

PERSPECTIVES IN BUSINESS AND HEALTHCARE MANAGEMENT NEWSLETTER

Issue 3 Sept 2020



Note from the Editor

Editor Natalie Quinn-Walker writes:

“Hi, hasn’t it been a strange year? From the 23rd March, subjected to lockdown and social distancing, Arden University moved entirely online. This edition of our new newsletter provides a range of articles and free online training sessions? The reality of lockdown resulted in the cancellation of events and families needing to distance to reduce the spread of COVID-19, and we all have had to adjust to a new norm. This *newsletter* provides you with the opportunity to share educational, insightful information and new and upcoming research. If you wish to contribute or sound ideas off us, you’re welcome to email us at:

perspectivesbhm@arden.ac.uk



Natalie Quinn - Walker
Healthcare Management Lecturer

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Mr Saikou Sanyang



Dr. Alison Watson



Welcome Note:

Let us firstly introduce ourselves. We are Dr. Alison Watson and Mr Saikou Sanyang, Interim Heads of School. We will be overseeing the School of Business until the new Dean of the Faculty of Business is appointed. We would like to commend you on the resilience you have shown during this time. It is challenging working from home, schooling from home and completing your degrees, but you are succeeding, and this is due to your commitment and determination to progress. Thank you!

Program Update - Business

We have been very busy adding enhancements to the first year of the BA (Hons) Business content. Such development will be rolled out to other modules during the next academic year. The academic team have also been writing module guides in readiness for them being uploaded to the VLE. This will help all students to understand their module and key texts. The postgraduate (PG) full-time online learning offer commences in October 2020. This is exciting and will see more structured teaching sessions and interactions. We are in the process of developing five digital PG degrees. Watch this space for more information....

The team are currently recruiting two positions. Firstly, for an Accounting and Finance lecturer in Birmingham and secondly, a PTL who will lead the development of Arden's first degree in a foreign language. The development of the MBA International (Mandarin), enables Arden to directly accommodate the needs of a specific Chinese student segment. The team will be writing the content in both English and Mandarin. The programme has huge potential in terms of student numbers and it is anticipated that this will develop further programmes being translated into other languages. We have a new Chair of the Research Committee who is keen for the School of Business and Management to become involved in Knowledge Transfer Partnerships. This is a great opportunity for Arden, academic teams and employers. Other developments planned for September include the development of specific business skills workshops. The Academic Skills Tutors (ASTs) have designed a number of online workshops to help business students with their academic skills development.

Program Update - Healthcare Management

The 'September 2019 to July 2020' academic year was not without its tests, I must say, but I think if there is anything I have learnt from it, it is the resilience of my programme team, and of course yourselves - our students. The reason I say this is because despite the challenges brought on by the Covid-19 pandemic, lockdown and the tragic loss of lives, healthcare colleagues (many of you included) continue working in frontline jobs and looking after us all. Often in very challenging situations, you continued to engage with your studies and work hard to submit your assignments. At the programme level, this hard work and commitment has translated into good levels of student achievement across Blended (BL) and Distance Learning (DL).

As we emerge from the lockdown to face 'a new normal', my team and I have been working on developments, such as tailored programme and module-specific guides, academic support skills workshops and guest speaker events to support employability. In light of this, you will be pleased to know that we have been working with other stakeholders in the University to provide a refresh to module contents and resources. This work is initially focused on level 4 modules with a view of expanding it to levels 5 and 6 soon. The improvements gained here will provide us with a further opportunity to make improvements to the programme during the Periodic Subject Review (PSR) scheduled for October/November 2020. Exciting times ahead!

We are also pleased to share with you our plans to develop new postgraduate programmes over the next year or so. We see employer and alumni engagement as the mainstay of this development process. I think this is hugely exciting; please watch this space for further information....

Finally, August 2020 saw the return to studies for DL students. For BL, September will see our return to campus. In this vein, my team and I have been working with Centre Managers and respective Student Support teams to make sure we are able to deliver sessions safely and efficiently - both face-to-face and virtually. I suspect you will have already received communication about arrangements for centre teaching in September. Really, just to say we are looking forward to seeing and engaging with you all.

The coronavirus outbreak - otherwise known as COVID-19 - originated in the city of Wuhan in China and has severely impacted not only the UK economy but the global economy. The effect on global economies is largely down to quarantine, self and enforced isolations and the lock down of almost all non-essential sectors (Amaro 2020). The effects of coronavirus have not only impacted individuals' health but subsequently led to pressure on the NHS and its facilities (Cupurdija 2015).

Despite the pressures, I think it has helped us appreciate the NHS and care providers even more. Now, as we take stock of the past few months and in looking further beyond the lockdown, in the absence of a vaccine, the efficient management of health is vital in supporting the economic performance and stability of countries.

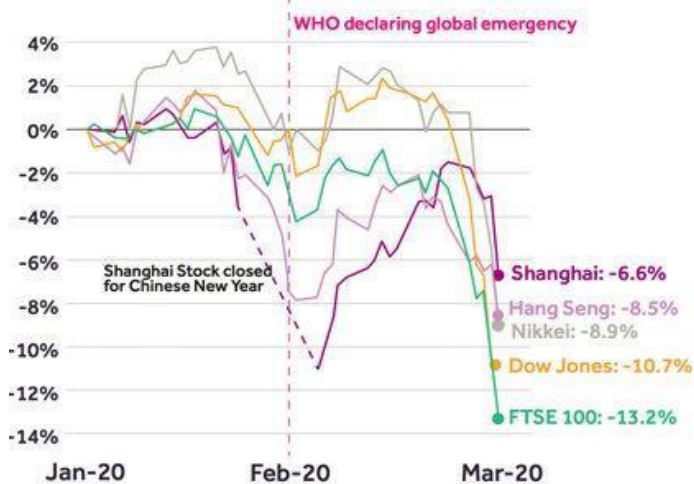


The Economic Impacts of Coronavirus on the UK

Article by Nurudeen Oladejo
Healthcare Management Student

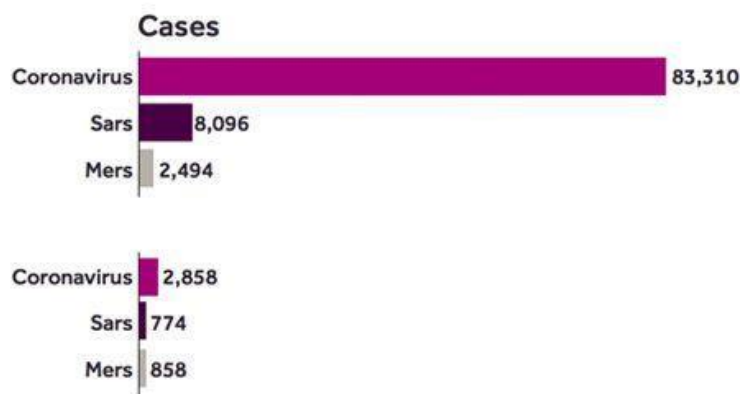


Coronavirus impact on stock markets



Comparison between new coronavirus and similar outbreaks

Worldwide cases



Source: World Health Organization, Updated 28 Feb (08:00 GMT)

Consultancy. 2020. Governments must act to stop Coronavirus causing financial crisis. London: Consultancy. Available from: <https://www.consultancy.uk/news/23980/governments-must-act-to-stop-coronavirus-causing-financial-crisis> [Accessed 21 July 2020].

