

FROM: care domains, threshold concepts and quality dimensions

TO: hard and soft data

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Threshold Concepts in Practice

Workshop:

This workshop will introduce Hodges' model*, a conceptual framework that the facilitator has championed for many years. The proposed workshop is structured as follows:

1. Introductory presentation
2. Individual exercise
3. Review of exercise 1
4. Group exercise
5. Review of exercise 2
6. Discussion of research approaches and methodologies
7. Q & A

The brief introductory presentation will explain the model, its structure, derivation and content. The application of the model will be demonstrated using three examples; forms of identity, common dichotomies and literacies and the actual conference themes. An individual task will be used to reinforce the introductory presentation and respond to any initial questions. A group exercise, organized according to numbers on the day, will then follow using a case study. Although the context of the group exercise will probably be health and social care it will be framed so as to be accessible to all and involve a contemporary issue in health care. The exercise will rely on the groups applying the model using a paper template (provided) that represents the model. Each group will present their formulation, followed by an idealized 'solution'. The workshop then returns to the presentation format to highlight possible post graduate research directions that include Threshold Concepts (Meyer and Land, 2006; Walker, 2013) and Conceptual Spaces (Gärdenfors, 2000). Time will be allowed for interaction, questions and discussion; learning from workshop participants is an additional key objective for the facilitator.

Hodges' model is simplistic in form and yet can be used to represent quite complex situations. As such the model is situated. Its structure lends itself to facilitate person-centred care in a health context. The model's full title emphasizes the role of life chances as in 'health career'. Applications for the model include forensic care (Doyle & Jones 2013), integrated appreciations of care systems, helping to assure person-centred care and socio-technical perspectives within information technology projects. Although culture invariably taints everything we do, the model is agnostic in terms of disciplines and stakeholders, being generic across health and social care. The framework can also accommodate various approaches be that disease, recovery, wellness and strengths-based. In health care it is essential that tools and resources are evidence based. In January 2014 the presenter will commence a PhD E-Research and Technology Enhanced Learning by distance learning at Lancaster University.

References

- Doyle, M.; Jones, P. (2013) Hodges' Health Career Model and its role and potential application in forensic mental health nursing *Journal of Psychiatric and Mental Health Nursing* 20, 7, 631-640.
- Gärdenfors, P. (2000) *Conceptual Spaces: The Geometry of Thought*, Cambridge University Press.
- Meyer J.H.F., Land, R. (Eds.) (2006) *Overcoming Barriers to Student Understanding: threshold concepts and troublesome knowledge*. Routledge - Taylor & Francis Group, London and New York.
- Walker, G. (2013) A cognitive approach to threshold concepts. *Higher Education* . 65:247–263. DOI 10.1007/s10734-012-9541-4

(Please see: <http://hodges-model.blogspot.co.uk/> for examples and a bibliography)