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*Meeting spaces: co-constructing
conversations about suicide in
undergraduate nursing education*





Co-constructing conversations about suicide in undergraduate nurse education

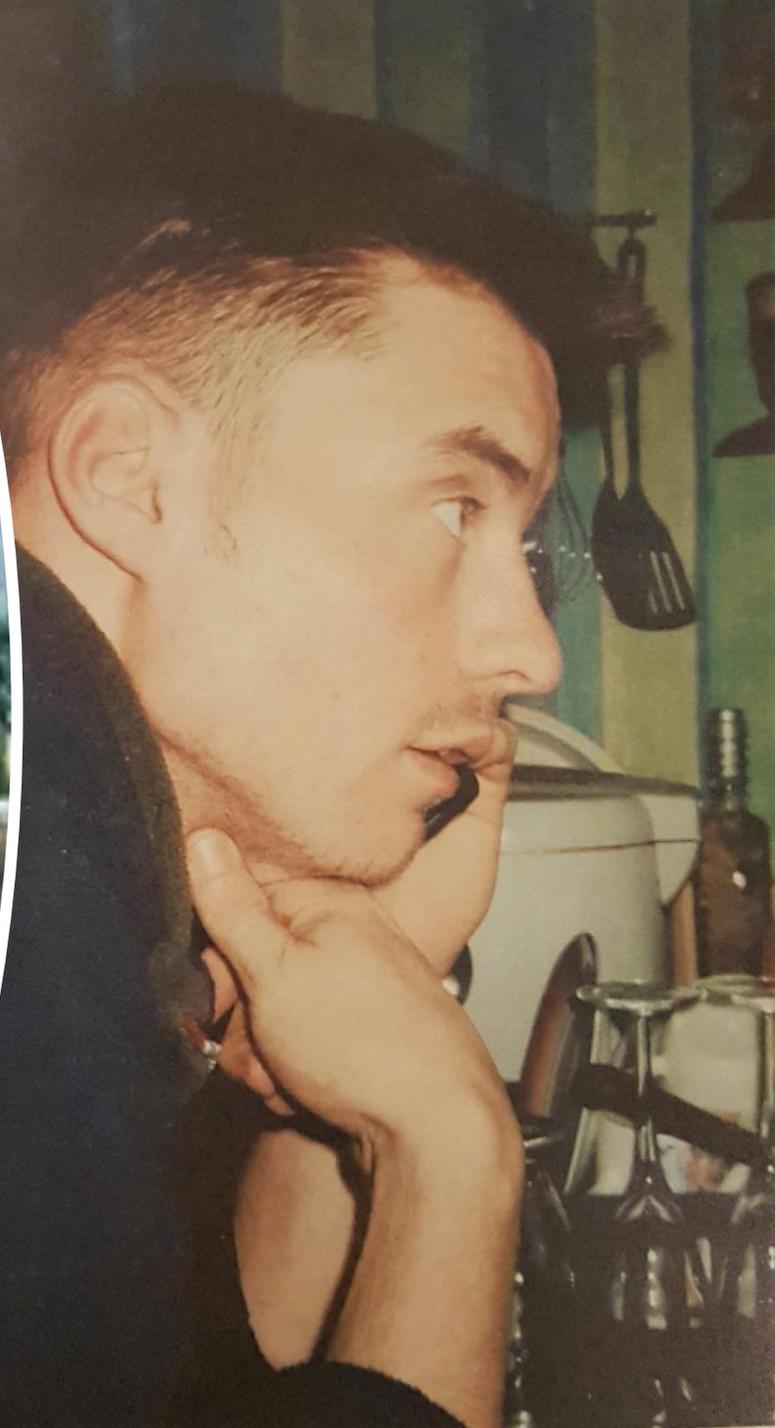
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Researcher stance and background



The gap in knowledge



Gap in policy, delivery, education and professional codes



Themes from Literature



Struggle to care – cultural, demands on wellbeing



Disconnection – negative attitude, custodial care



Finding connection – co-presence, experiencing a caring person



Research Question

What is needed to engage in meaningful conversations about suicide between nurses and suicidal people?

