Enhancing Student Nurse Experience in Clinical Placement: Breaking the Stereotypes of Care Homes through Innovation and Collaboration

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Aim

This project was undertaken to challenge student nurses' misconceptions about placements in care homes (see Figure 1). An innovative induction programme was designed to enhance their expectations, engagement and recognition of the diverse learning opportunities available within these environments (Cooke et al 2021). A tripartite collaborative approach was taken involving the following stakeholders:

- Higher Education Institution
- NHS Health Board
- Care Home managers and staff

The project evaluates the impact of these tailored induction sessions on students' perceptions and experiences during clinical placements (Kerridge 2008). The aim is to provide empirical evidence of the programme's efficacy in promoting a holistic learning environment and fostering a positive mindset towards care home placements among nursing students.

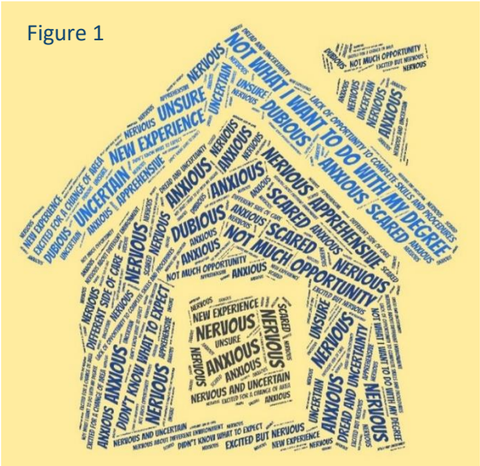

Figure 1

Methods

The induction sessions were delivered to the students at the onset of their care home placement. Each induction session was meticulously designed for each student year group (see Figure 5 for attendance figures). This seamlessly integrated theoretical modules with practical/clinical experiences available within care homes, thereby promoting a comprehensive learning environment (see Figure 2).

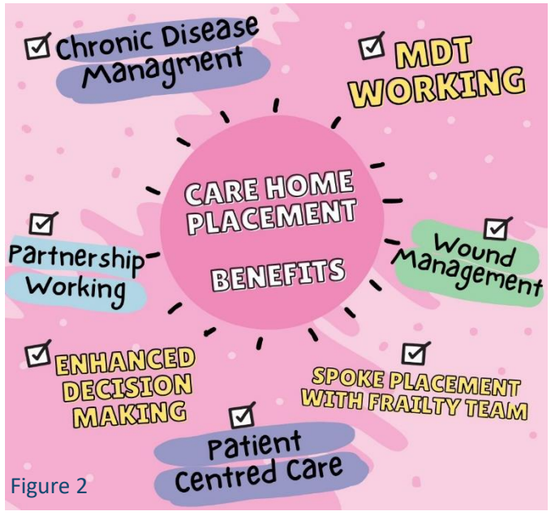

Figure 2

The design of the induction programme was evaluated by a mixed methods approach, combining qualitative and quantitative methodologies to capture a comprehensive understanding of students' experiences and perceptions. This methodological approach allowed for a nuanced evaluation of the induction sessions' impact on students' perceptions and preparedness for their care home placements.

Outcomes/Results

Figure 3

Prior to the induction sessions, students expressed concerns about a care home placement (see Figure 3) which correlates with Laugaland et al (2021) findings.

Preliminary data analysis suggests a positive impact, showcasing a 76% 5-star satisfaction rate for the induction programme. Post-session feedback (see Figure 4) revealed a notable shift in attitudes and perceptions with regards to a care home placement. The majority of students reporting increased confidence, relaxation, a heightened awareness of the transferable skills and a greater appreciation for the autonomy of nurses working in care homes.

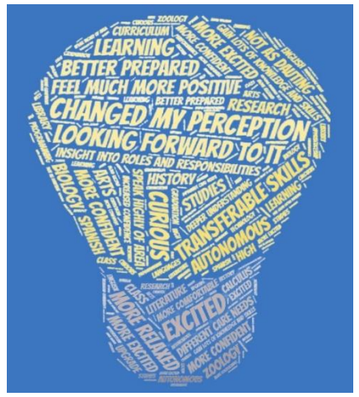

Figure 4

Conclusion

The findings of this study underscore the importance of innovative approaches in reshaping student nurses' perceptions of care homes as clinical placement settings. The collaborative development of a tailored induction programme has demonstrated promising results in mitigating misconceptions, enhancing students' engagement, and fostering a positive learning environment within care homes. Whilst evaluation of the sessions is ongoing, early indicators suggest that these induction sessions play a crucial role in preparing students for their placements, instilling confidence, and facilitating a deeper understanding of the diverse learning opportunities available in a care home setting.

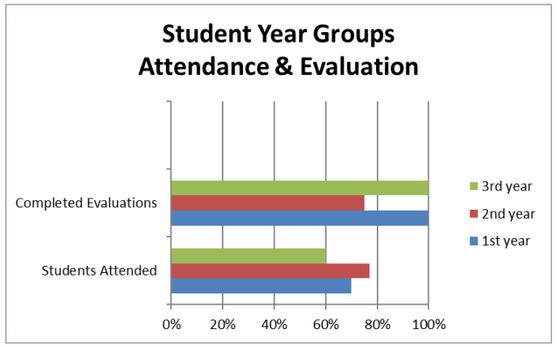

Figure 5

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References

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