

2018 First Year Experience (FYE) grants

Embedding transition pedagogies in the curriculum

Application form

Project applications (expressions of interest) must be submitted on this form.
Applications must be submitted by **10am Monday February 19th, 2018**.

Applications are to be submitted by email to Kathy Egea, UTS FYE coordinator at Kathy.Egea@uts.edu.au.

Project applicant/team leader:	
Name: Tamara Power	Position: Senior Lecturer (Nursing)
Contact email: Tamara.Power@uts.edu.au	Contact phone no: 9514 4552
Faculty: Faculty of Health	
School/Department (if applicable): NA	
Other applicants if team application:	
Name:	Position:
Name:	Position:
Name:	Position:
Title of project: Embedding empathy	
Transition subject involved: 92435 Communication and Diversity	
Endorsement by Associate Dean (Teaching and Learning)	
I endorse this project application and confirm that embedding of the project outcomes in the subject will be supported by the Faculty.	
Signed	
Date:	
Have you received one or more FYE Grants previously?	
<input checked="" type="checkbox"/> Yes – Reports from earlier grants will be taken into account.	
<input type="checkbox"/> No	

Project outline (max 1-2 pages) (See guidelines for detail)
A brief description of the aims and rationale for the project

In developed countries, commencing cohorts of undergraduate nursing students are becoming increasingly ethno-culturally, linguistically, and socio-demographically diverse. In Spring 2017, 761 students were enrolled in Communication and Diversity. Of these, 52% were domestic students, 48% were international and nearly 30% were aged over 26 years (University of Technology Sydney 2017). Students coming from such diverse backgrounds has connotations for student's emotional intelligence and ability to express empathy toward each other as it is well documented that students prefer to study in homogenous groups (Fozdar & Volet 2016). A lack of empathy also contributes to a lack of on campus connection, yet feelings of belonging directly influences retention (Kahu & Nelson 2018). Mature aged students and Indigenous students in particular, report a lack of social integration on campus (Carter et al. 2018; Rubin & Wright 2017).

Empathy is also at the core of nursing practice, however, in a short, in-class exercise, in Spring 2017, students demonstrated little ability to formulate an empathetic response to a hypothetical case study. In a tutorial exercise named *'and then I said'* students were given a short transcript of a person in crisis (e.g. reporting domestic violence or substance abuse issues) and asked to write down how they would respond to the person. In one class, 2 out of a potential 60 responses could have been considered maybe sympathetic. None of the responses were empathetic, and the majority were judgemental, potentially damaging and unhelpful. This was an alarming outcome in a cohort of future nurses.

In a recent focus group (November 2017) run to evaluate student's perceptions of the subject content and assessments and the success of a previous FYE grant (Digital Stories of Diversity) the *'and then I said'* exercise was discussed at length. One student stated: *'You think you're empathetic, but then when someone reads it out loud, I'm like that's not really empathetic'*. Students were keen to improve their skills and learn from each other, with another stating: *'I felt like it was one of the only subjects where we were actually able to have any kind of discussion, and actually hear other people's perspectives. There should be a subject about just empathy as well'*. Recognition of the need to provide nursing students with more opportunities to learn about and practice empathy has prompted this application. If successful, this First Year Experience Grant would fund embedding further empathy content and practice opportunities throughout the semester that would culminate in an authentic summative assessment (a face-to-face simulation). Nathan Wiltshire, a UTS alumni and founder of Empathy Experiences <http://www.empathy-experiences.com/about/> has agreed to share his intellectual property and assist to restructure the subject and assessments. This grant will fund: Nathan's time to assist to restructure content; testing of a summative empathy simulation; and transcription of a focus group to evaluate the content.

First Year Curriculum Principles for Transition Pedagogy (TP) addressed by the project

Diversity

Explain how each of the selected principles selected frame the new practice in your application.

