

SOS: SignpOSt

*Support & advice needs of Nursing Students;
focus group perspectives in developing an
online, interactive support tool*

*‘the right information, at the right time, in the
right place’*

Introduction - Impact of Attrition

“a longitudinal process of interactions between the individual and the academic and social systems of the college during which a person’s experiences in those systems...continually modify his goals and institutional commitments in ways which lead to persistence and/or to varying forms of dropout” (Tinto, 1975)

- Student nurse attrition is challenging for higher education institutions within the United Kingdom but also elsewhere in the world (Ascend Learning, 2012)
- The cost of attrition to the UK taxpayer is estimated to be £99 million (Waters, 2008)
- a 5 year American study estimated a cost of \$3 billion for students who drop out of academic programmes (Schneider & Yin, 2011)
- Systematic and integrated support mechanisms can help to improve attrition
- Student advice and support should be responsive, accessible, interactive and high quality

(RCN, 2008; Ascend Learning, 2012;Jeffreys, 2012; Watts & Gordon, 2012)

Introduction & rationale – Reasons for leaving



Project aims and objectives

Aim

To improve the level of and accessibility of support, information and advice to nursing and allied healthcare students within University of Derby.

Enable students to access:

‘the right information, at the right time, in the right place’

Objectives

- 1. Explore** the current sources of and support needs of nursing and allied healthcare students
- 2. Analyse** qualitative data to identify overarching themes and sub-topics
- 3. Develop** an online, interactive support tool
- 4. Evaluate** the impact of the a pilot support tool

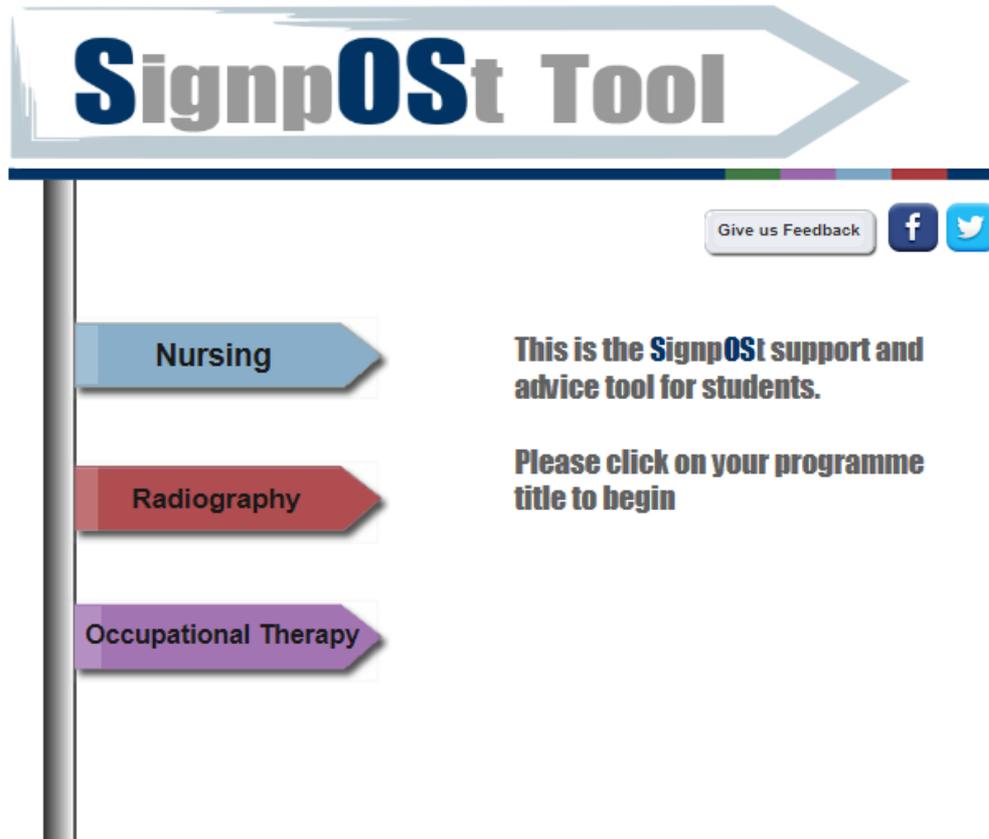
Phase 1 – Explore

- 3 student focus groups
 - n=14
 - Student nurses [adult & mental health field], radiography, occupational therapy
- One academic focus group
 - n=8
 - Personal tutors, module leads, programme leads, year of study leads

Phase 2 - Analyse

- Inductive thematic analysis
- Identified that information and support needs typically sat within the following themes
 - Financial
 - Personal
 - Programme
 - Study Skills
- Other interesting ideas
 - The role of informal Facebook groups
 - The roles and responsibilities of different staff groups

Phase 3 - Develop



For accessibility and other reasons here is an alternative format to the interaction. [Nursing](#) | [Radiography](#) | [Occupational Therapy](#).
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<https://ehssignpost.derby.ac.uk/>

Phase 4 – Pilot Evaluation

- Piloted with 46 students to date
- Number of 'clicks' to find an answer
 - Mean 2.28
 - Minimum 1.40, maximum 3.40
 - s.d. 0.43
- Time taken to locate information
 - Mean 1.27 minutes
 - Minimum 0.20, maximum 3.60
 - s.d. 0.79

Phase 4 – Evaluation continued

Would you recommend the tool to a peer?

93.2% agree or strongly agree

Was the tool easy to use?

100% agree or strongly agree

Will this improve support to students?

97.7% agree or strongly agree

2.3% were unsure

Questions?

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Key References

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