

# EXPLORING THE IMPACT OF A UNIVERSITY EDUCATIONAL PROGRAMME ON THE RENAL NURSE'S PRACTICE

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## BACKGROUND PRACTITIONER PERSPECTIVES

Do prescribed programmes of education meet:

- The educational needs of students?
- The demands of contemporary healthcare practice?
- Practitioner based research, facilitates exploration and may generate theory to support future pedagogical practice (Iwasiw & Goldenberg 2014, Koob & Ridosh 2009).

## BACKGROUND TO RESEARCH

- The critical need to explore and interrogate professional teaching practice (Cohen, Manion & Morrison 2011).
- Enhance the corpus of knowledge in relation to educational practice (Cohen et al 2011).
- Improve delivery of healthcare through the continual improvement in nurse education (Koob & Ridosh 2009).



## RESEARCH METHODOLOGY

- Phenomenology is concerned with the real life world or lived human experience (Laverty 2003).
- This methodology allows meaning to be constructed and to provide an understanding of lived experience (Laverty 2003).
- Revealing meaning and achieving a sense of understanding (Smythe et al 2008).

## METHOD

- In-depth interviewing of 1 hour duration.
  - Purposive sampling.
  - Sampling frame.

## DATA MANAGEMENT AND ANALYSIS

- Participant validity.
- Data interpretation.
- Thematic analysis.
- Identification of themes.
- Doctoral synergy?

## RESEARCH AIMS

- Explore the impact of attendance of higher education programmes delivered at UCLan in relation to renal nurses' practice;
  - Gain insight and deeper understanding of the pedagogic practices that may influence the development of the renal nurse in undertaking their role;
- To utilise the research findings as a means to make recommendations for future pedagogical practice.

## ETHICAL CONCERNS

- Unexpected dimension to the process of qualitative research (Bahn 2007) and may lead to participant vulnerability.
- Duty of care (teacher / nurse perspectives) exists to explain the risks and to minimise any potential risks that might be involved in participating IN this research.

## CHALLENGES FOR PRACTITIONER RESEARCH

A GATEWAY TO LEARNING AND UNDERSTANDING (Trafford & Lesham 2009)



(Meyer & Land 2006)

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