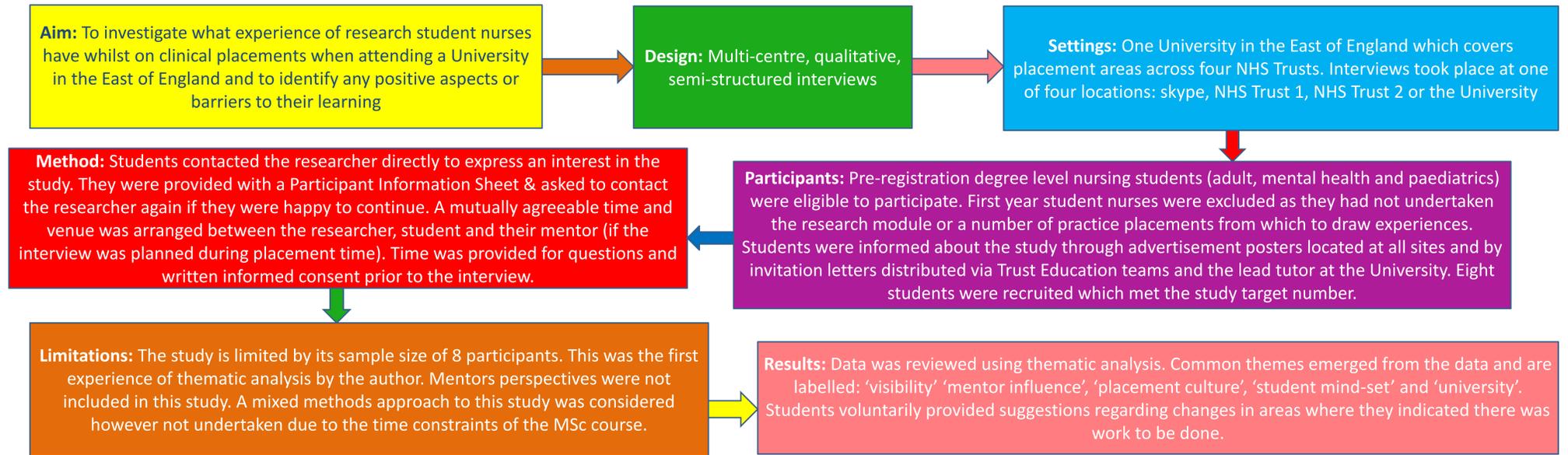


“What awareness of research do student nurses have whilst on clinical placements?; a qualitative study”

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Introduction: The National Institute for Health Research (NIHR) has classed workforce development and building of knowledge and expertise among staff to conduct research as a priority. There is currently a paucity of literature specifically relating to the research question “What awareness of research do student nurses have whilst on clinical placement and undertaking pre-registration nurse training in higher education, and what factors influence their experiences of research?” This study was designed and undertaken as part of the authors MSc Nursing Studies dissertation in 2015.



Coding & analysis of interview data

Transcripts were transcribed verbatim. Coding involved organising the data into small portions of information.

Fourteen codes were identified. Following condensing, five major themes were recognised encompassing the fourteen original codes.

An independent researcher reviewed the data for integrity, robustness and trustworthiness of the study data and analysis.

Figure 1 provides a pictorial representation of themes identified, with relevant codes as sub-sections.

