Nosey Parkers?

Professional curiosity in nursing and social work

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Department of Mental Health and Learning Disabilities 2016

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Curiosity - an essential attribute

- Curiosity and a desire to enhance and develop nursing knowledge are vital in nursing practice. (Easton 2010)
- There is a need for health care professionals to make routine enquiries -'the need for professional curiosity is paramount'. (Kirtley 2013: 10)
- Qualified, experienced, advanced SW should use critical thinking augmented by creativity and curiosity (BASW 2015 online).
The impact of a lack of professional curiosity (PC)

• Lack of professional curiosity repeatedly cited in enquires into the abuse of children.

• “Some families are very good at providing professionals with what they need to hear” [Disguised compliance] (Woolmore, interviewed by Naqvi 2013:15)

• Woolmore argues that in order to see “…beyond the barriers put up by families says it is vital social workers retain their ‘professional curiosity’”.

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Purpose

• Research question:
  o What is the significance of professional curiosity to contemporary nursing and social work practice?

• Aims:
  o Identify the knowledge base that has been produced by nursing and social work.
  o Identify themes with significance for trans-disciplinary practice.

• Objective:
  o To highlight the contribution that professional curiosity may make to practice in both professions.

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Methodology: Scoping Study

(Arkesy and O’Malley 2005)

1. Determine research question
2. Identify items
3. Select items
4. Charting the data
5. Summary

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Identifying items

• To identify the literature produced in social work the following databases were searched from 2005 to 2015:
  – Medline,
  – Psychinfo,
  – Soc Index, Cinahl,
  – ASUS
  – SCOPUS

• The search term used were ‘Professional curiosity”, “Professional curiosity” and “social work” and “curiosity” and “social work”.

• This process was then repeated for nursing, with ‘nurs*' substituted for ‘social work’.
Selecting items

• The social work search produced 29 results of which 20 were not about social work, 4 not on PC. One was a book review.
  – 4 were accepted.

• The nursing search produced 27 of which 22 did not meet the criteria and 1 was prior to 2005.
  – 4 were accepted.

• The iterative search produced 9 items results, none of which met the criteria.

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<table>
<thead>
<tr>
<th>Name</th>
<th>Milner V.</th>
<th>White J.</th>
<th>Voshel E.</th>
<th>Shenaar-Golan V. &amp; Gutman C</th>
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<td><strong>Source</strong></td>
<td>Social Work Review</td>
<td>Canadian Journal of Counselling</td>
<td>Reflections: Narratives of Professional Helping</td>
<td>Social work with Groups</td>
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<td><strong>Title</strong></td>
<td>Mapping the new frontier of Foodbank social work</td>
<td>Working in the Midst of Ideological and Cultural Differences</td>
<td>Reflections of a Field Director</td>
<td>Curiosity and the Cat: Teaching Strategies That Foster Curiosity</td>
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<td><strong>Practice area</strong></td>
<td>Models</td>
<td>ADP</td>
<td>Reflective</td>
<td>Education (group work)</td>
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<td>Expert opinion</td>
<td>Expert opinion</td>
<td>Expert opinion</td>
</tr>
<tr>
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<td>Relevant</td>
<td>Relevant</td>
<td>Low relevance</td>
<td>Very relevant</td>
</tr>
<tr>
<td>Name</td>
<td>Kedge, S and Appleby, B</td>
<td>Kedge, S and Appleby, B</td>
<td>DeSilets, L. D., &amp; Dickerson, P. S</td>
<td>Eason, T.</td>
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<tr>
<td>Year</td>
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<td>2009</td>
<td>2010</td>
<td>2010</td>
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<tr>
<td>Country of origin</td>
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<td>USA</td>
<td>USA</td>
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<tr>
<td>Source</td>
<td>British Journal of Nursing</td>
<td>British Journal of Nursing</td>
<td>Journal of Continuing Education in Nursing</td>
<td>Creative Nursing</td>
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<td>Title</td>
<td>Promoting a culture of curiosity within nursing practice</td>
<td>Promoting curiosity through the enhancement of competence</td>
<td>Continuing nursing education: Enhancing professional development</td>
<td>Lifelong Learning: Fostering a Culture of Curiosity</td>
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<td>Education</td>
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<tr>
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<td>Relevance</td>
<td>Very relevant</td>
<td>Very relevant</td>
<td>Low relevant</td>
<td>Very relevant</td>
</tr>
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</table>
What is professional curiosity?