Boyce and Brown (2019) corroborate the link between health management and economic growth. Arguably though, Covid-19's effect will ultimately transcend the economic impact it has already caused. For instance, Altman (2020) contends that the effects of the Covid-19 would lead to anti-globalisation due to a decline in foreign investment, merchandise trade, international business passengers, among others.

The economic concerns of Covid-19 is really a concern especially so as the UK economy relies heavily on the service industry. Indeed, raw data available of the UK economy seems to suggest a looming economic disaster due to the collapse of the tourism and manufacturing industries in the UK economy (Amaro 2020).



Furthermore, the outbreak of Covid-19 has necessitated social distancing measures to contain the deadly bug, which has led to an increase in unemployment benefit claims, recession, school closures etc. (in the UK) (Kemp-Benedict 2020). Even so, while social distancing and other relief packages will lessen the impact on national and global economies and health, it has simultaneously lead to a reduction in production activities, raising the possibility of a deep recession in the UK economy (Kemp-Benedict 2020) and almost all major economies.

The cautious part of me says it's too early to determine the true extent of the impact of social distancing. However, based on historical outbreaks of a similar nature, such as the Spanish Flu, SARS, and Ebola outbreak in West Africa, the average economic reduction seen was 7%, with Canada claiming as much as a 20% fall in its economic activities (Leslie et al., 2020). Leslie et al. (2020) argues that with most UK businesses in lock down since late March 2020, with 80% using furloughed scheme, there is bound to be a steeper decline in UK's GDP - one higher than 'know' historical averages.



The Economic Impacts of Coronavirus on the UK cont'd

Article by Nurudeen Oladejo
Healthcare Management Student

The future growth of the UK economy will be severely affected due to deteriorating human capital, unsteady global trade and investment, among others (Leslie et al. 2020). The concern is that the effect of this will be felt in the healthcare sector - specifically the health and wellbeing of health workers and communities they serve. In line with this, Pritchett and Summers (1996) assert that wealth is the driver of health since labour productivity is enhanced by good health. Pritchett and Summers (1996), further state that better health is increased by increasing income. Therefore, Workers are more physically and mentally energetic and robust if they are healthy (Bloom et al. 2004). Alsan et al. (2006) argue that good health enhances investment and savings, which are a vital influencer of economic growth.



The Economic Impacts of Coronavirus on the UK Cont'd

Article by Nurudeen Oladejo
Healthcare Management Student

In addition, foreign investors are attracted to a healthy population - that is, longevity as a result of a healthy population might indicate that retirement savings could be used for investment, thus, boosting a nation's economy (Bloom et al., 2004). Population size is also increased by health improvements, thus, promoting productivity and reducing mortality. A final point is that the adverse economic impact Covid-19 is likely to have on UK's healthcare and the health and wellbeing of the population cannot be underestimated if previous case studies are to go by.

In conclusion, the Covid-19 outbreak will potentially impact the UK economy adversely, perhaps to an extent that cannot be fully forecasted as we speak, due to how fluid the situation is. Nevertheless, as we gradually return back to normalcy, one should not expect things to go back to the way they were before. While I do not think the 'new normal' should be approached with trepidation, the next couple of years and how we manage the ensuing economic recovery, will 'make or break' the current healthcare services as we know it.

Embrace the Change, Choose to Understand

Ben Roughton



Covid-19 restrictions in face-to-face education have led to a more blended approach, including digital methods, planned for this academic year, than expected by students. This, in turn, steered some learner's decision to postpone their studies until the following year, due to the fear of an inferior educational method. This view is not surprising when educational history is considered.

Hansen (2017) states that University education traditionally originated to educate the higher-class. Lower-class opportunities were later amplified with the creation of distance learning methods in the nineteenth century. In 1891, Ticknor (cited by Karsenti, 2013) conveys the opportunities for the underrepresented during 1873, with 10,000 women undertaking courses with both hard copy materials and tutor communication sent via the mail.



The origins of educational models focus on behaviourist learning, where the educator is portrayed as the master, whilst passing their knowledge to learners through lectures. Behaviourism though, is only one of three main learning paradigms. Cognitive constructivists learn through experience, which enables reflection and the ability to form conclusions regarding theory in practice. Social constructivists require the views of many to discuss different perspectives leading to enhanced understanding of theory interpretation. Both constructivist paradigms align with Kolb's (1984) model of learning and Honey and Mumford's (1992) learning styles.

Clearly, individual learning styles dictate preferences for particular learning methods. However, a thorough understanding of which methods suit which learning styles enhances awareness of the appropriate choice. Pragmatists require experimentation of theory, activists learn through experience itself, reflectors form judgements through evaluation, whilst theorist draw their own conclusions

Embrace the Change, Choose to Understand

Cont'd



The cyclic nature of learning requires autonomy from the learner as putting theory into practice, having an experience, reflecting upon the experience, and drawing own conclusions are all essential for continuing learning loops. The ongoing cyclic nature enables assimilation of theory, and therefore deep understanding. Digital education has a crucial benefit when promoting learner autonomy. The large-scale peer-on-peer connection creates environments whereby numerous views can be voiced and heard. Goldie (2016) explains how the accessible resources within digital models created the modern learning theory called connectivism. The nature of digital education also requires learners to undertake their own activities away from the classroom. Alongside digital lectures focused on behaviourism, the resources available enable learning through cognitive constructivist and social constructivist paradigms (Duke et al., 2013).

For digital educational methods to create an environment promoting autonomy, the connectivism theory must be utilised effectively by encouraging engagement between peers. Digital platforms require appropriate construction with a focus on learner engagement. Durak et al. (2017), emphasise how educators must become facilitators within the connectivism learning theory if all paradigms are to be incorporated. The balance of paradigms alongside autonomy of learning, enables the cyclic nature of Kolb's model to be sustained.

Many scholars reinforce the benefits of educators acting as facilitators (Altuna and Lareki, 2015; Barrable, 2018; Mitchell, 2017; Selepe and Moll, 2016; Xu and Shi, 2018), evidencing the necessity for learners to become more responsible for their own learning, if they have a desire to continue learning, whilst understanding interpretation of theory within varying context. With an appropriately designed digital platform, the autonomy required can be created, however, this article's purpose is for the reader to obtain enough knowledge to ignite an internal motivation to take responsibility for their own learning regardless of the digital platform used.

In conclusion, it is essentially for the learner who will use digital education - perhaps to their detriment or benefit. The choice of whether to take responsibility for sustaining a long-term learning cycle can be made by the learner now or waste time waiting for the digital platform to encourage it.



Sleep Matters

Article by:

Natalie Quinn - Walker

Healthcare Management
Lecturer and Module Leader

The World Health Organisation (2015), implies health is the state of complete mental, physical, and social wellbeing, with an absence of disease or illness, and is the reflection of the prevention of mental disorder and rehabilitation of the individual. Nearly a quarter of the population in the UK will suffer from a form of mental health problem, with depression being the most common emphasising the importance of self-care (Mental Health Foundation, 2014). This year's Mental Health Awareness Week, which took place on 14th - 18th May 2020, Mental Health Foundation, the theme focused on the connection between sleep and mental health. Sleep is vital for the body to recover from our everyday activities. Fundamentally, interrupted sleep can impact upon the mental concentration and capacity of the victims to complete simple tasks.

