"Directed Study Time
or
My Time?"
Student nurses' experience of directed study time in
an undergraduate nursing curriculum.

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Aims:

1. Understand student nurses' and academics experience of directed study time.

2. Discuss the factors influencing directed study time.

3. Consider how academics and practice mentors can further develop students' skills of self-directed learning.

Pre-Registration Nursing Curriculum Hours
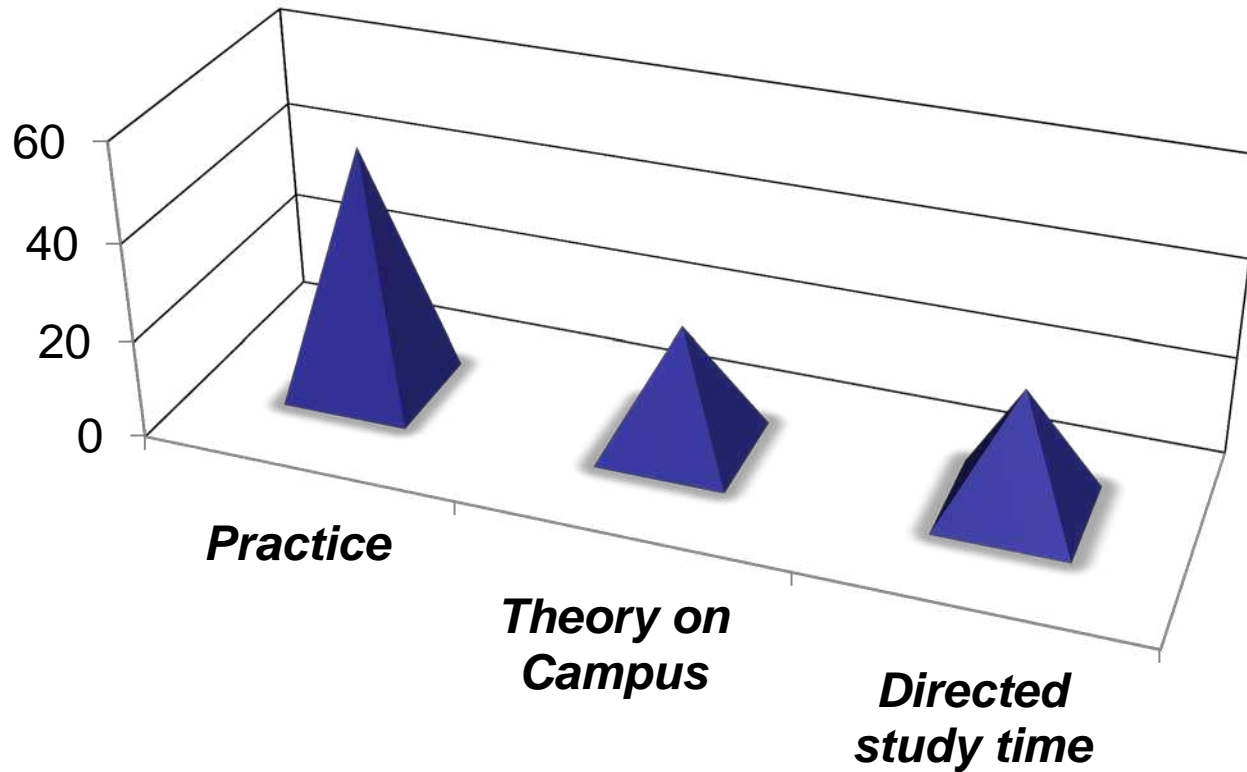
What does the literature say?

- 28 papers
- Empirical research (n=21); Discussion papers (n=6); Literature review (n=1)
- UK (n=8); Australia (n=7); Italy (n=2); Sweden (n=2); Canada (n=1); Finland (1)

3 Themes: 1. Preferences for learning

2. Self-directed learning

3. Preparation for self-directed learning.

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Preferences for Learning

Student Nurses:

- Prefer to be taught (Burnard & Morrison, 1992; Nolan & Nolan, 1997; Turunen et al., 1997; Hewitt-Taylor & Gould, 2002; Meehan-Andrew, 2009).

- Reluctant to plan their own learning (Turunen et al., 1997)

- Learning preferences change with progression (Nolan & Nolan, 1997, Lunyk -Child et al., 2001)

- Prefer kinaesthetic approaches to learning (Meehan-Andrew, 2009; James et al. (2011)

Registered Nurses:

- Prefer a combined approach of self-directed learning with direction and structure from lecturers (Hewitt-Taylor, 2001; Hewitt-Taylor & Gould, 2002).

- Anxious that if self direct learning they would not be given any study leave from employer (Hewitt-Taylor & Gould, 2002)

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What does the literature say?

Self-Directing Learning

- Inconsistencies in relation to the meaning and use of self-directed learning amongst lecturers and registered nursing students (Hewitt-Taylor, 2001; Lunyk-Child et al., 2001).

- Lecturers and students doubted whether they were "*doing it right*" (Lunyk-Child et al., 2001).

- Lecturer is key to motivate students to self direct their learning (Regan, 2003; Bengtsson & Ohlsson, 2010).