- “What makes me question, know, act, ask again, recognize” (Freire 1998: 80)
- “A state of arousal brought about by complex stimuli that leads to exploratory behavior” Shenaar – Golan and Gutman 2013: , after Berlyn 1960
- “A desire to know, to see or to experience that motivates exploratory behavior directed towards the acquisition of new information” (Litman 2005: 793)

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Areas where curiosity plays a role

✓ Helps us engage with other cultures
✓ Helps clients explore their world
✓ Enhances reflection
✓ Enhances accountability
✓ Professional development

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Lessons from child protection: Uncovering the ‘real’ story.

**Whose story do we hear?**
- The client?
- The carer?
- Other professionals?
- Our employers?
- Our own?

Impact of stereotyping and professional prejudice?

Reflection - how do you know, what you don’t know?

How do we uncover the story?

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Factors that inhibit us hearing and responding to the story

- Tactical lack of curiosity – to avoid ‘nosiness’
- Assumptions
- Uncertainty
- Lack of time
- Lack of inclination – going through the motions
- Anxiety
- Culture – don’t go looking for work
- Lack of insight into practice
- Lack of creativity in looking for solutions

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Mind Expanding: The importance of nurturing your own curiosity

• In nursing and social work in the UK, practitioners need to provide evidence of continued development to maintain their registration.

• Professional curiosity is a driver in acquiring knowledge and updating skills (Eason 2010).

• Competence impacts on self-esteem, self respect, professional status and meaningful work (Desilets and Dickerson 2010).

• It is a life long process (Eason 2010).

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Enquiring minds: The importance of curiosity for educators

• The educator’s role is to:
  “… keep alive the sacred spark of wonder and to fan the flame that already glows” (Dewey, 1938: 34).

• “…good professional practice is driven by knowledge of the latest theory and research” (Munro 2011:19)

• Effective pedagogy must incorporate elements that promote interest and curiosity (Shenaar –Golan and Gutman 2013).

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Nurturing curiosity through education

- **Zone of curiosity** (Day 1982)

- Make training meaningful:
  - ✓ Clear linkage of the impact of curiosity in the clinical environment (Kedge and Appleby 2010).
  - ✓ Practice dilemmas and role play.

- Curiosity needs to be encouraged across modules as an essential aspect of reflection.

- Develop understanding of:
  - ✓ Issues to be alert to, such as, CSE and potential signs etc
  - ✓ How to respond (channeling their curiosity appropriately)
  - ✓ Legal framework, for example, young peoples competence.

Become what you want to be
Professional curiosity: The importance of curiosity for employers

Systems

- Continuous Professional Development - Professional development underpins the role of social workers and nurses (Desilets and Dickerson 2010).

- Reduced hierarchy can reduce risk of organisational abuse.

- Inflexible, bureaucratic systems – hit the target, but miss the point.

- Legal implications, for example, Female Genital Mutilation

Become what you want to be
Professional curiosity: The importance of curiosity for employers

Culture

• Open cultures encourage challenge to existing practices and development of innovative practices.

• A culture which fosters curiosity is critical to sustaining a dynamic workforce (Eason).

And

• A dynamic work environment promotes professional curiosity.

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The employer’s role in nurturing curiosity

- Links to pay and promotion
- Study leave
- Secondments
- Staffing levels
- Time
- Value and cultivate professional opinion vs routine
- Fund training
- Develop ‘champions’ in specialist areas.
- Use specialists consultants

Become what you want to be
Discussion

- **Aim 1**: Identify the knowledge base that has been produced by nursing and social work.