Objectives

1. To identify what is needed to engage in conversations about suicide from the perspective of the person who has experience of feeling/being suicidal.
2. To identify what is needed to engage in conversations about suicide from the perspective of the student nurse.
3. Using information from the above, suggest how might this apply to nurse education and practice?



Methodology

Design

- An interpretivist methodology of constructivist grounded theory (Charmaz, 2014) was used. This was underpinned by a symbolic interactionist framework.

Participants

- Sixteen nursing students took part in focus groups (n=3) across 3 years of an undergraduate degree programme. Experts by Experience took part in interviews (n=9). Focus groups and interviews lasted between 45 and 90 minutes

Methods

- Data was collected via semi structured interviews, focus groups and field notes. Methods included theoretical sampling, constant comparative analysis, initial and focused coding, category identification and theoretical sensitivity and saturation.

Findings – People with experience

Major category	Minor category
<p>Arriving to suicide Lost in uncharted space</p>	<p>Harbouring pain and fear Internal secret world External world</p>
<p>Unceremonious pivotal encounter Cycling in distorted space</p>	<p>Lost in translation</p>
<p>Human pivotal encounter Emerging in Illuminating space</p>	<p>Presencing</p>
<p>Connecting Illuminating space</p>	<p>Seeing strength Seeking unity</p>

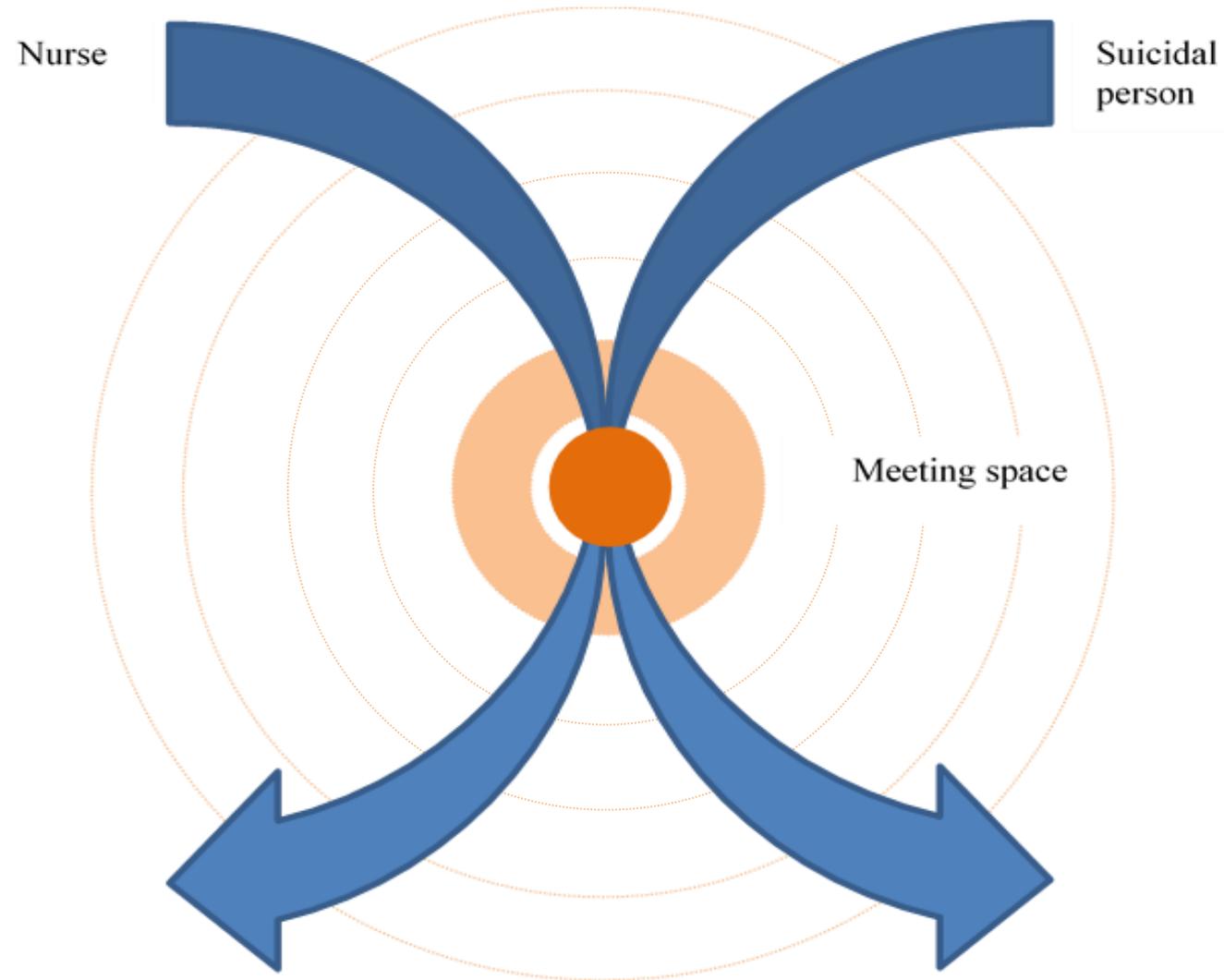
- ‘One of the nurses turned around and said, you know we have ill people in here to treat you are wasting our time’ (Shaun).
- ‘...and my doctor basically told me, I don’t know what you have got to be depressed about you have got a job, and you’ve got somewhere to live’ (Vivienne)
- ‘All people want to do...is stop you from doing the act without understanding. They don’t ask you why you feel like that what is going on inside your head?’ (Nikita).
- ‘...that is the most powerful thing someone has ever done for me is just to say that I am here for you’ (Bridgette).
- Their body language, the way that they look at you, the way that they connect with you, with their eyes... it says more than the words that they use you know. It’s a whole thing’ (Lillian)
- ‘A lot of it was putting the ball in my court and what did I think and what did I want to do, and did I really mean to do this?’ (Shaun)
- ‘It was a message, this tiny message that I was worth something’ (Joan).