- Nursing students focus on tasks and assessments and the lack of time to complete assessments (Bengtsson & Ohlsson, 2010)

- Time spent in employment (Snelling et al., 2010; Salamonson & Andrew, 2006)

- Module hours studying (Snelling et al., 2010)

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What does the literature say?

Preparation for self-directed learning

- Self Directed Learning Readiness Scale (SDLRS) (Fisher et al., 2001; Smedley, 2007; Cadorin et al, 2012; Cadorin et al, 2013, Williamson, 2007).

- Student Nurses have limited ability to direct their learning (Smedley, 2007)

- Lecturers need to support students develop the skills for self directed learning (Smedley, 2007; Timmins, 2008)

Methodological Approach & Methods

- Interpretative phenomenology to discover the "*lived experience*" of student nurses and lecturers
- Ethical approval

Phase 1:   3 Focus groups

BSc Pre-Registration Nursing Students (Adult field)

Year 1, Year 2 and Year 3

Phase 2:   9 Semi-Structured Interviews

Nurse Academics:

7 Lecturers

1 Professor of Nursing

1 Head of Department

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Final Template

1. Control	2. Two Worlds in conflict	3. Parent/child relationship	4.Growth and Development
My time	Culture	Support v's Mothering	Becoming an adult learner

Integrative Themes:

5. Identity	6. Managing Self
Mixed Identities	Out of control

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Recommendations

NURSE EDUCATION:

- To consider how nurse academics can develop a clear academic identity within higher education.

- More consistency from lecturers in terms of how directed study time is structured.

- To avoid over reliance on teacher centred pedagogies which may inhibit student led learning.

- Encourage lecturers to give more control to students to promote student empowerment.

- Greater value to be placed on academia and research within communities of students, practitioners and lecturers.

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NMC:
- To revisit how they address lecturers "teachers".
- Consider revisiting the term "mentor".
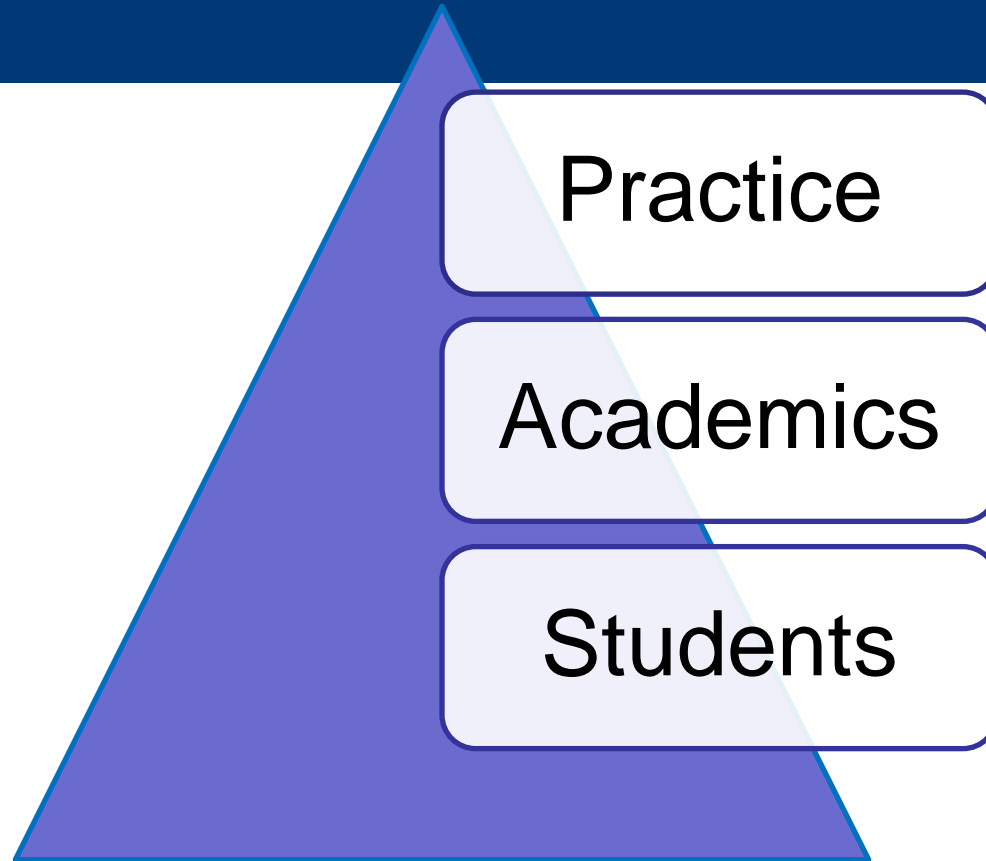
PRACTICE:
- Recognise the value of academia and promoting the links.
- To acknowledge the status of 'students' as opposed to 'workers'.
- Empower students to take responsibility for their learning needs and professional development.

RESEARCH:
- The identity of nurse lecturers
- Longitudinal study
- Confidence of nurse lecturers
- Post graduate nurses

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Directed Study Time

Practice

Academics

Students

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