Detective or educator? Swedish telenurses’ understanding of work.


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The purpose of this presentation:

To describe the different ways of understanding work among a group of Swedish telenurses
Telenursing in Sweden

First line of health care
Swedish Health Care Direct, 1177
Callcentres with telenurses
75-90 calls per workingday
Opportunity to influence public health
No clear descriptions of duties the telenurses

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How study the variation of ways of understanding?

Qualitative method
A useful way to investigate people’s thoughts and experiences

Phenomenography research approach
Studies the variation of conceptions, or ways of understanding in a group of people
Data collection

Twelve Swedish telenurses interviewed 2004 – 2005, five of them twice

- 17 interviews
Categories of description

• Assess, refer and give advice to the caller
• Support the caller
• Strengthen the caller
• Teach the caller
• Facilitate the caller’s learning
Assess, refer and give advice to the caller

“be able to give the caller good advice or a good referral… the person… gets help from me… either here and be assessed or wherever the person will go to get help. Or… you give direct advice on the phone, which they can use themselves like self-care advice” (nurse 3)
Support the caller

“when you get to mother them. And ask if they have eaten, if they have friends, if they go out and how school is going and whether they have money for food…unsure and recently left home and mother is away, don’t want to phone mother and tell her that you are not managing” (nurse 10)
Strengthen the caller

“You have thought this out so well, you already know exactly what you need to do. Sometimes you are a sounding board for parents…” (nurse 8)
Teach the caller

“I told him to turn on the tap and stand there and rinse his hand while we talked, he had already rinsed it for five minutes, so when I explained to him that it actually depended on how big the injury was and so on he could kind of follow me with this reasoning and cell death and all these things, I could hear by his tone that he was one of these people who questioned me…I had to explain things properly. And he thought it was all right the whole time we talked, we talked certainly for ten minutes - or he listened mostly” (nurse 11)
Facilitate the caller’s learning

“that we don’t only give advice but also try to educate over the phone for that they will manage by themselves next time…, you do it if you feel it’s a patient asking for it, or you feel is able to receive it … then you do it, but the patient doesn’t always want to be educated or… is able to receive it because of different reasons” (nurse 5)
# The outcome space

| 1. Assess, refer and give advice to the caller |
| 2. Support the caller |
| 3. Strengthen the caller |
| 4. Teach the caller |
| 5. Facilitate the caller’s learning |
Relevance for clinical practice

There are different ways of understanding the telenursing work

According to Sandberg (1994) this means that work is performed differently

One number to Swedish Healthcare Direct, but different health services?

Leading to a variation in both health outcome and patient satisfaction?
Applicable for telenursing competence development

The outcome space - a telenursing workmap.

This can be used for reflection, giving telenurses a chance to see other ways of understanding work, besides their own.

To reach highly competent telenursing, the five ways of understanding work found in our study, are all needed.

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