



# Megaphone Online

July 2019

## the voice of Health Sciences' staff and students

### New nursing curriculum approved

We are delighted to report that our new nursing curriculum received approval from the Nursing and Midwifery Council in June, subject to some minor amendments and with several commendations.

Professor Karl Atkin, Head of Department, said: "This is an incredible achievement of which colleagues, and the University, can be justifiably proud. This has been a great team effort involving staff, students and service users, which was clearly reflected on the day. This is an impressive and much deserved outcome."

"Congratulations to everyone involved."



#### In this issue:

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### Nursing student becomes Ambassador for Cancer Research

First year undergraduate nursing student Rebecca Reffold has become an Ambassador for Cancer Research.

Rebecca says: "For a long time I have wanted to volunteer in an area where I believe I could make a great contribution to, both on a professional and personal level. After studying the module 'Professional Identity' which I thoroughly enjoyed, I did some further research which sparked my interest to learn more about the politics surrounding nursing and become an advocate for patients, the nursing workforce and the public. This has led me to take on the role of an Ambassador for Cancer Research UK."

"I believe this role is going to enhance my knowledge greatly and give me many opportunities in the future to have a voice and work with the local media and local politicians within my constituency, Selby and Ainsty. I have already secured a meeting with my local MP at this extremely difficult time politically to discuss the Shoulder to Shoulder campaign which addresses the key issue of employment within the healthcare industry, an opportunity I am very much looking forward to."

Paul Galdas, Professor of Nursing and Deputy Head of Department (Nursing & Midwifery) said: "I am delighted that Rebecca has decided to become an Ambassador for Cancer Research UK. It's an excellent example of the leadership potential we aim to foster in all York nursing students. Rebecca will be using her enthusiasm and commitment to bring Cancer Research UK campaigns to life, influencing politicians to make cancer a priority. We are all really looking forward to supporting Rebecca in this exciting role."



### Cake sale raises funds for

Master of Public Health student Lucy Flatley recently held a cake bake to raise money for The Lullaby Trust. The Trust raises awareness of sudden infant death syndrome (SIDS), provides expert advice on safer sleep for babies and offers emotional support for bereaved families.

Thanks to donations from staff and students, Lucy raised £80.



### Students attend Future Mental Health Nurses Conference

Third year mental health nursing student Lou York and fourth year Mental Health MNursing student Molly Crosland recently attended the Future Mental Health Nurses Conference held in Edinburgh.

Lou said: “My friend Molly and I were grateful to win a place at the Future Mental Health nurses conference in Edinburgh. The day was fantastic, we met many other student nurses from all different backgrounds and aspirations, heard the stories of previous service users explaining how much they had transformed their lives, and heard from the Director of Nursing of Scotland.”



*Picture shows: left, Lou York and right, Molly Crosland.*

She continued: “We attended a trauma informed care workshop in the afternoon which was fantastic because it really gave us some insight as to what it must be like to live with trauma, and how we as nurses can support these individuals. The day was highly beneficial to my learning, motivating and valuable. I would highly recommend mental health nursing students to apply next year as I am so grateful to have had this opportunity.”



## Student News

### PhD student attends 1<sup>st</sup> International Conference on the Mental Health & Wellbeing of Postgraduate Researchers

Sarah Masefield, a third year Health Sciences PhD student, was supported by the University to attend the first International Conference on the Mental Health and Wellbeing of Postgraduate Researchers in Brighton (<http://www.ukcge.ac.uk/article/mental-health-wellbeing-conference-blog-410.aspx>). Sarah presented at the conference on the peer-support initiative “How to survive your PhD (and enjoy it)” (<https://www.york.ac.uk/research/graduate-school/support/survive-your-phd/>) that she founded at the University of York.



The conference was run by the Universities of Sussex and Portsmouth in association with Nature and the support of the UK Council for Graduate Education (<http://www.ukcge.ac.uk/>). They established the conference (which will take place again next year) because: “there’s a well-worn trope when talking about doctoral study – it’s all a matter of survival. Undertaking a doctorate, we’re told, is a battle. A battle won, not by the smartest, but the most resilient. We believe this view is fundamentally wrong and it’s time for us to change the conversation.” An article published by Nature to correspond with the conference provides more background information on the issue (<https://www.nature.com/articles/d41586-019-01492-0>).

The conference, held during Mental Health Awareness Week, brought together over 150 academics, postgraduate researchers (PGRs) and representatives from student support services and graduate schools across the world. The delegates attended a series of presentations and workshops to discuss the challenges experienced by PGRs and how research and support activities can help reduce the risk of mental ill-health and poor wellbeing associated with the PhD experience.

