Identifying Student Nurses’ Barriers to Research Participation

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Background: Evidence-informed practice is vital to safe nursing care; hence there is a significant need for more nurses and nursing students to be involved in the generation of such evidence. During the literature review, it was noted that there is a paucity of studies on the challenges and barriers to student nurses’ research participation. The purpose of this study was to determine the challenges to research involvement faced by student nurses in the Bachelor of Science in Psychiatric Nursing (BSPN) and Bachelor of Nursing (BSN) programs at a community college in Vancouver, British Columbia, Canada.

Method: For this study, 360 nursing students from the BSPN and BSN programs were recruited using purposive sampling. All student nurses within the community college were eligible to participate; the only exclusion criteria were the final semester of preceptorship students as they were not accessible on campus during the period of data collection. Consenting research participants were given a 15 item questionnaire to complete. Quantitative and qualitative data was collected. Quantitative results were analyzed using Microsoft Excel, SPSS and qualitative responses were analyzed for themes.

Results: In total, 360 student nurses participated with 43% (156) from the BSPN and 57% (204) from the BSN program. Most of the participants identified as female 83% (299), with only 17% (57) identifying as male. Participants were mostly between ages 19-45. The most common challenge that was identified for both the BSN and BSPN programs was a lack of time (m=4.34 ± 0.92). The other two commonly identified barriers were not enough incentives (m=3.50 ± 1.20) and lack of integration into the curriculum (m=3.39 ± 1.22). Common themes from qualitative responses reiterated that time, incentives, support and knowledge about participation in research were challenges faced by nursing students in regard to research participation.

Implications: A similar report from Bäck-Pettersson, Jensen, Kylén, Sernert, and Hermansson, (2013) found that that more should be done to identify barriers and challenges to nursing students’ research participation. Identification of barriers that nursing students face will contribute to the body of knowledge aimed at equipping pre-registration or student nurses with the information and skill necessary for research participation and provision of evidence-based care. It will also allow for further research into strategies for overcoming barriers to increase students’ research participation. Finally, these findings can be used to inform the development of curriculum to encourage and support nursing students’ participation in research and other scholarly activities.

Title:
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Keywords:
Education, Research education and Student nurses
References:


Abstract Summary:
Student nurses are taught the basics of the research process, however, the opportunity to participate in research projects would improve their ability to understand and appreciate the generation and translation of evidence into practice. This study identified limited incentives and lack of time as the main barriers to research involvement.

Content Outline:
Background: Evidence-informed practice is vital to safe nursing care; hence there is a significant need for more nurses and nursing students to be involved in the generation of such evidence. During the literature review, it was noted that there is a paucity of studies on the challenges and barriers to student nurses’ research participation. The purpose of this study was to determine the challenges to research involvement faced by student nurses in the Bachelor of Science in Psychiatric Nursing (BSPN) and Bachelor of Nursing (BSN) programs at a community college in Vancouver, British Columbia, Canada.

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Author Summary: Dr. Kofi Bonnie is a Clinical Nurse Specialist at St. Paul's Hospital and nursing instructor from Vancouver, British Columbia, Canada. He is also a nurse researcher and since the completion of his nursing qualification, he has practiced in forensic, acute adolescent, geriatric, substance use, and acute adult psychiatric settings. He recently completed his doctorate at Yale University and brings a wealth of knowledge and clinical experience across three continents (Africa, Europe, and North America).

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Author Summary: Talaena Marven is a Registered Psychiatric Nurse who completed her degree in
psychiatric nursing at Douglas College. During the research project, she was the president of the Research Interest Group that conducted this research. Talaena organized the tasks involved in conducting the ethics approved survey of 360 nursing students at the college with the help of volunteers from the research group and supervision from her mentor Dr. Kofi Bonnie.

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**Author Summary:** Meagan is a fourth year psychiatric nursing student at Douglas College in British Columbia Canada. She is the current president of the Research Interest Group at Douglas College. She also obtained a Bachelor of Kinesiology at the University of Calgary in 2011.

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