  - The nursing literature has a clear focus on education and the continued development of competence, whereas the social work knowledge base is more disparate in focus and origin.
Discussion

• Aim 2: Identify themes with significance for trans-disciplinary practice.

✓ Serious Case Reviews identified the following inhibitors to PC:
  ➢ Making assumptions
  ➢ Fitting information to early hypothesis
  ➢ Lack of understanding about specific issue
  ➢ Lack of knowledge of legislation
  ➢ Pressures of work,
  ➢ Stress
  ➢ Reluctant clients
Discussion

- **Objective:** To highlight the contribution that professional curiosity may make to practice in both professions.

- The knowledge base for professional curiosity in social work and nursing is still in its infancy.

- What is meant by professional curiosity as opposed to ‘common sense’ curiosity still requires clarification.
Discussion

Limitations

i. Hearing practitioner’s voices on practice.

ii. Social work and nursing articles in non-discipline specific journals were not included.

iii. Earlier articles not included.

iv. Literature by other professionals not included.

v. Nursing articles focused on the impact of professional curiosity in the classroom as opposed to it’s impact in practice.

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Recommendations – the need to define terms

Curiosity by professionals *encompasses*:

- *Knowledge acquisition* – includes exploring situations, evidenced based practice, life long learning etc.

- *Reflective praxis* – exploring and developing our practice and the governing factors that may limit it, for examples systems and culture of organisations.

- *Purposeful Information gathering* from all sources in connection with an intervention and towards specific goals.
Recommendations – the need to define terms

Professional curiosity describes a method of practicing:

- a strengths based and goal focused approach to engaging with individuals. A partnership of exploration that can enable the client to learn as much about themselves as the practitioner does (Buechler 2004).

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<table>
<thead>
<tr>
<th>Practitioners</th>
<th>Employers</th>
<th>Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I remaining curious and inquisitive about what I am</td>
<td>Is the “front-door” organised to ensure optimum conditions for the</td>
<td>Is a culture of openness promoted in relation to practitioners’ anxieties</td>
</tr>
<tr>
<td>seeing and assessing?</td>
<td>receiving and recording of information?</td>
<td>and uncertainties?</td>
</tr>
<tr>
<td>Am I open to new information?</td>
<td>Am I able to prioritise the needs of people with TBI over performance</td>
<td>Are students set practice orientated examples &amp; role plays which stretch</td>
</tr>
<tr>
<td></td>
<td>targets where necessary?</td>
<td>them, but are still achievable?</td>
</tr>
<tr>
<td>Would I be prepared to change my mind about this case?</td>
<td>Do assessment forms encourage the recording of gaps in understanding?</td>
<td>Are students taught how to critically scrutinise evidence?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there sufficient quality and quantity of evidence for</td>
<td>Does the culture allow for professionals to challenge each others</td>
<td>Are students encouraged to challenge their biases?</td>
</tr>
<tr>
<td>judgment?</td>
<td>findings?</td>
<td></td>
</tr>
<tr>
<td>Am I exploring process as well as content?</td>
<td>How are habitual practices avoided?</td>
<td></td>
</tr>
<tr>
<td>Am I able to challenge this person?</td>
<td>Can I recognise when staff are under stress?</td>
<td>Are students taught how to clearly pass on information?</td>
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</table>

Recommendations: curiosity check list (after Broadhurst et al. 2010)
Conclusion

Curiosity has a central and overlapping role to play in our training, professional practice and individual development.

- So what questions are you going to ask?

Curiosity is the very basis of education, and if you tell me that curiosity killed the cat, I say only that the cat died nobly.” (Arnold Edinborough cited in Shenaar-Golan 2013)
Thank you for listening

Any questions?

Contact Dr Andy Mantell at:

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References


References

• Harbeck Voshel E (2012) Reflections of a field director: An opportunity to look into the past and see the future. Reflections 18 (2) 24-31.
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• Shenaar-Golan V and Gutman C (2013) Curiosity and the cat: Teaching strategies that foster curiosity. Social work with groups 36(4) 349-359
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Acknowledgements

• We would like to thank Jo Delree for her support