Sarah founded the PhD Survival project at the University of York in 2017, working with a group of current and recently graduated PGRs from across the University to develop a guide, website and workshops for new PGRs. The aim was for PGRs to share information and tips between year groups and foster a sense of PGR community which could help to reduce PhD-related stress and mental ill-health. Sarah wrote a blog for the conference and delivered a half hour presentation to around 40 delegates about the project and the role of peer-to-peer support in improving PGR wellbeing. The presentation was very well received with lots of questions and social media activity. Sarah has been invited to write an article for Nature (published soon).

Sarah was supported to attend by the York Graduate Research School and Research Excellence Training Team. Prof Tom Stoneham and Dr Karen Clegg are continuing to support the project and its expansion to include a further 3 workshops on finishing your PhD and surviving your viva (25th July), surviving PhD fieldwork/data collection (September), and surviving the international PGR experience (November). The main PhD survival workshops will run again on 23rd October 2019 and 5th February 2020. Registration is via SkillsForge. Printed copies of the guide will be available for distribution to new PGRs in October. If you have any questions or would like a copy of the guide, email Sarah Masefield ([scm541@york.ac.uk](mailto:scm541@york.ac.uk)).

## Teaching News

### Shaping the future of Midwifery Education

Helen Recchia, Programme Lead for BA (Hons) Midwifery writes: “The Midwifery Education Team recently hosted an awareness event to consider the draft Nursing and Midwifery Council (NMC) standards for midwifery education.”

“This informal event was an opportunity to explore the potential impact of the standards on midwifery education, particularly in relation to the formation of a new midwifery curriculum at the University of York. Invites were circulated to midwives, student midwives, women using maternity services and trust representatives. The event was really positive and enabled attendees to share their thoughts on the content of the future education standards.”

She continues: “It is significant for student midwives to stay abreast with current changes to midwifery education and practice and this was an opportunity to seek their opinions on their future profession and also encourage them to submit their responses before the consultation closed on May 9<sup>th</sup>. It was pleasing to see so many of our student midwives present at the event.”

For further information in relation to the draft NMC midwifery standards please visit: <https://www.nmc.org.uk/standards/midwifery/education/>



### Lecturer presents at Royal College of Midwives Education Conference

Lecturer in Midwifery seconded Steph Marriott presented a poster at the RCM education conference in Bath in June. The poster was titled: developing communication skills in complex social situations for third year undergraduate midwifery students.

Better Start Bradford’s personalised midwifery care team, which provides maternity care in the areas identified by the Born in Bradford cohort study as having the highest levels of social deprivation and poorest health outcomes in the city.

The poster explored how the secondment of a midwife from this team to the midwifery education team has enhanced complex social situation communication workshop for the University’s third year student midwives.



### Staff present at University of York Teaching and Learning Conference

#### Death and Disaster: Using Lego to explore complex real-world problems

Beth Hardy writes: “Humans have played games for centuries and many games have been developed for learning. Jo Rose and I led a workshop at the recent learning and teaching conference about using Lego games as a mechanism for learning.”

“Relatively recently the theory of gamification has emerged in the literature. The principal idea behind gamification is that game design and game elements confer such power to people that it can transform their relation with services, products, policies or even everyday tasks that can be monitored tracked and modelled within a ‘gamespace’ (Beza, 2011). Gamification enables gamers to test theories and ideas with a freedom to fail without real world consequences, and with real-time feedback. This enables gamers to learn from mistakes and errors.”

“Drawing on our own teaching in the fields of disaster management and end of life care, Jo and I invited participants to play two games ‘Disaster Island’ and ‘Going Home’, followed by discussion of how participants might use Lego in their own teaching. 21 of the participants stated that following the workshop they have something to take away to apply to their own teaching.”

#### Interprofessional Education (IPE) Event

Helen Bedford, Lecturer in Midwifery writes: “Alison Smalley, Carole Lindsey and myself hosted a workshop with Katie Graham from Social Policy and Social Work, showcasing an innovative interprofessional education event which has been facilitated for undergraduate midwifery and social work students for the last successive academic years. The interactive one day event has been evaluated very positively by students and is becoming embedded in both curricula.”



### Support for Parents of Deaf Infants

The Child Oriented Mental health Intervention Centre (COMIC) research team, led by Professor Barry Wright, has been awarded funding by The National Institute for Health Research (NIHR) to conduct a systematic review of early support interventions for parents of deaf babies.

There are approximately 50,000 deaf children in the UK; over 90% are born to hearing parents, most of whom were not been expecting a deaf child. Deaf children are more likely to have delays in language and cognition (Peterson, 2015), delayed educational outcomes (NDCS, 2018) and poorer long term outcomes including increased unemployment (Action on Hearing Loss, 2015). Deaf children across England have been found to have 2 to 3 times the rates of mental health problems compared to other children (Roberts et al, 2015). Early support for parents is therefore important.

