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Public involvement in nurse education: Students experiences and perceptions

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In the UK public involvement in health education has become an important part of pre-registration nursing programs. This involvement is predicated on a belief that it can provide these students with opportunities to learn from 'service users' of health and social care services about their experiences of health and illness. Despite this belief little is known about how students engage with public members and patient groups within their education. Thus the presented study aims to explore, describe and explain pre-registration nursing students' experiences and perceptions of public involvement in their education. Public involvement ensures and brings a valuable alternative perspective to a discussion or a decision making process that will influence future practitioners.

The ongoing research is a three phase sequential multiple method study. Phase 1 and phase 2 are informed by grounded theory, and located within the Interpretivist paradigm whereas phase 3 is located within the positivist paradigm, and this will involve the use of an online questionnaire survey.

The potential outcome of this study is the development of model/s of public involvement to inform pre-registration nursing programs at all levels of the curriculum. It is also envisaged this study will contribute to experiential learning theory.

Findings derived from data collected from one cohort of pre-registration student nurses will inform pre-registration nurse education in the UK and beyond as to the best methods to adopt in public involvement within nursing education.

Biography

Chiedza Kudita is currently a Ph.D student at UWL. She is a Registered Learning Disabilities Nurse and also the Public Involvement Coordinator with the College of Nursing, Midwifery and Healthcare.

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