Diversity

This project embodies the principle of Diversity in that it recognises the diversity of the student body and seeks to form an inclusive cohort that have developed empathy for each other and their future patients. Built into the project is recognition that the cohort contains students who belong to "at-risk or equity groups" and the pattern and timing of engagement of the graduate-entry students entering the second year of the course (Kift 2009, p. 41). Embedding empathy exercises and activities throughout the subject, will provide multiple opportunities for students to interact and learn from each other. In terms of the grant guidelines, this project will contribute to:

- Strategies for introducing or improving and embedding tutorial activities to help students to get to know and collaborate with others and feel included

- Introduction of authentic designs in assessment tasks in line with the new assessment policy ...
- Strategies that support students to develop their professional identity and sense of belonging early on in their course

Other University/Faculty/Course/Subject priorities addressed (optional)

Several university priorities such as gender equity, the Ally program (awareness of issues related to sexual and gender identity), accessibility and inclusion, cultural diversity and realising the full capabilities of Aboriginal and Torres Strait Islander peoples (University of Technology Sydney 2015), are addressed in the subject content, and would be complimented by the further cultivation of empathy in students.

Key project activities and timeline, including appropriate activities that engage the overall teaching team (if applicable)

March-May – working with Nathan to redesign subject activities^{1&2}. May-June – submission to ethics and Faculty Courses Committee and writing and testing the simulation³.
July – October – delivering redesigned content and running the focus group^{3,4,5 & 6}.

Your evaluation strategy ie how you will know that the project has been successful, with particular focus on the transition pedagogies that you have chosen, and how will you collect information to improve the outcomes?

In addition to qualitative questions added to the Student Feedback Survey, ethics approval will be obtained to run a focus group with students to guide future delivery of the sessions. These measures will assess the success of the project and if it has assisted the transition to university, feelings of acceptance and mastery of empathy.

Project Budget (insert table or spreadsheet if appropriate) **and budget justification** (remember to add on-costs – approximately 16%) Salary rates- see guidelines for comments.

	Activity	Rate and volume	Amount
1	Consultant fees for Nathan Wiltshire	Casual Professional Staff HEW 5 s1051 \$45.82 / hour plus 16% on costs = \$53.15/hour x 60 hours (budgeted at approximately one day spent designing and re-writing each tutorial)	\$3189.00
2	Tamara Power's time to work with Nathan	In-kind x 60 hours (budgeted at approximately one day spent designing and re-writing each tutorial)	0
3	Tamara Power's time	In-kind x 30 hours (budgeted by time to complete simulation templates, write a marking matrix, set up and test the simulation with volunteer students, write the ethics application and application to FCC to change assessments, and run the focus group)	0
4	Focus group transcription	One hour, 10 voices (based on transcription of November focus group using Pacific Transcription)	550.00
5	Focus group refreshments	\$10/head for 10 students	100.00
6	Refreshments for students to test empathy simulation	\$20/head x 8 people (I have a group of students who volunteer to test and refine simulation experiences HREC ETH16-0953)	160.00
	Total		3999.00

References

- Carter, J, Hollinsworth, D, Raciti, M & Gilbey, K 2018, 'Academic 'place-making': Fostering attachment, belonging and identity for Indigenous students in Australian universities', *Teaching in Higher Education*, vol. 23, no. 2, pp. 243-60.
- Fozdar, F & Volet, S 2016, 'Cultural self-identification and orientations to cross-cultural mixing on an Australian university campus', *Journal of Intercultural studies*, vol. 37, no. 1, pp. 51-68.
- Kahu, ER & Nelson, K 2018, 'Student engagement in the educational interface: Understanding the mechanisms of student success', *Higher Education Research & Development*, vol. 37, no. 1, pp. 58-71.
- Kift, S 2009, *Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian higher education: Final report for ALTC Senior Fellowship Program*, Brisbane
- Rubin, M & Wright, LC 2017, 'Time and money explain social class differences in students' social integration at university', *Studies in Higher Education*, vol. 42, no. 2, pp. 315-30.
- University of Technology Sydney 2015, *Equity and Diversity*, viewed 5th December 2015, <<http://www.uts.edu.au/about/equity-and-diversity/overview>>.
- — 2017, *Subject dashboard - 92435 Communication and Diversity*, viewed 12th February 2017, <C:\Users\Tamara\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\M6UNOJFN\Subject Dashboard-en-au-92435.mht>.