**INTRODUCTION**

- Phase 1 consisted of a literature review that identified the most common barriers to research involvement for students in health care professions but did not address nursing specifically.
- Phase 2, survey conducted with Bachelor of Science Psychiatric Nursing (BSPN) and the Bachelor of Nursing (BSN) students
- What are the barriers and challenges to BSPN and BSN students participating in research at Douglas College
- Are there differences in the barriers affecting the two groups of students?

**SAMPLE AND POPULATION**

**Sample:** A total of 360 students completed the survey. They consisted of male and female students, ages 19-45+ at Douglas College, British Columbia (BC), Canada in the BSPN and BSN programs.

**Population:** BSPN and BSN students in BC, Canada.

![Breakdown of ages in RN & RPN programs](image)

**METHOD**

- Ethics approval was granted by the Douglas College Research Ethics Board.
- Research assistants trained on survey conduction procedures.
- The survey consisted of 15 Likert scale questions and 1 section for additional comments.
- Data was analyzed for central tendencies and statistical relationships.

**DISCUSSION**

- Top three barriers of Phase 1: lack of time, support, and knowledge.
- Top three barriers of Phase 2: lack of time, not enough incentives, and insufficient curriculum integration.
- Similar results between both programs
- Support was not something all students felt was a barrier.
- The only barrier BSPN and BSN students differed on was knowledge of purpose of research: 29% for BPSN and 51% for BSN
- Themes from the BSN data:
  - Not enough mentors or role models doing research.
  - Students aren’t aware of current research opportunities
  - Research classes have been “taught so terribly I have lost interest.”

**RESULTS**

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Mean</th>
<th>P-value</th>
<th>Both</th>
<th>Mean</th>
<th>RPN</th>
<th>RN</th>
</tr>
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<tbody>
<tr>
<td>Time</td>
<td>4.34</td>
<td>0.499</td>
<td>4.34</td>
<td>4.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>3.13</td>
<td>(1.207)</td>
<td>3.10</td>
<td>3.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>2.71</td>
<td>(1.084)</td>
<td>2.68</td>
<td>2.74</td>
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<tr>
<td>Resources</td>
<td>2.76</td>
<td>(1.056)</td>
<td>2.79</td>
<td>2.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding</td>
<td>2.64</td>
<td>(1.105)</td>
<td>2.44</td>
<td>2.80</td>
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<tr>
<td>Mentorship</td>
<td>2.89</td>
<td>(1.125)</td>
<td>2.64</td>
<td>3.07</td>
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<tr>
<td>Support</td>
<td>2.60</td>
<td>(1.144)</td>
<td>2.38</td>
<td>2.76</td>
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<td></td>
</tr>
<tr>
<td>Incentives</td>
<td>3.50</td>
<td>(1.200)</td>
<td>3.35</td>
<td>3.60</td>
<td></td>
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</tr>
<tr>
<td>Curriculum</td>
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<td>(1.217)</td>
<td>3.27</td>
<td>3.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Time</td>
<td>3.63</td>
<td>(1.243)</td>
<td>3.60</td>
<td>3.65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>3.10</td>
<td>(1.206)</td>
<td>2.78</td>
<td>3.34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Mean scores of research barriers: RPN & RN](image)

**CONCLUSION**

The greatest barrier faced by both the population in phase 1 and the BSPN and BSN students in phase 2 was, unanimously, lack of time. For nursing students at Douglas College, incentives would play a large role in engaging them further in participating in research. Incorporating more practical research opportunities and experiences in curriculum would further students’ interests and knowledge about research. Role models who demonstrate the importance of research were also found to be a significant and unexpected factor in this study.

**FUTURE IMPLICATIONS**

- Restructuring curriculum to incorporate more research.
- Move research theory classes to the beginning of the BSN program.
- Provide incentives to students in lieu of other assignments.
- Offer an honours program with a mandatory research component.

**ACKNOWLEDGEMENTS**

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**REFERENCES**

All references are available upon request. Contact: dcpnur.rig@gmail.com