There is no 'magic pill' to cure depression, as anti-depressants only compress the depression. Self-care and engaging with supportive services can assist with overcoming depression, as it provides the person with the opportunity to participate in down-time. Thus, re-focusing their energy on positivity and their health, encouraging growth. Maslow's Hierarchy of Needs (1943) outlines the basic human needs, and without sustaining these, the person may struggle with their mental health, thus, affecting their ability to self-care. Furthermore, Maslow (1943) explains that sleep is one of the fundamental basic needs for someone to function, and a lack of sleep has a profound effect on your mental health. Consequently, poor sleep can become a contributing factor to mental health issues as the person begins to struggle with physical exhaustion, thus, leading them to suffer from low moods and depression.

The Mental Health Foundation (2011), raises their concern that people are not achieving enough sleep to maintain their mental health. Dijk *et al.* (2010), state that adults averagely should be sleeping seven to eight hours per day. However, in reality, how many people sleep a full eight hours a night, with work, children, and schooling to consider. Thus, resulting in them having difficulties in developing personal relationships as they struggle to engage in fruitful conversation, due to exhaustion of the mind.



Sleep Matters Cont'd

Many students have to juggle, work, relationships and their degree with multiple deadlines looming, and often struggle to balance these evenly. Therefore, emphasising the importance of maintaining a healthy pattern of sleep, benefiting their mental health, as this could reduce some of the pressures they are dealing with. Zager *et al.* (2007), remind us, that sleep is vital for our bodies development, as it allows the body time to protect the immune system and process the information we have come across throughout the day. Many students have to juggle, work, relationships and their degree with multiple deadlines looming, and often struggle to balance these evenly.

Furthermore, the Mental Health Foundation (2011), emphasises the need to see poor quality sleep as a public health issue, as it can lead to such a vast number of consequences. Not only mental health issues, but it also leads to accidents, placing others in harm's way. Mental Health Foundation (2016), recommends the use of a four-step programme that could HEAL or address some of the sleep issues that are occurring. Firstly, consider the body's health, are there any physical or mental health issues that may be affecting the sleeping pattern?

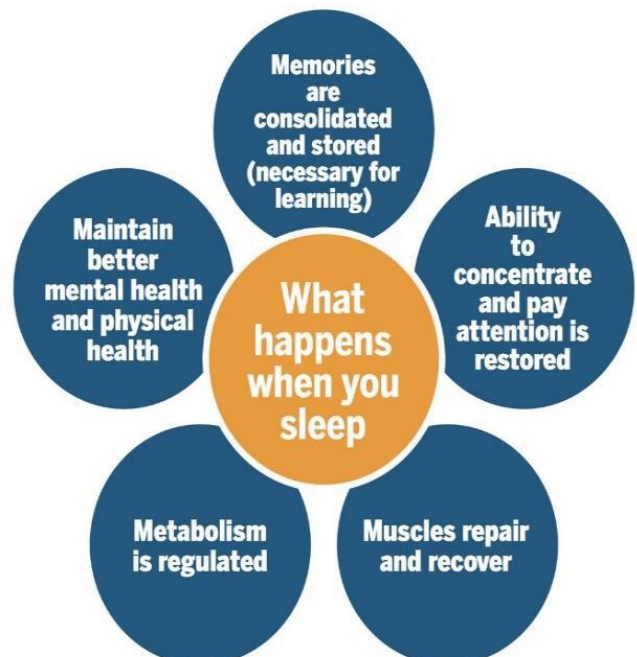
Sleep matters. People need to review the structure of their bedrooms by adjusting their light and the placement of their bed. Often people struggle with maintaining a good sleeping pattern due to work patterns or shift-based work, therefore, leading them to sleep when possible. Thus, leading to poor quality sleep. Mental health issues such as depression and anxiety can restrict the person from falling asleep or result in waking up several times throughout the night. If someone has any of these health issues, it would be recommended for them to visit their GP for further information and support.

The environment is another factor that needs to be considered. The removal of the television from the bedroom or reducing screen time on tablets and mobile phones before bedtime can improve the quality of sleep, as the mind is active and unable to relax. Although removing of television, maybe deemed dramatic, this vital trick could allow the person to relax, as they begin to associate the bedroom with sleeping, rather than watching television in bed.

Therefore, this links to a person's attitude. This reflects upon the person reducing their engagement with technology before bedtime. Instead of using technology devices, read a book, or listen to calming music (Mental Health Foundation, 2016). These simple changes could reduce anxiety and allow the person to drift off into a calming sleep state. Using mobile phones or watching television, stimulates the brain, thus, making it more difficult to drift off to sleep. Thus, resulting in a restless night. These simple tasks ultimately lead to lifestyle changes. Mental Health Foundation (2016) recommends dietary changes, including eating less sugary meals and engaging in exercise.



Sleep Matters Cont'd



Sleep. 2020. Austin: The University of Texas at Austin. online]. Available from: https://www.healthyhorns.utexas.edu/HT/HT_sleep.html [Accessed 21 June 2020].

Various types of non-communicable diseases are prevalent in the world today; diseases such as cancer, Alzheimer's, diabetes, to name a few. These diseases are rampant, and each has a high mortality rate. However, the focus of this report will be on diabetes.

The question one may ask is, what is diabetes?




Type 2 Diabetes - Trends and Management

Article by Indira Newell
Healthcare Management Student

Diabetes is having high blood glucose in a person's body, resulting from defects in insulin secretion, insulin action, or both (Diagnosis and Classification of Diabetes Mellitus, 2010). Hence, this can lead to diabetes, which is also often referred to as blood sugar. Every human being's blood always has some glucose in it because the blood needs glucose for energy to keep the individual going. There are two types of diabetes: type one and type two. In the United Kingdom, type 2 diabetes accounts for about 90% of all diabetes cases, and type 1 diabetes accounts for approximately 10% (Xiao and O'Neill, 2017). Reports have indicated that the proportion of people with type 2 diabetes is on the rise in most countries (Tabish, 2007). Type 2 diabetes can occur from genetics and lifestyle. These factors combined can cause insulin resistance (Olokoba et al., 2012). This occurs when the body does not use insulin as it should. Insulin resistance is the most common cause of type 2 diabetes. There are signs which can be used to indicate the onset of diabetes: excessive thirst, unexpected weight loss or gain, frequent urination, slow healing sores or cuts, nausea, tiredness, yeast infections and boils (Drivsholm et al., 2005). It affects adults of all ages and from all cultural backgrounds (Hambling and Holmes, 2019).

Diabetes self-management education and support is needed to enable persons in making informed decision and to empower them to take responsibility for managing their illness on a daily basis; this can be done through an organised educational plan which will be profitable and will help the patient in gaining the knowledge they require (Powers et al., 2015). A diet high in fibre and unsaturated fat and low in saturated and trans-fats, exercising regularly, quitting smoking and limited intake of alcohol combined with a body index of 25 kg/m² has indicated that type 2 diabetes can be prevented if persons change their lifestyle. A medical nutrition evaluation and lifestyle recommendation should be done according to the patient's needs (Olokoba et al., 2012). Being overweight makes it more likely that a person will become insulin resistant and can also lead to other health conditions.

Any person who suffers from diabetes must take into consideration the long-term effects of this illness such as in retinopathy, kidney disease, nerve disease, heart disease, and gastroparesis (Diagnosis and Classification of Diabetes Mellitus, 2010). They will require person centred care and a care plan to reflect their culture, needs and preferences. They should be allowed to take part in the decisions that are made (Inzucchi et al., 2013; NICE, 2019), unfortunately, this is not always done and at times the plans are generalised which should not be the case. Sufferers of diabetes will, at some point, fall into hyperglycaemia or hypoglycaemia. Hypoglycaemia is the term used for low blood pressure.



