

VÅRDANDE OCH LÄRANDE SAMMANFLÄTAS

I GENUINA MÖTEN

– erfarenheter, förutsättningar och ansvar

på utbildningsvårddavdelning

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ABSTRACT

Eskilsson, Camilla (2016). *Vårdande och lärande sammanflätas i genuina möten – erfarenheter, förutsättningar och ansvar på utbildningsvårdavdelning (Caring and learning are intertwined in genuine encounters – experiences, conditions and responsibilities on a Dedicated Education Unit)*, Linnaeus University Dissertation No 241/2016, ISBN: 978-91-87925-99-3. Written in Swedish with a summary in English.

Aim: The overall aim of this thesis is to create knowledge about caring and learning as an intertwining phenomenon at a Dedicated Education Unit and how it can be developed.

Approach and method

A lifeworld approach, based on the phenomenological philosophies foremost derived from Husserl and Merleau-Ponty was used and carried out in lifeworld interviews and with meaning-oriented analysis in accordance with reflective lifeworld research. The participants were: 13 student nurses (study I), 11 patients (study II), 8 supervisors (study III) all from the same DEU in orthopedic care and 10 managers from various DEUs (study IV).

Main findings

Intertwined caring and learning is most evident in genuine encounters between students and patients, supported by supervisors and managers. The intertwining is created in appealing challenges where students feel safe and ready. In the encounter with the patient they gain a sense of the whole where they can find their personal style. Patients, who feel invited to participate, could describe the encounter with students as genuine and a new dimension in nursing care. These encounters are characterized by closeness, thoroughness, accessibility, acknowledgement and sensitivity. When the encounter is less genuine, supervisors constitute an essential support for stabilizing the care. Supervisors constantly move in order to either stay close to or stand back, adjusting to the students' and patients' needs. Their demanding task as reflective supervisors requires pauses in order to maintain motivation. The managers' daily struggle in a stressful and challenging reality is influenced by them either *having* or *taking* responsibility. Differences in approaches are shown in terms of more or less involvement and commitment in caring environment and educational issues.

Conclusions

Genuine encounters are characterized by the core of both caring and learning and will thereby benefit both the students and the patients. Identifying and supporting genuine encounters is necessary for students, supervisors and managers. It is time to find ways to develop a unified view of how caring and learning can be intertwined.

Key words: Caring, learning, reflective lifeworld research, genuine encounter, dedicated education unit, phenomenology, lifeworld-led didactics