a number of practitioners who are undertaking professional research in/on their practice. As with many other part-time, professional doctoral students, students are located away from the institution they study at. This often means their connection with the institution is weak and their engagement with much of the rich range of activities, and more importantly, engagement in the informal exchange of ideas between fellow researchers staff and students, happens in a most limited and infrequent manner.

Our community has started to gain momentum, and we have noticed how we and others in a similar situation to

ourselves create and maintain ad-hoc networks of contacts with researchers and fellow postgraduate students, who are not from the same discipline as themselves, who have only partial or often no overlap with their own work, but who are locationally proximate. The prime motivation for this is to form a sounding board and support network, to compensate for the lack of interaction with other researchers that is characteristic of the full time experience. We use the work of Lave & Wenger (1998) and Crowley & Jacobs (2002) to examine our experiences, using "Communities of Practice" that lead to "Islands of somewhat related expertise". We aim to learn from our sharing.

## Dr Suzette Woodward

Director of Implementation

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### Professional Doctorate Improving Patient Safety Implementation

Poster position 19

Patient safety is a high priority for everyone working within healthcare. However, while over the last decade or so there has been an outpouring of information to improve the safety of patient care, unfortunately, putting the recommended changes into practice has fallen short of their envisioned potential. My doctorate project was conducted in the NHS in England and Wales with the scope of the project limited to the acute care hospital setting in England and Wales. The project sought to identify how my employer organisation, the National Patient Safety Agency (NPSA) could support improvement in implementation. It sought to explore the factors that help or hinder successful implementation, through a

collective effort, using my personal experience and expertise, and that of NPSA colleagues, external experts and the most importantly the views of staff in acute care hospitals across England and Wales together with the literature. The findings led to the design and development of an implementation toolkit for the NHS. My project also received the Ken Goulding Prize for Professional Excellence 2009. The poster will describe the project, the output and my doctorate experience. Its impact on me personally and professionally, the contribution to my knowledge and understanding, as well as that of my work place, the NPSA, my professional areas, nursing and patient safety.

Additional Poster Presentation  
Dr Barbara Light  
Institute of Work Based Learning  
Middlesex University

Poster Position 20

*Do we need to frame knowledge to value it?*

This poster plays devil's advocate with the concept of recognition of professional and personal knowledge through a structural academic regime of awards. The existence of such a process maintains the power base of higher education institutions in recognising knowledge that can be accounted for in a way that suits the needs of the institution rather than those of the owner/creator of knowledge and the context that it might be applied to. Real world knowledge is often created in a messy and chaotic manner drawing on multiple players, sources and methodologies, and attempting to coerce it into a tidy shape that can then be evaluated and judged by academics using their own personal understanding and institutional guidelines can potentially devalue and limit that knowledge.

We need to reflect on how we as academics deal with knowledge and ask ourselves what mechanisms could really be used to measure leading edge knowledge that preserves or enhances its intrinsic value without recourse to academic tariffs and learning outcomes. For example, would it be more meaningful to use:

- societal measures in terms of value to humanity?
- organisational impact measures with a radial feedback loop encompassing key people and contexts?
- measures of contributions to professional contexts?

By challenging accepted academic assessment/awards systems with these questions in an open forum during the conference poster session, I aim to generate some fresh thinking on universities' relationships to knowledge created outside their walls.