Type 2 Diabetes -Trends and Management Cont'd

Hypoglycemia starves the brain of glucose energy, which is essential for proper brain function which can cause headaches, mild confusion, abnormal behaviour, loss of consciousness, seizure, coma, and in severe cases, death (Kalra et al., 2013) Hyperglycemia is the term for high blood sugar, which arises due to the body's inability to remove glucose from the blood so that cells can use it for energy. Hyperglycemia increases levels of pro-inflammatory, which can lead to immune system dysfunction. These changes can eventually lead to increased risk of infection, impaired wound healing, multiple organ failure, prolonged hospital stay, and death (Corsino et al., 2017).



Public Health England. 2020. Health Matters: Preventing Type 2 diabetes. London: Public Health England. Available from: <https://publichealthmatters.blog.gov.uk/2018/05/24/health-matters-preventing-type-2-diabetes/> [Accessed 21 July 2020].

Meet the Team: Amy Knott and Helen Duff



Amy Knott Outreach & Recruitment Officer

Based at Birmingham Study Centre



Before a certain global pandemic, my role involved being out and about at events speaking to prospective students about Arden University. You could find me at a school or college; at a university fair; out in the community; or running an open day or helping out at induction at the study centre. Nowadays, I have become a bit of a ‘webinar queen’; running virtual open days, subject taster sessions and the like. I also manage the Birmingham & Manchester student ambassadors, who help me out in spreading the word about Arden!

Fun Fact: My first ever job was dressing up as a giant bear

Helen Duff Student Success Manager

Based at Arden Coventry HQ



Helen started as a Student Support Coordinator supporting International (Tier4) students and progressed to her current role. She has a wealth of experience in operations and project management as well as support and coaching. Helen and the Student Success Team proactively outreach to students who are most in need of additional support. They deliver 1:1 support through coaching-style conversations to identify students' biggest challenges and barriers and work with the students to get them back on track with their studies. Having previously worked as a nurse and studied with Arden herself whilst working full time with a young family, Helen understands the challenges faced and is committed to seeing as many students as possible succeed in Higher Education and achieve their full potential.

Academic Skills Tutors: Here to help YOU!

The Academic Skills Tutors (ASTs) are a team of academics, here to help students throughout their journey at Arden University.

They offer **1:1 support**, **workshops** and a **range of resources** and can support students with academic writing including analysing and **breaking down** the assignment question, **structuring** and **planning** your writing, how to write **academic introductions** and **conclusions**, as well as **referencing** and how to **avoid plagiarism**.

Here are just some of the services they offer:

- ✓ *Friendly support to develop your own approach to academic writing*
- ✓ *Offer guidance in assignment planning, referencing and plagiarism*
 - ✓ *Help you understand assignment feedback*
 - ✓ *Library Skills (Locating books in the catalogue)*
- ✓ *Our service is open to all our students both Blended and Distance Learners!*

They can be contacted via study-skills@arden.ac.uk for general queries. A one to One appointment can be booked through the scheduler from the iLearn Welcome page.



Lauren Hamilton
Manchester Centre



Debora Quattrocchi
Holborn Centre (London)



Martin Marguerie
Tower Hill Centre (London)



Mariam Settas
Ealing Centre (London)



Hazel Bowley
Birmingham Centre



Christopher Moore
Distance Learning

Jill's Case Study

Meet Jill. She's a 28-year-old junior account manager working in a Public Relations (PR) firm. She is close to making senior, but it is going to take a bit more initiative and drive before her employers are convinced, she can handle the big guns. Jill, being the smart cookie that she is, discovers that the non-committal nature of an online conference call is leaving clients with more to be desired. So, she approaches her manager and tells them that she can travel to meet clients and impress them with her charisma and ideas.

Jill's resources are limited, but the idea is not without merit. Far from it. Companies all over the world are waking up to the traditional yet highly effective way of doing business, which is face-to-face in leisurely environments like bars and golf courses. Any good employer would agree to Jill's idea and at least give it a test run. What is the worst that could happen? They lose an account. There are more chances of that happening over a soulless corporate meeting held over Skype.



Intrapreneurship

Article By:
Florence Tonisha
Tagoe



WHAT IS INTRAPRENEURSHIP

INNOVATION

Out of every 5000 employees, 250 are natural innovators and 25 are great intrapreneurs who can build your next business venture from scratch. **Do you know who your intrapreneurs are and are you supporting them?**



GROWTH

Companies fostering intrapreneurs perform up to 20% better than their peers. **Are you experimenting already with implementing intrapreneurship at your organization?**

EMPLOYEE ENGAGEMENT

Intrapreneurship empowers and motivates employees, so that they are happier and more committed. Highly engaged organizations have the potential to reduce staff turnover by 87%. **Time to implement intrapreneurship?**

Reference:

Roscoe. A., 2020. What is intrapreneurship? Washington: Alexa Roscoe. Available from: <https://alexaroscoe.com/2014/12/09/three-differences-between-social-intrapreneurs-and-intrapreneurs-people-dont-talk-about/>.

A reflection on sexual abuse and sexual violence awareness week

February 3-9, 2020



This year's sexual abuse and sexual violence awareness week challenged the misconception of the statements surrounding rape and sexual assault. Sexual violence includes rape, sexual assault, sexual harassment, as well as forcing their victim into prostitution or engage in sexual activity with their abuser or others. Office for National Statistics (2018) concluded that 33% had been sexually assaulted/raped by an intimate partner. The Crime Survey for England and Wales stated that an estimated 3.4 women, aged over sixteen, had experienced a form of sexual assault (Office for National Statistics, 2018).

Another form of sexual abuse that Domestic Shelter (2015) suggests is increasing is the forbidden use of birth control, with the intent to conceive, as well as show dominance. Thus, increasing the risk of sexually transmitted infections, as the abuser prevents the use of condoms, or manipulates their partner into believing birth control is being used. For example, Bergmann and Stockman (2015), state that male abusers may remove access to oral contraceptives, by disposing of these or replacing them with alternative medications; while female abusers may falsely inform their partner, they are using contraceptives. Consequently, forcible reproduction could be deemed as the ultimate control, as it is a method of isolation, thus, leading to further abuse.

If you require further information, advice or need support, please contact one of the following organisations:

Rape Crisis: Helpline

0808 802 9999

www.rapecrisis.org.uk

Victim Support: Helpline

0333 300 6389

The Survivors Trust:

0808 801 0818

www.thesurvivorstrust.org

Survivors UK - Male Rape and Sexual Abuse Support

www.survivorsuk.org

A reflection on sexual abuse and sexual violence awareness week cont'd



February 3-9, 2020

This misconception of men as unable to be a victim of such violence, results in many male victims not reporting their abuse. Besides, Hester's (2012) research suggests that men are less likely to disclose sexual abuse, out of fear of other reactions, and limited data is exploring forced-to-penetrate cases, further overshadowing the abuse.

Adding to this, Weare (2017) research of 154 male victims emphasise that 9% had frequently been forced-to-penetrate anally, 29% orally, and 62% vaginally. Furthermore, 43.8% of respondents of Weare's (2017) research, reviewing 153 male domestic abuse victims' experiences of domestic abuse stated they had experienced sexual abuse between the aged of 16-25. Thus, emphasising the high proportions of men who are victims of sexual abuse and violence.



