

I just felt like nobody was listening: nursing students' experiences and perceptions of academic support received whilst on clinical placement.

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“... I just felt like **nobody** was listening.”

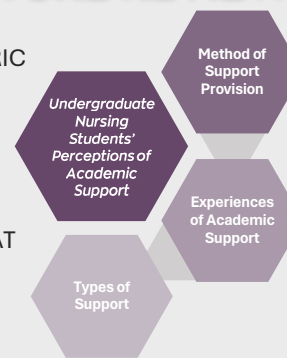
Nursing Students' Experiences and Perceptions of Academic Support Received Whilst on Clinical Placement

BACKGROUND



LITERATURE REVIEW

- ❖ Databases Searched: CINAHL, MEDLine, ERIC
- ❖ Search Strategy: PICO
2010-Present
Qualitative
English Language
- ❖ Appraisal: CASP/MMAT
- ❖ 7 studies included underwent thematic analysis.



METHODOLOGY



‘What are undergraduate nursing students’ experiences and perceptions of the academic support provided to them from university lecturers whilst on clinical placement?’

- ❖ Qualitative Descriptive Evaluation
- ❖ Philosophical Approach: Interpretivism
- ❖ Interviews:
 - ❖ Online Individual Semi-Structured
- ❖ Inductive Reflexive Thematic Analysis (Braun and Clark 2019)
 - ❖ Analytic Power and Analytic Validity
- ❖ 7 Participants Recruited via Convenience Sampling
- ❖ Member Checking

DISCUSSION

- Challenges experienced by students are **consistent** with those reported across the literature.
- Students did not **anticipate** they would ever need academic support: **optimism bias**.

- PELs are perceived as **unapproachable** due to peer feedback and ambiguous messaging.
- Protecting **belongingness** is a powerful motivator for suppressing concerns (Hagerty et al. 1993)
- ‘Getting the University Involved’ is how students attempt to **enact resistance** to supervisor power (Rees et al. 2019)

- The support, or lack thereof, that students went on to receive was **unexpected**.
- Effective support was **empowering**.

- Influence between the **quality of support** students receive from their host AEIs and **levels of retention** (Russ, Whiting and Aggar 2023)

1. A Lack of Resolution - Needing Support

A lack of resolution to challenges impacted students negatively and prompted them to seek academic support.

2. Reaching Out for Academic Support

Peer feedback, social implications, and perceptions of the PEL Team influence whether students will reach out.

3. The Reality of Receiving Support

Support came in the form of emails, online or in-person meetings. Advocacy and timeliness are important.

4. The Outcome of Support Received

All participants made reference to a relationship between PEL support (or lack thereof) and remaining on the programme.

FINDINGS

RECOMMENDATIONS

1

Continue to Implement QSPL

2

Produce Guidance

3

Streamline Informational Support

4

Manage Expectations

5

Future Research

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