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How do Nursing Students utilise directed study time within an undergraduate Adult Nursing curriculum?

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Background:

- Movement of all nurse education into universities throughout England during the 1980s.
- Adoption of the principles of andragogy.
- Professional experience.
- Nursing & Midwifery Council (NMC) requirements (NMC, 2010).

The literature

- Guglielmino's (1977) self-directed learner readiness scale (SDLRS).
- Fisher et al (2001)
- Smedley (2007)
- Snelling et al (2010)
- Timmins (2008)

Aims of the study:

- To explore how directed study time is used by nursing students within nursing curricula.
- To determine whether nursing students are motivated to study independently.
- To investigate how the relationship between nurse academics and nursing students influences the use of directed study time.

Ethical Issues

- School Research and Ethics Panel, the University of Huddersfield.
- Ethical approval from the University ethics committee where the data was collected.

Methodology

- Qualitative approach
- Interpretive phenomenology

Methods

Phase 1

- Semi-structured interviews with 11 nurse academics.
- Inclusion criteria: minimum of one year's experience at the university.

Phase 2

- Focus groups with student nurses
- 3 focus groups (with first, second and third year students).

Data Analysis

- Template analysis.
- ‘A priori’ themes identified.
- Coding of data.

Results: Focus groups

- “Their time”
- Domestic Activities
- Rest/Sleep
- Duty to care
- “Run away from home”
- Motivated by assessment
- “Uncool to study”

Results: Interviews

- “Uncool to study”
- Childlike behaviours
- Dependency on lecturers
- Parent/child relationship

Discussion

- Nurse academics and nurturing
- Female dominated profession
- Andragogical principles
- Self belief
- Student culture

Recommendations

Further research is needed to determine how undergraduate nursing curricula can promote independent learners.

Continue to explore the experiences of post graduate students and their ability to study and learn independently.

References

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