Reference List:

Bergmann, J.N. and Stockman, J.K., 2015. How does intimate partner violence affect condom and oral contraceptive use in the United States? A systematic review of the literature. Available at: <https://www.ncbi.nlm.nih.gov/pubmed/25708504>

Domestic Shelter., 2015. He's forcing me to get pregnant. Available at: <https://www.domesticshelters.org/articles/identifying-abuse/he-s-forcing-me-to-get-pregnant>.

Hester, M., 2012. Portrayal of Women's as intimate partner domestic violence perpetrators. Available at: <https://doi.org/10.1177/1077801212461428>

Office for National Statistics., 2018. Sexual offences in England and Wales: Year ending March 2017. Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/sexualoffencesinenglandandwales/yearendingmarch2017#how-are-victims-and-perpetrators-related>

Salter Gordon Lawyers., 2020. Sexual Abuse And Sexual Violence Awareness Week. London: Salter Gordons Lawyer. Available from: <https://www.slatergordon.co.uk/media-centre/blog/2017/02/sexual-abuse-and-sexual-violence-awareness-week-2017/>.

Weare, S., 2017. Forced to penetrate cases: Lived experiences of men. Available at: <https://wp.lancs.ac.uk/forced-to-penetrate-cases/files/2016/11/Project-Report-Final.pdf>

Patient handling and security systems in a post pandemic world Article by: Ukonu Obasi



BBC., 2020. Coronavirus medics have 'grave concerns' over PPE. London: BBC. Available from: <https://www.bbc.co.uk/news/uk-scotland-52204685>



As nations start to emerge from our self-imposed lockdown and consider how we can get economies and societies back on track, there is a serious question for healthcare practitioners to answer on what the post pandemic health care practice will look like in terms of patient handling and security systems. Patient handling is inclusive of all the processes that involves the movement and repositioning of patients in care.

Care providers are trained in patient handling and also on using equipment like hoists. They are also regulated by legislation such as the Health and safety at work Act 1974 and Manual Handling operations regulation 1992, which are all designed to ensure that the patients handling is safe, and the care providers reduce the risk of injury to themselves. Security and protection of patient data is a core principle of healthcare delivery. The principle of confidentiality is one that healthcare providers take very seriously and can only be broken when it is clear there is serious risk of harm to the patient or to others.

Patient handling and security systems in a post pandemic world cont'd



There is legislation like the Data Protection Act 2018, which ensures that organisations protect the personal identifiable data of patients. Any breach of these laws could lead to heavy fines by the Information Commissioner in the United Kingdom and a loss of trust with the patients. On security systems, there is a greater concern. There should be a strong investment in security systems at every level of healthcare service provision, to ensure that patient data is collected, stored and transmitted safely. There is also the concern that contact and tracing measures such as the use of mobile phone apps, can encroach into personal liberty rules and become an invasion of privacy. While recognising that there is a public health rationale for this during a pandemic to prevent further spread, it is also important to appreciate that in a liberal democracy, this is a major area of resistance with the public to accept. It is, therefore, important that the benefits of using such measures are made clear to the public to ensure that they support them.

These challenges can be overcome with the leadership, both political and professional working together and delivering a plan that meets the patient's needs. Politicians of every level and ideology, should always project fact-based messages consistently, they must inspire trust through honesty and transparency. They must always act in a way that puts the health of the population as the first and only priority. Patient education is also key, as an informed patient, is more likely to be a cooperative one. So clear messaging to the public must be used, that gives direction, options and instruction of new behaviour and the consequences of noncompliance.

Society is going to experience a seismic shift in how we do things that we used to take for granted; the simple handshake, hug and touch, that is a common part of our social interaction will have to change. We have to think about PPEs and using equipment that are regularly sanitised. We have to think about giving up some of our civil liberty, albeit temporarily in order to trace and isolate people who could be spreading this virus and we ourselves need to take some responsibility to limit the chances that we could be spreading even while asymptomatic. These are the challenges, and we hope that we shall overcome.

Full downloadable PDF is available here:

https://www.researchgate.net/publication/341821057_Malaria_Parasite_Project_completed

We recommend you join Research Gate, as this will allow you to review a wide range of publications and connect with researchers.



Malaria Parasite Project: Precious Bembridge

Malaria has been the most diagnosed of all febrile conditions and lead to frequent hospitalisation and death. This study was based on the case study of a 4-year-old male child who reported to Mette District Hospital with an episode high grade fever, pain in extremities, fatigue, splenomegaly jaundice and general pallor and malaise. After careful study of the patient's symptoms and the signs seen. Venues blood was collected from the 4-year-old male child in a specimen bottle containing anticoagulant, blood films, hemoglobin electrophoresis, MCV, HCT, FBC, MTT and Solubility test were conducted. All test referred to above a lab test to help establish a credible diagnosis.

The laboratory results and the clinical data were subsequently analysed. The result of the blood film revealed nucleated RBCs, that were spherical, microcytic and normocytic confirm bone marrow distress and hemolytic anaemia and thalassemia. The electrophoresis result shows increased Hemoglobin A2 confirming trait of thalassemia, G6PD deficiency, Malaria infection by *P. falciparum* among others. The findings and conclusion show that the patient was infected with Malaria (brought on by a *P. Falciparum* infection). Treatment was consequently provided for this. The other symptoms manifested by the patient as syndromes and complications of malaria.

Hugh Writes: “Although I’ve worked with Arden University for some time as a contracted tutor, I joined officially as Deputy Programme Team Leader (Accounting and Business) in April 2020.

“The role is challenging and enjoyable, especially the contact that I now have with colleagues and students across the University.”

Work Experience:

Extensive experience in the banking sector which included a diverse range of roles from customer service in branch banking, as well as a business adviser, collections/litigation manager and property sales manager at head office.

Experience in Higher Education:

This includes working as a business consultant and researcher in a specialist tourism centre. He has also had several years’ experience in lecturing in tourism, travel and hospitality, as well as business and finance topics, at Universities in the UK, Spain and Switzerland at both Undergraduate and Postgraduate, including Dissertation supervision. Hugh has presented papers at international conferences and have had some academic research published in journals and books.

Qualifications:

Professional Banking Qualifications, a BA (Hons) in Tourism Management, a Postgraduate Certificate (PGC) in Learning and Teaching in Higher Education, a Master’s in research (Business and Management) and qualifications in Project Management, including as Prince2 Practitioner. He is also a Fellow of the Higher Education Academy.

Research

Hugh’s research areas include relationships between Tourism SMEs and finance; Languages and tourism; Project management and tourism; NTO and Tour Operator strategy development. He also has unpublished work from doctoral training at University of Glasgow and hopes to return to PhD level studies soon.



