

# Student involvement in research

and how this can impact clinical practice and patient care

Safer Care Conference, June 25<sup>th</sup> 2015



# Luke Breakwell

- Physiology Drop In Centre
- Nursing career evenings/ workshops (STEMNET) Yr 9-13
- What factors affect student nurses ability to engage with, learn and apply biosciences in acute adult care?

# Laura Fitzgerald

- An exploration of the Band 7 Manager role within a large Mental Health Trust.
- Mental Health Career Workshops for sixth form students.
- What are people with bipolar disorder's self-reported reasons for using substances?

How about you?

# Research – an image problem?

- “The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.”

Oxford University Press, 2015

## How we see research:

- Research is a form of problem solving.
- Take this one step further by sharing your findings so others can implement them and/or build on them.
- Collaborative.

# Our involvement in research:

- Physiology Drop In Centre.  
(Ejtehadi, H., Mapp, R., Abbott, L., Johnson, M., O'Boyle Duggan, M., Del-Bo, M., Addo, R., Hood, K., Kearns, L., Mackenzie, C. and Showemimo, I.)
- An exploration of the Band 7 Manager role within a large Mental Health Trust.  
(Andrew Walsh, Diane Edwards, Eleanor Lowe, John Randle, Nicola Sojkowski, Steve Walshe)
- Mental Health Career Workshops for sixth form students.  
(Vicky Clarke)

Birmingham City University CHSCR Faculty of Health  
10<sup>th</sup> Annual Faculty Research Conference

**Presentation Abstract** STAFF & STUDENT

**Enhancing The Student Engagement Development of a student led Physiology Drop in Centre**

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**Introduction:**  
The Physiology Drop in Centre (PDIC) has been created to help first year undergraduate students to expand and consolidate their physiology knowledge in preparation for their assessments and throughout their placement. The center is facilitated and coordinated by students in the advanced stages of their training, who act as mentors to junior students. This initiative has provided opportunities for students and staff partnerships and interdisciplinary collaboration in an attempt to transform the way that students learn.

**Aims:**  
To empower students to make changes in their teaching and learning processes; To provide different methods of learning and teaching techniques that appeals to all learning styles; To enhance student employability skills by blending part time jobs on campus with their academic studies

**Method:**  
The student mentors have been the main workforce behind this project and are passionate about ensuring the center is a student-led, active and available for all who require extra help, face to face contacts with learning and understanding physiology. By drawing from their individual experiences of learning physiology, the student mentors have created invaluable resources that cover a wide range of learning styles.

**Results/Findings:**  
Students accessing the PDIC have been able to identify the area of physiology they need help with, and to check availability of the workshops via the PDIC Moodle link. The PDIC has been extremely well received by first year students. The feedback received so far has been **extremely** positive and encouraging. The students felt the Centre had increased their confidence in the physiological knowledge and its application in practice. Student Mentors have been praised for their positive attitude and friendly approachable manner. There has been a lot of praise regarding the student mentors, specifically their positive attitude and friendly approachable **manager**.

**Discussion/Conclusion:**  
Having students facilitating and coordinating the PDIC has led to: creating an invaluable interactive teaching resources; a learning environment that makes a student's individual needs a top priority, an innovative approach to teaching and learning, providing a less formal, more relaxed friendly learning environment, additionally student academic mentors have enhanced their employability skills, enhancing the employability skills amongst the student academic mentors. It is hoped the PDIC will expand to benefit more students from other health professions in the Faculty.

**Key words/Subject of abstract:** Student engagement, student employability, Student led centre, Physiology workshops

Analysis

**What makes someone want to be a mental health nurse?**

Many sixth-formers overlook the specialty as a career, so one nursing student uses workshops to help them decide if it is the right job for them. Jennifer Sprinks reports

ON A RALMY summer's day in Telford, a classroom of bright-eyed teenagers eagerly awaits the start of a workshop on pursuing a career in mental health nursing.

The presenter in Birmingham City University (BCU) third-year mental health nursing student Laura Fitzgerald, who is giving workshops to two groups of sixth-form students from the George Salter Academy in West Bromwich.

