Experiences and Perspectives of Pre-Registration Student Nurses Towards Primary Healthcare

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Primary healthcare is an essential mode of service across national and international healthcare systems.

Due to aging populations and a changing healthcare demographic which includes increasing prevalence of chronic disease and increasing pressures associated with health technology, there is a need to ensure healthcare service delivery is effectively integrated (World Health Organization, 2000).

It is essential to prepare the student nurse for a healthcare system with changing workforce priorities that are less focused upon acute service delivery as the primary method of healthcare (Chowthi-Williams, Harris, & Curzio, 2010; Keleher, Parker, & Francis, 2010; McKenna, Parry, Kirby, Gilbert, & Griffiths, 2014).
The Australian Healthcare system

What are the perspectives and experiences of the pre-registration student nurse attending clinical placement in primary healthcare?

What are the experiences of the student nurse completing clinical placement in primary healthcare?

How has the primary healthcare clinical placement impacted upon the research participants perceptions of primary healthcare?

How does the research participant perceive the experiences gained on clinical placement in primary healthcare in terms of relevance to the nursing course and their learning?
METHOD

• Exploratory qualitative research design through the process of naturalistic enquiry (Lincoln, & Guba, 1985a).

• Purposive sampling was employed to recruit current student nurses, across two separate degrees of study, who attended a clinical placement at a primary healthcare clinic.

• Semi-structured interviews.

• Thematic analysis (Braun and Clarke, 2006, 2014).

• Trustworthiness was ensured by credibility and confirmability (Erlandson, Harris, Skipper, & Allen, 1993; Lincoln, & Guba, 1985b).
FINDINGS

Understanding

Meaning

Experience
“how much time do you have? Its so much, primary healthcare can mean so much”
P5

“I don’t think I really knew what it was, what it is all about”
P6

“Community groups and support services aren’t something a nurse would do, like a nurse could run them … but it isn’t a nursing skill”
P2
Experience

“I thought it would just be a bit boring, only doing clinic work”

P6

“I got to look after someone [at the clinic] that I had cared for in the hospital, and it was just a completely different experience”

P4

“Just being about to see how [Primary healthcare] works, I had only done placements in hospitals until then, I didn’t realise how much nurses could do”

P3
Understanding

“I wasn’t until that point that it all came together”

P1

“And I think if I went back to the clinic for another placement I would keep learning, there is so much to learn”

P7

“There is a cultural element to, we don’t have primary healthcare in my country, or maybe we do, but not like it is here”

P8
DISCUSSION

Negative attitudes towards the setting continue to hamper learning and may act as a barrier to workforce movement.

Clinical placement experiences provide direct learning opportunities but also allow for a more developed understanding of the healthcare system as a whole.

The importance of the primary healthcare setting can be hidden within nursing curricula due to the emphasis placed on acute care and clinical skills.
To support the student nurse in their learning within primary healthcare it is essential to first understand the student perceptions and the experiences they have while on clinical placement within the setting.

This allows clinical and academic educators need to be able to provide structured learning which better enables the student nurse to practice within a diverse range of settings.
REFERENCES


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Q and A

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