Meet Hugh Smith Deputy PTL for Accounting & Business



Business: Training and Educational Opportunities



- Ongoing - Building leadership, communication and influencing skills
<https://www.londonleadershipacademy.nhs.uk/leadershiptoolkit>
- Online Event - 10th November 2020. RNSBDC Best Business Apps for Small Businesses Webinar. <https://www.eventbrite.com/e/rnsbdc-best-business-apps-for-small-businesses-webinar-registration-85528908267?aff=ebdssbonlinesearch>
- Online Event - Multiple Dates Available. Business Builder Workshop: Pivoting & Diversification of Business Models. <https://www.eventbrite.co.uk/e/business-builder-workshop-pivoting-diversification-of-business-models-tickets-109858032332?aff=ebdssbonlinesearch>
- Online Event - Multiple Dates Available. Royal Bank Business Builder Workshop - An Intro to Business Modelling - <https://www.eventbrite.co.uk/e/royal-bank-business-builder-workshop-an-intro-to-business-modelling-tickets-109974051348?aff=ebdssbonlinesearch>
- Online Event - Multiple Dates Available. Business Builder Workshop: Understanding your Customer. <https://www.eventbrite.co.uk/e/business-builder-workshop-understanding-your-customer-tickets-109927283464?aff=ebdssbonlinesearch>
- Online Event - Multiple Dates Available. Business Builder Workshop: Writing a great 60-second Pitch.
<https://www.eventbrite.co.uk/e/business-builder-workshop-writing-a-great-60-second-pitch-tickets-109926785976?aff=ebdssbonlinesearch>
- Online Event - Multiple Dates Available. Business Builder Workshop: The Power of Mindset. <https://www.eventbrite.co.uk/e/business-builder-workshop-the-power-of-mindset-tickets-109861476634?aff=ebdssbonlinesearch>
- Online Event - Multiple Dates Available. Business Builder Workshop: Setting Goals to Accelerate. <https://www.eventbrite.co.uk/e/business-builder-workshop-setting-goals-to-accelerate-tickets-109928216254?aff=ebdssbonlinesearch>

Healthcare: Training and Educational Opportunities



- Ongoing - Psychological first aid in emergencies training for frontline staff and volunteers - <https://www.gov.uk/government/news/psychological-first-aid-in-emergencies-training-for-frontline-staff-and-volunteers>
- Ongoing - Disability Matters online training
<https://www.disabilitymatters.org.uk/Catalogue/TileView>
- Ongoing - Building leadership, communication and influencing skills
<https://www.londonleadershipacademy.nhs.uk/leadershiptoolkit>
- Ongoing - Looking after your self-ie: A guide to finding your balance on and offline
<https://www.rsph.org.uk/our-services/e-learning/courses/free-courses/looking-after-your-selfie.html>
- Ongoing - Understanding and responding to gambling-related harm: A brief guide for professionals - <https://www.rsph.org.uk/our-services/e-learning/courses/understanding-and-responding-to-gambling-related-harm.html>
- Ongoing - E-learning courses for healthcare professionals focusing on sexual health - <https://www.brook.org.uk/brook-learn/>
- Ongoing - Talking About Cancer: Reducing Risk, Early Detection and Myth-busting - <https://www.rsph.org.uk/our-services/e-learning/courses/free-courses/talking-about-cancer-reducing-risk-early-detection-and-myth-busting.html>
- Ongoing - Understanding Sleep: Don't Hit Snooze on Your Health - <https://www.rsph.org.uk/our-services/e-learning/courses/understanding-sleep-don-t-hit-snooze-on-your-health.html>
- Ongoing - Dementia and the Arts: Sharing Practice, Developing Understanding and Enhancing Lives - <https://www.rsph.org.uk/our-services/e-learning/courses/dementia-and-the-arts.html>

What is the role of a Care Home Manager and the connection to your healthcare management degree?

Care Home Managers need to be able to assess their patient's needs and be able to develop patient-centred support programmes to support them to become independent. In the *Meeting the Needs of Service Users* module, students explore the values of care and the importance of developing strong relationships with patients. Care managers are expected to be effective communicators using both non-verbal and verbal approaches (*Communication and Collaboration in Managing the Professional Environment* module).

A Care Home Manager needs to be able to lead a successful team, be able to engage and motivate staff, and manage the finances of the business. In addition, care managers need to be able to make careful decisions on budgets and account all their finances (*Planning and Managing Resources* module). The *Inter-agency working* module explores the importance of being able to link patients with social services programmes and other available supportive services, thus, benefiting the patient.

Another Care Home Manager's responsibility is to ensure the patient's evaluation progress of their care but also of the community is observed (*Quality Management in Care Setting* module). Also, Care Managers need to be able to provide detailed reports, following regulations, and collecting data and report back to authorities (*Business Analysis and Planning* module).



Career Spotlight: Care Home Manager



Salary: £22000 - £25,000

Social Care. 2018. Become a registered care manager. London: Social Care. Available from:

<https://www.socialcare.co.uk/care/blog/become-a-registered-care-manager/>

Case Study: Care Manager

A&C Recruitment LTD based in Bilston, have a care home manager role, and they are looking for someone with excellent communication skills and be able to lead a team effectively, and ensure they are motivated. Have a understanding of the needs of people living with dementia, and the impact of it on families. Committed to team improvement, encouraging team development. Role states the care manager needs to be able to report issues and address both internal and external stresses.



Career Spotlight: Care Home Manager cont'd

How do I become a Care Manager?

Recommend gaining work experience within the healthcare field and experience working in a care home setting. Experience of leading and managing teams would be useful as well as a demonstration of skills for driving and delivering improvement. Plan and manage rotas effectively to meet the needs of the services, working in line with budgets and support hours. Ensuring the implementation of person-centred support including person-centred reviews, staff supervision and appraisal, to ensure that the people we support are enabled to achieve identified outcomes.

Care Manager Interview Tips

- Review the current CQC regulations and inspection process.
- Have a clear understanding of quality-based care.
- Know a clear definition of safeguarding and provide examples of how you would approach different safeguarding issues.
- Provide examples of effective ways to cope under stress.



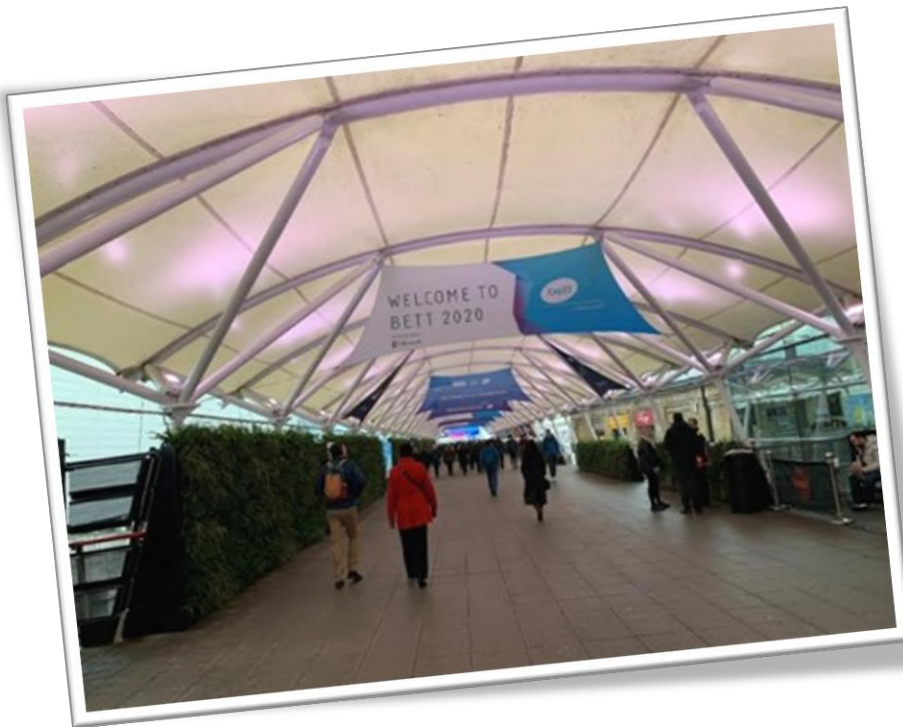
Betts Education Show London 2020

Earlier this year, editor Natalie attended the [Betts Education show](#) in London.