Early detection of deafness through the Universal Newborn Hearing Screening Programme (UNHSP) quickly followed by parenting support programmes improves many negative outcomes (Yoshinaga-Itano, 2003). However, parenting support across the UK varies in content and frequency. Whilst nearly all deaf children are allocated a Teacher of the Deaf (ToD) for support there is currently no universal offering in terms of the frequency and nature of support, or an established manualised early parenting support programme.

The COMIC team will conduct a systematic review of the research evidence, for early parenting support interventions, between 0-5 years of deaf infants with a hearing loss of 40dB or above. Before the systematic review begins in July 2019, the team are holding a meeting in London on Friday 12th July to gather information about what support is currently offered in the UK and to discuss experiences of good practice for parent support for deaf infants.

To find out more about the research or register for the meeting please contact Jane Blackwell ([jane.blackwell2@nhs.net](mailto:jane.blackwell2@nhs.net)), Barry Wright ([barry.wright1@nhs.net](mailto:barry.wright1@nhs.net)), or Megan Garside ([megan.garside@nhs.net](mailto:megan.garside@nhs.net)).

### Study reveals female cannabis users are underrepresented in health research

Research at the University of York has shown that women are underrepresented in research into the links between cannabis and psychosis, which could limit understanding of the impact of the drug.

In a review of scientific literature over a number of years, Ian Hamilton from the Department of Health Sciences, found that the majority of research reflects the experience of male cannabis users, with very limited information on how women react to the drug.

They also found that there was little research on cannabis psychosis in countries where cannabis use is high. Research tends to be focused in America, Europe and Australia, missing the impact of the drug in Africa, Asian and the Middle East, where very little is known about the number of people that develop cannabis psychosis.

Ian said: “Across the world governments are opening up access to cannabis for health or recreation. This means that it is important that people have access to information about the risks as well as benefits of using cannabis.”

“Cannabis psychosis is one risk which can have a devastating effect on an individual and their family. Building on previous research from the University of York, we reviewed the evidence linking cannabis to psychosis, and identified two significant problems.”

“One such problem relates to gender bias. The research we looked at predominantly includes men and not women; this could link to a wider problem with the lack of female scientists in addiction research also.”

“The other issue relates to geographical spread of addiction research; we are missing a large population size in not focusing study in areas outside of America, Europe and Australia.”

“We could gain much more knowledge on the risk of cannabis psychosis by including other countries and cultures.”

The study suggests that more attention needs to be on who is at risk of cannabis psychosis as well as the health implications of taking the drug. This research has to include more women and countries across Asia, Africa and the Middle East, the researchers argue.

Ian added: “We need to accept that cannabis psychosis is about more than genetics or biology but is effected by social factors such as where and how young people grow up and the problems they experience as they develop.”



## Research News

### Writing Week goes to the Oscars!

Writing Week in York Trials Unit provides a supportive environment for thinking, researching, writing and publishing. This is important for the Unit as a whole and for individual personal and professional development.

Three Writing Weeks are held each year and each year there is a new theme. This year it was “Films”. During the last Writing Week held in June excellent progress was made with developing research ideas, grant applications, abstracts for conferences, writing papers and reports, undertaking secondary analyses of data and much more.

Congratulations go to the winning team for June which was “Avatar” led by Liz Cook (Team Director) and to the star writer who was Heather Leggett of “Toy Story”. Congratulations also to the overall team winner for 2018/19 which was “Crouching Tiger, Hidden Dragon” led by Natasha Mitchell (Team Director) and to Ada Keding who won the Fellowship Award.



Picture shows: left, Natasha Mitchell and right, Izzy Coleman

Stephen Brealey hosted this year’s Writing Week. When tracked down on the red carpet he commented that “unlike a box of chocolates, we always know we’ll get Oscar winning performances in Writing Week – everyone did brilliantly and it was a joy to be the host of this theme”. The next writing week theme is...“Chocolate”!



Picture shows from left to right: Alexandra Dean, Charlie Welch, Emily Peckham, Liz Cook, Debbie Huskins, Sam Gascoyne and David Torgerson.

## Staff News

### Hello

We wish a very warm welcome to new members of staff who have joined the department recently, these include: Malini Pires, Jo Poskitt, Charlotte Endacott, Ally Chadwick, Megan Russell, Charlotte Diamond, Heather Leggett, Kalpita Joshi, Joe Golden, Laura Doherty, Ailish Byrne, Sally Floyd, Joshua Bradbury, Helen Elsey and Lauren Burke.

### Goodbye

We also wish a very fond farewell to those who have left the department over the last few months, including: Catherine Preston, Camila Maturana, Rhian Gabe, Claire Hirst and Charlotte Boyce.



If you would like to make a submission to future editions of Megaphone, please contact Jane Milsom ([jane.milsom@york.ac.uk](mailto:jane.milsom@york.ac.uk) or tel **01904 321392**).