Findings – Student nurses

Major category	Minor category
Lost in translation Limiting spaces	Harbouring fear
Establishing self belief	Emotional limitations Limitations of knowledge
Establishing belief in other	Medicalising suicide Personal explanations
Experiencing Dissonance Distorted spaces	Professional self Personal self
Emerging Illuminating space	Seeing shared humanness

- Let them approach the subject if they want to talk' (MH3).
- 'How do you know how true it is? It is awful to say but sometimes you don't know?' (A1).
- 'There's always discussion about time period when they organised it and if they were going to be discovered in some way shape or form' (MH10).
- 'I know where I live that really has clouded people's judgement and they just roll their eyes to it and they don't take it very serious' (MH2)
- 'Your hands are tied in a certain respect in a lot of things to do with nursing, all the new legislations which stop you from trying to be that caring nurse' (MH3)
- '...am I crossing the line here if I sort of enter in to this human relationship with a person? You are getting close to them as another person rather than as a patient and a nurse' (MH7)

Grounded Theory – Meeting Spaces



Buber's Six Spiritual Teachings

(Adapted from Kramer, 2012, p. xxxvii)

All real living is meeting

- Heart searching
- Your own way
- Seeking resolution
- Beginning with yourself
- Turning towards the other
- Standing here

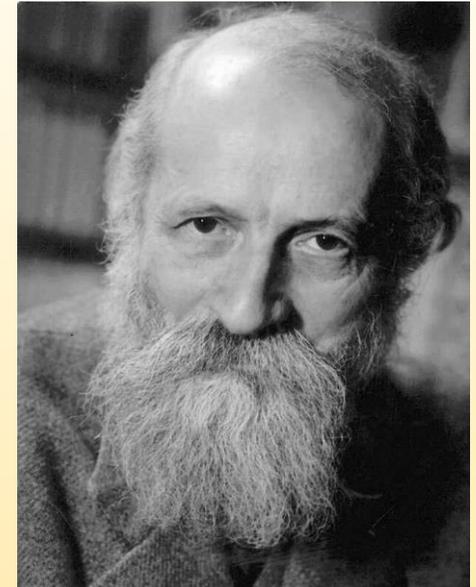
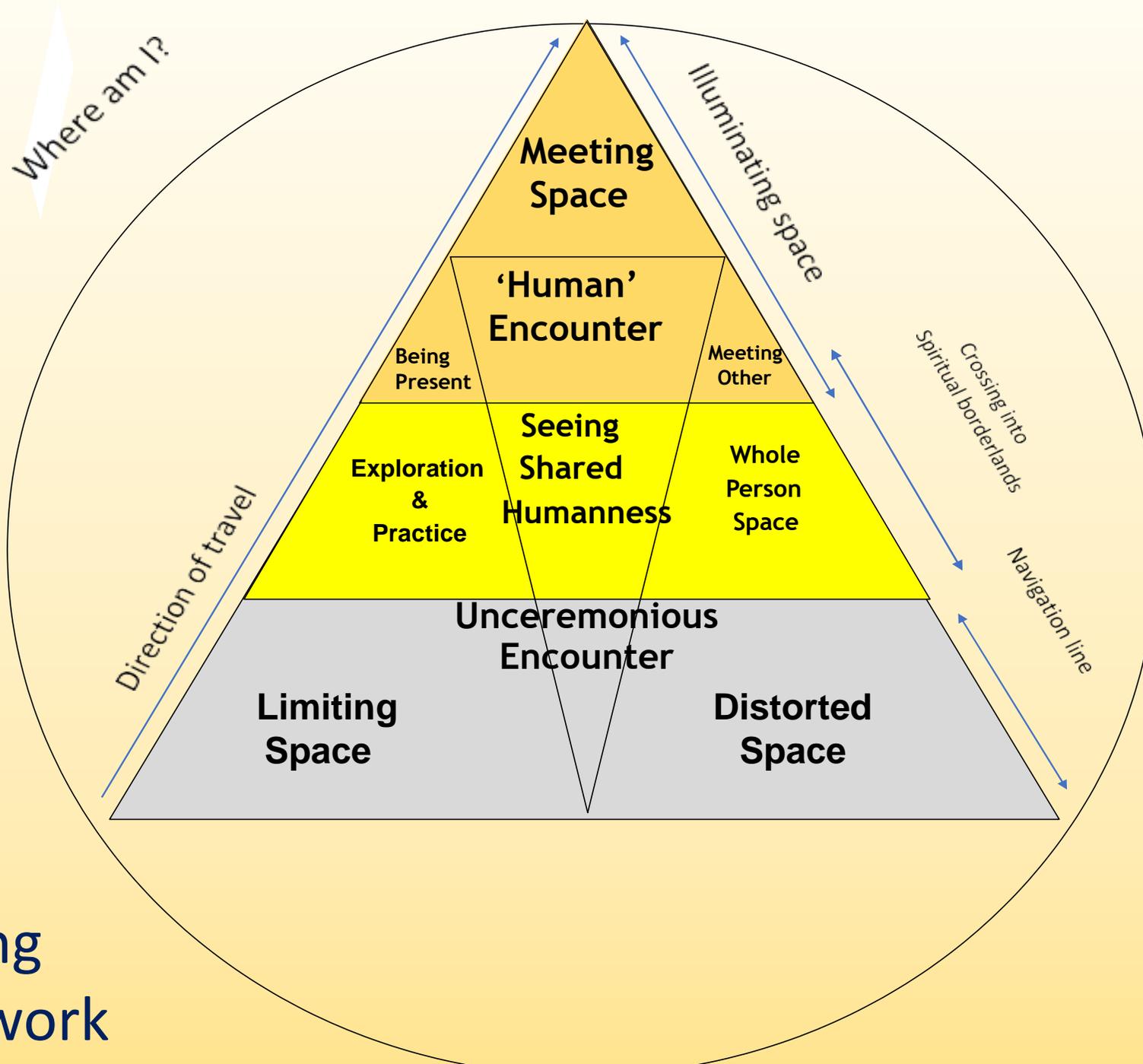


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The Meeting Space Framework

Going Forward

- A certain kind of space is required to support engagement in meaningful conversations about suicide
- *The meeting space framework* is flexible to different learning styles (Kolb, 1984).
- It can be explored in seminars, presented in templates for interactive and systematic learning
- Students can work on the framework in private beyond the classroom discussions.
- It lends itself to independent discovery, prepared exercises and interactivity.
- It can also translate into clinical practice; linking theoretical, spiritual and practical perspectives to the clinical context.
- The core of the model is interhuman relations and the *co-construction of meaning in meeting spaces*.
- The construction of meaning is whole person to whole person.
- The educator should also know where they are in relation to the matter of suicide.

Thank you

Any questions?



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