Natalie explained “With technological advances improving student engagement and students needing to be equipped with the understanding of technology...” it is necessary for instructors like myself to support the development of the right digital skills in my classroom.

For 2020, Betts introduced six new themes: wellbeing, empowering teaching and learning, innovation, inclusion, social mobility and SEND, future tech, and trends, and skills.

All of these themes are key to the success of my students.



Meet Our Academic Team



Meet Justina Mbang

A lecturer in the school of Business and Healthcare Management, who is a qualified sociologist. Justina holds a master's degree in sociology and is a prospective Ph.D. researcher. She is a mentor at Anglia Ruskin University and a volunteer speaker for the Save the Children Charity. As well as holding an MBA, Justina works as an academic assessor for the Association of Commonwealth Universities.

Module Leader for: Project Management and Risk

Dissertation Supervisor

Research Interests: Leadership, sociology of education, healthcare and business management.

Meet Phil Jones

A lecturer in the school of Healthcare Management, who is a qualified mental health nurse with over 11 years in clinical practice. Phil has experience as a team leader in a community mental health service. Phil has a master's degree in Theology and a teaching PG degree. He is currently a Ph.D. researcher.

He has experience of working in delivering nursing training and education in Uganda, Kenya and the Philippines. He has also worked as a management consultant for a law firm working in the field of international nursing recruitment.

Dissertation Supervisor

Research Interests: Education of pre-school children in Kenya and has been involved in projects to support their education. He is an advocate for refugee welfare and fighting human trafficking.



Would you like to feature in our next newsletter?



We are looking for writers for article pieces, and I know what you may be thinking, more writing!

Many of you may have to complete dissertations later in your degree, and this opportunity provides you a chance to test the water out with your topic. It allows you to see whether you enjoyed writing on the topic and whether you can source a research question.

This opportunity does not have to be in relation to your potential dissertation / final project. It can be focused on a topic you are passionate about; wish to share a training conference you have attended or wish to express your feelings on a topic.

You may be questioning why this idea is being pitched, and there's quite a few reasons:

- It's an excellent opportunity for you to get a publication under your belt.
 - Looks great on your CV
- Opportunity for you to branch into an area you may wish to explore later in your degree or in your career.
 - It's a great talking point for interviews

Articles need to be 500 - 700 words.

It needs to be referenced following Arden Harvard (allowing you to practice your skills).

The article will be published in Arden's Perspectives in Business and Healthcare and Management Newsletter, which is promoted across a variety of Arden University's Social Media.

If you are interested or have any questions on writing an article or wish to bounce ideas and thoughts off one of the editors via email: perspectivesbhm@arden.ac.uk

Deadline Date: 30th November 2020

Your articles will be proofread, and recommendations / suggestions can be made to support your development.

Career Spotlight: Business Analyst

What is a business analyst?



As a business analyst, you will work within an organisation helping to manage, change and plan in line with their goals. This could be for one specific project, or as a permanent feature of the organisation. You will need to understand the current organisational situation, identify future needs and create solutions to help meet those needs, usually (but not always) in relation to information and software systems.

You will need to demonstrate excellent understanding of the way the organisation works and the sector it operates in, as you will be helping the organisation to develop its functions, services and products to meet goals with internal and external stakeholders. You will also play a key role in communicating between internal departments and external parties, acting as a 'translator' where necessary to convey how information technology can support the organisation's needs.

Criteria for the role

- Ability to assess and agree requirements to ensure clear objectives, which are articulated for the project and stakeholders in non-technical language aligned to the project scope/delivery.
- Broad experience in programme and project management, together with an understanding of change delivery methodologies and practices
- Experience in Process modelling to employ a range of tools and techniques to map 'As-Is' and 'To-Be' business processes.
- Experience in Gap Analysis to evaluate requirements
- Experience in Agile/Waterfall Project management environment in a Business Analyst role.
- Establish and develop positive relationships, bringing people together to benefit the project.
- Adapt to changing circumstances and adverse situations whilst remaining calm, reassuring others and maintaining performance.

Career Spotlight: Business Analyst Cont'd Responsibilities



Business analysts engage with business leaders and users to understand how data-driven changes to process, products, services, software and hardware can improve efficiencies and add value. They must articulate those ideas but also balance them against what is technologically feasible and financially and functionally reasonable. Depending on the role, you might work with data sets to improve products, hardware, tools, software, services or process.

How to Become a Business Analyst

Excellent interpersonal and communication skills - written and verbal - are fundamental to success as a business analyst, including the ability to adapt messages to different audiences. You should be a creative thinker who can provide alternatives to existing or proposed solutions.

You should also be proactive, dynamic and have the desire to make a difference, coupled with strong business knowledge. As a business analyst, you must be able to understand the detail but also able to take a big picture approach.

Most business analyst positions require candidates to have a Bachelor's degree in business administration or related degree for entry-level positions.

Graduates can look for entry-level positions in business management, human resources, information technology, or related fields to gain the work experience necessary for a business analyst position. Once the experience is attained, candidates can look for entry-level positions as a business analyst.

Some employers prefer business analysts with certification from the Institute of Management Consultants (IMC). The certified management consultant (CMC) examination is available at three levels: basic, experienced and management.

Salary: £21,000 - £75,000

Business Intelligence: Building an intelligent management system



Toye Adegbayi



Business intelligence is expected to have the utmost and/or uppermost effect on organisations over the next few years as they increasingly combine the technology in Enterprise Resource Planning (ERP) and Customer Relationship Management (CRM) software, a recent study shows. According to Raghavendra (2010), surveys carried out, which included more than 1600 executives in 36 countries, the Aberdeen Group found that one in four identified BI and analytics as the software technology with the most pronounced effect in 2009.

“Organisations and/or companies are discovering that BI has many uses within the organisation, but the obstructions to success lie in the ability to make access and use pervasive.” (Rostami, 2014).



David Hatch executives identified several business initiatives as driving BI use within their organisations. They include sustainability and green tracking, field Marketing and Promotions-tracking and customer service as well as relations. BI is therefore, providing decision makers with such useful and accurate information together with the suitable tools for data analysis. BI is a canopy term which combines database, architectures, application tools, practices and methodologies, customers, suppliers and the general public in most cases. At this juncture, it is essential to mention that the key to thriving in a competitive marketplace is staying abreast of competition. Making sound business decisions based on accurate and current information takes more than awareness.

Business Intelligence: Building an intelligent management system



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Data analysis, reporting, and query tools can help business users dig in the mine of data to extract and/or combine valuable information from it. In this 21st century, these tools collectively fall into a category called Business Intelligence. Many organisations that developed successful BI solutions, such as Air France/KLM, British Airways and Delta Airlines to mention but a few, have seen investment in BI generate upsurge in revenue and cost saving equivalent to 1000% return on investment [ROI].

Methodology: A secondary data was conducted to measure the extensive use of BI in organisations at different levels. In addition, observations were also considered judging corporate activities..