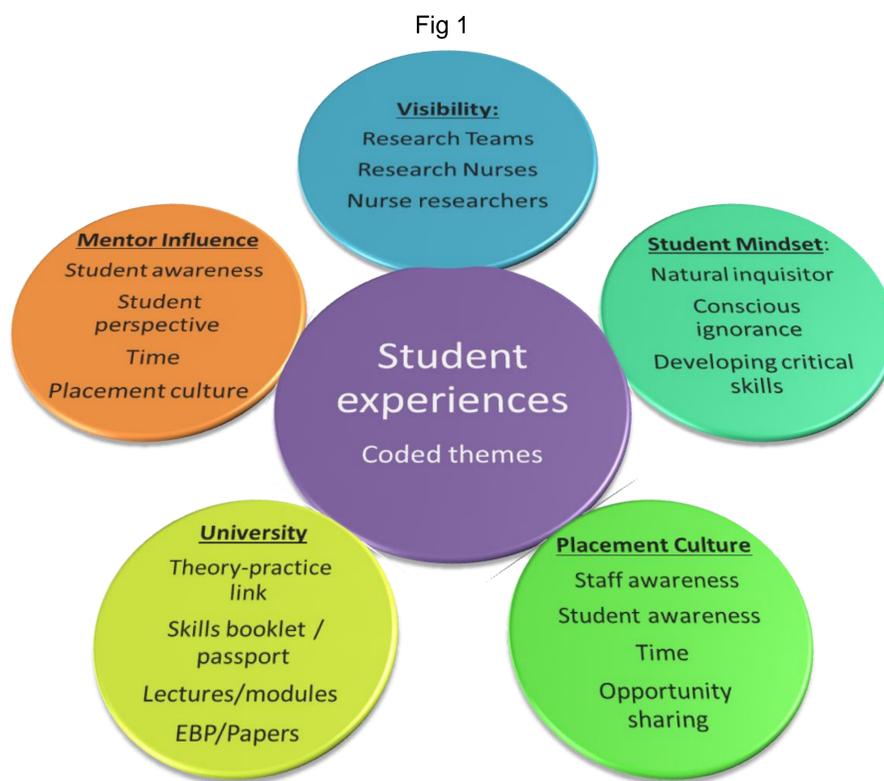
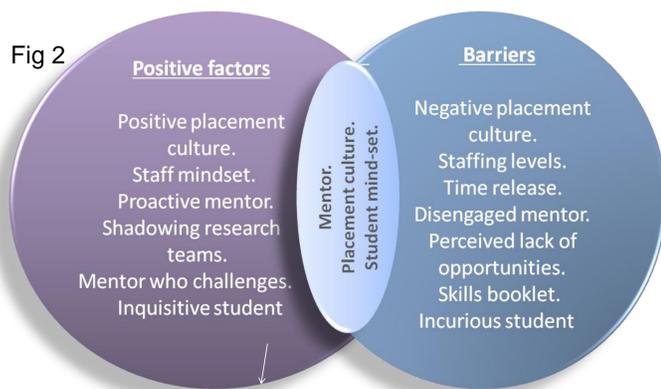


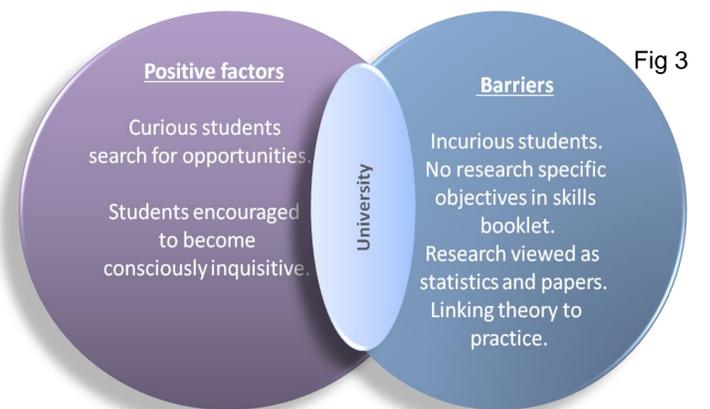
Figure 2. shows the positive factors and barriers that student nurses felt impacted their experience of research whilst on clinical placements with direct relation to the research question.

Figure 3. was developed after all eight participants identified positive factors and barriers associated with the theoretical aspect of their course despite the interview schedule not asking a question about this area of their experience.



The intended contribution of this study

To assist in commencing the body of knowledge available around the subject area, and to feedback to the Trusts and University about the student experience. Some positive changes have already been implemented following student's suggestions in the data they provided; this has shown a commitment by the NHS Trusts and the University to support a positive student experience in research learning and in increasing their awareness and experience of research whilst on placements.



Implications for practice & dissemination

Trust 1 has worked with the education team to develop a formal research shadowing placement for students. A waiting list system has been created due to influx of student requests to shadow research nurses.

Trust 2 has adapted some aspects of their placement programme to focus on unique research experiences and transferrable skills.

Research shadowing leaflets and posters have been created at Trust 1 and distributed to all student nurses new to the Trust.

Trusts 1 & 2 have ensured that research uniform differences have been added to Trust Induction booklets.

Trust 1 has created a leaflet for mentors about the research nurse role.

The author has been involved in the University curriculum review around research as a result of this study.

The study was presented to student nurses at the 2015 University Research Conference and reports have been submitted to the Trusts involved.

Poster distributed to participating students.

Conclusion: Students were eager to provide suggestions which could be adopted by both the University and the clinical placement areas to improve student nurses experiences of research whilst on placement. Where students had participated in a research placement or shadowing opportunity, they reported increased confidence and a higher ability to relate theory to practice. Limitations notwithstanding, this study has provided the first indications of understanding student nurses experience of research whilst on clinical placements in the local area. Dissemination has included: provision of a results synopsis for the participants, reports to the NHS Trusts via their Heads of Education, conference presentation and an article to a professional journal (currently under peer review).

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