Ms Fitzgerald began running workshops for students in December 2013 to raise awareness among young people of mental health nursing as a career and give them sufficient information to determine if it is the right option for them.

She noticed that many of her university peers had previously studied psychology for their first degree because, when choosing a course, they had not been aware of mental health nursing as a career option.

In a straw poll of 30 mental health nursing students, conducted in July and August of 2013, eight had a psychology degree. None of these eight said they were aware of mental health nursing when they applied for their psychology degree. Out of the eight, six said they would have picked mental health nursing if they had known more about it.

Ms Fitzgerald, who also initially studied for a psychology degree, believes she might have studied mental health nursing a few years earlier had she known more about what it involved. She began realising her aspirations while working as a prison substance misuse worker - a role in which inmates would disclose mental health symptoms to her.

*She explains how nurses have responsibility for prescribing drugs and need to be comfortable with providing personal care*

**Training places**  
In the classroom in Telford Ms Fitzgerald starts by asking the first group of 26 young people whether they have any knowledge of careers in mental health. Just a handful reply that they did and just two say they know what mental health nurses do.

Ms Fitzgerald, who will complete her training next April, tells the group: 'A lot of people come into mental health nursing quite late because they do not know what it involves.'

She explains that the number of commissioned training places is based on need, adding: 'So there should be enough jobs for the number of people coming out of training, which does put us in quite a good position compared with people doing other courses.'

The number of UK trained mental health nurses on the Nursing and Midwifery Council's (NMC) register has been increasing year on year. Last year, 3,556 nurses joined the register compared with 3,520 in 2012 and 3,096 in 2011.

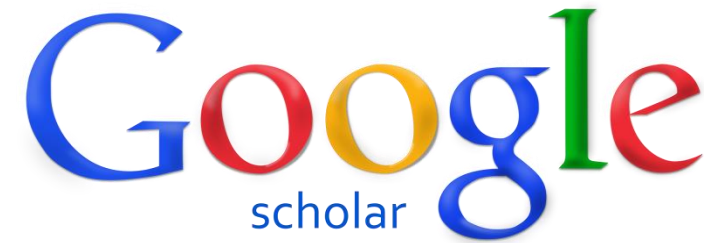
Furthermore, Health Education England has commissioned an extra 47 training places for mental health nursing in England for 2014/15 compared with 2013/14, rising from 3,096 places to 3,143.

Ms Fitzgerald's one-hour workshop packs a lot in. She discusses career options in mental health, including non-academic routes, the differences between mental health nursing and

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# Why publication is vital:



Freeman, D. and Garety, P. (2006) Helping patients with paranoid and suspicious thoughts: a cognitive-behavioural approach. *Advances in Psychiatric Treatment*, 12, pp.404-415.

Rivlin, A., Ferris, R., Marzano, L., Fazel, S. and Hawton, K. (2013) A typology of male prisoners making near-lethal suicide attempts. *Crisis*, 34 (5), pp. 335-347.



What factors influence a nurse's decision to use seclusion in learning disability services?

Joshua Kernohan

What are the mental health needs other than Post Traumatic Stress Disorder for service personnel leaving the armed forces?

Samantha Wyatt

What are the risk factors associated with increased rates of cardiovascular disease in working age adults who have a diagnosis of schizophrenia?

Stuart Randall

What are the impacts of obesity on renal transplants in paediatric patients?

Melissa Del-Bo

Are certain types of patients unpopular with nurses and what are the effects of this upon patient care?

Richard Smith

What are the lifestyle and quality of life effects of continuous subcutaneous insulin infusion on type 1 diabetics?

Rachel Herlihy

What non-pharmacological interventions are effective for depression in Child and Adolescent Mental Health services?

Edward Freshwater

What factors affect student nurses ability to engage with, learn and apply biosciences in acute adult care?

Luke Breakwell

What are people with bipolar disorder's self-reported reasons for using substances?

Laura Fitzgerald

# In summary...

- Research doesn't have to be big and scary - if we can do it, you can do it!
- Don't assume it's not a valid idea or that it's been done!
- Problem solve and share your findings.
- Projects of personal interest can often develop into research initiatives.

Thank you for listening.

Any Questions?