Findings

Based on the review of the existing publications and secondary data, the following significant findings were identified:

- Multiple BI software products are in use. It is evident that enterprises have a large number of distinct BI software products in use in various agencies and at different levels depending on products and services. These products are: SAS, Viz, ORACLE, COGNOS and Microsoft to mention a few (Rostami,2014).
- Multiple Data integration (ETL) software products are in use by most corporate establishments. It was established that enterprises have several vendors that represent the multiple data integration software products (ETL) such as IBM, Viz, Data mirror and Informatica (Simovits and Forsberg, 2011).
- There is restricted in-house BI expertise and skills. Secondary data confirmed that current BI application users have restricted and/or limited BI expertise as many of the applications are developed through consulting arrangements that include restricted or limited BI training and knowledge transfer.
- No formal BI methodologies. There are no formal or appropriate BI methodologies in use in the development process, which at times create problems. Absence of suitable methodologies in many cases leads to a breakdown in the process (Ranjan, 2014; Gibson, 2014).
- The existence of a large amount of legacy data (Rostami,2014).
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Business Intelligence: Building an intelligent management system



Cont'd

- Many of the BI tools are not adequate for accessing and using legacy data and therefore, not-fit-for purpose as far as future BI applications are concerned (Ranjan, 2014; Gibson, 2014).

SWOT Analysis:

Considering the above findings, it is paramount in this context to conduct a SWOT analysis in order to ascertain strengths, weaknesses, opportunities and threats of BI. It is important to mention that BI is crucial to every enterprise as it can be considered as a tool for measuring factors such as threats that could be posed from new entrants, ability to compete with others in the same industry and the ability to put in place future plans (Marshall, et al. 2008).

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ Customer satisfaction ▪ Cash cows from IP ▪ Attraction of “Best Talents” ▪ Acquisition of other enterprises (Merger/Acquisition). ▪ Worldwide establishment/presence 	<ul style="list-style-type: none"> ▪ Staff allegiance - staff may develop lack of interest after some time. ▪ Credibility with large corporations - little direct experience of big BI projects. ▪ Potential profitability - may not identify future or potential profitability on time. ▪ Competitors may gain or have better strongholds in emerging markets such as Africa, Brazil, China and India.
Opportunities	Threats
<ul style="list-style-type: none"> ▪ Extensive branding campaign ▪ Current trends in industry and commerce to reduce costs - great need for data analysis. ▪ Consultancy and Training ▪ Acquire bleeding edge innovators to leapfrog current competition. ▪ Access to high bank loans for expansion 	<ul style="list-style-type: none"> ▪ Wrong or inappropriate methodologies. ▪ Bad publicity ▪ Environmental factors ▪ Changes in government policies ▪ New entrants

Business Intelligence: Building an intelligent management system



Cont'd

Conclusion

Organisations that have developed BI successfully are not only surviving the downturn but thriving. It has helped them to have more focus on important targets, manage inventories, cut costs, increase equipment utilisation, access to appropriate promotions and recognise loyal customers and their preferences. BI eliminates nonentities and is playing a substantial and a pivotal role in restoring buoyancy by illuminating the broader economic landscape. Traditionally, BI has been used by large corporations, but it must be democratised to make it suitable for mid-sized organisations aiming to break into emerging markets. Each organisation must try to steer its own way out of the slump, but effective use of BI planning can improve the way forward, keeping in mind that “Decision-making must be based on collaboration and a wider range of data sources” be it small, medium-sized or large context (Wayne 2014; Rostami 2014).



Sharing my experience of the research process: Tinuade Mojisola Ajidagba



Supervisor's Name: Saikou Sanyang

It has been my passion to work with people and ensure we put our competencies to use and be professional in our duty. This led to the choice of my research topic: **“The Impact of team work on patients/service-users’ satisfaction, safety and outcome.”**

My aim in choosing this topic is to identify, analyse and evaluate the impact of team work (amongst healthcare professionals in the UK) on certain areas of service provision such as patient/service user satisfaction.

The research questions asked were:

- What impact does teamwork have on health and care professionals in healthcare organisations/care settings in the UK?
- How can team work, through collaboration, improve patients/service-users’ satisfaction, staff morale and job satisfaction?
- How does effective communication among healthcare professionals impact on the effectiveness of team work -specifically with person-centred care in mind?

The essence of a team is to build a healthy working relationship where everyone in a team can work together with respect and sense of inter-dependency with a common purpose of working towards a measurable goal from leadership that maintains stability, encourages honest discussion and ability to solve problems (Salas et al., 1992). Therefore, the impact that teamwork has among healthcare professionals in healthcare organisations in the UK is that it enables team members to share information and knowledge. Through this, they trust and respect each other while working in a safe environment. Each team player understands the functions of the other members working together to deal with different problems of the patients or service-users (Hall 2005).

Sharing my experience of the research process

Cont'd



Inter-professional collaboration, job satisfaction and patient safety within healthcare organisations provides a patient-centred care; that is, providing high-quality care to patients/service-users according to their individual needs (Hamlan, 2015). However, during the research, I found out while team members collaborate effectively well within the team - that is through intra-disciplinary/inter-disciplinary and multidisciplinary working, sometimes the information is not passed down appropriately thereby leaving some tasks uncompleted.

The challenges and barriers among team member and inter-professional collaboration should be addressed alongside continuous professional development (CPD) where senior and experienced health worker can share their knowledge with other staff. I have learnt that equality, respect, trust and collaboration need always to guide us as healthcare professionals if we are to work efficiently/effectively and maintain good relationships with colleagues, service-users/patients or customers and their families.

Personally, I think the seven C's of teamwork namely; capability, cooperation, coordination, communication, cognition, coaching and conditions will be put in use for the future in order to do things better. There should be excellent communication, collaboration/coordination with good leadership in a team (Salas et al., 2012; Tannenbaum, 2014).



Sharing my experience of the research process

Cont'd



On reflection, I did encounter some challenges completing my Dissertation. Among these, the global pandemic in Covid-19 virus and social distancing, which did result in a restricted movement, making it difficult to seek one-to-one feedback and sometimes even challenging to find a quiet space for my write-up. Another challenge/limitation was the loss of three close family friends to coronavirus. This was really devastating for me and emotionally traumatic. Nevertheless, I thank God I was able to finish and submit the research work.



My appreciation goes to my husband and children for their encouragement to see me through to the end. My gratitude to my supervisor, for his support and input during and throughout the research process. I want to acknowledge my colleague at work Ms. Alik Myrianadi even though she was away on holiday in Greece she was still helping me to go through the work and proofreading it for me. I am indeed grateful to her.

I will not end without mentioning Ms Blessing Banjoko of the Student Support team at Arden University, Towerhill Study centre for her words of encouragement to me.

Thank you very much I appreciate you all.

In the next newsletter



Kings Fund Events

**Natalie Quinn - Walker
article on Breast Cancer
Awareness**

Academic Skills

Presentation Tips

Upcoming Webinars

**Impact of COVID on
students learning
experiences**

**Meet our new Dean of
Faculty of Heads of School**

Cervical Health Awareness

Mental Health Awareness

**Communication and
Collaboration Tools**

**Leadership Qualities in
Business**

**Mental Health Support for
Young People**

**Emmanuel Murasiranwa
article on Communities of
Practice**

And Much, Much More!

**We are looking forward to
sharing our next issue in
January 2021! If you wish
to submit an article email:
perspectivesbhm@arden.ac.uk**