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**RESEARCH STUDENTSHIP SCHEME**

**LIST OF STUDENTSHIPS**

**STUDENTSHIP 1**

**TITLE:** Designing an Educational Solution that Completes Student Midwives’ Learning Gain on the Implementation of the Evidence About Perineal Care in Labour

**LEAD SUPERVISOR: Dr Janine Stockdale (PURE profile:** [**http://go.qub.ac.uk/janinestockdale**](http://go.qub.ac.uk/janinestockdale)**)**

**DESCRIPTION:** Shared decision-making is a bridge to implementing evidence as person-centred care (Say 2006, Joseph-Williams 2017). To be evidence-based practitioners, students must develop a broad conceptualisation of women-centeredness and learn how to design shared decision-making solutions, with women and interprofessional colleagues (Elwyn 2016).

A recent student-led, educational debate at the Queen’s Midwifery Society (funded by the Royal College of Midwives) provided a starting point and platform for student midwives to learn about the different evidential views surrounding in-labour perineal care. The aim of this project is to complete their learning cycle by enabling one student involved in Queen’s Midwifery Society to:

1. Research with the experts involved in the debate, how they implement the evidence to achieve optimal women-centeredness (shared decision-making)
2. Synthesise the findings and develop the learning goals that will guide the development of a simple learning resource, for implementing the debated evidence in practice
3. Using video footage from the debate, to design the follow-up “*Making Evidence Work*” educational resource for peer midwifery students

To complete this project under expert supervision, the student will be required to learn about the basic principles of shared decision-making for implementing evidence, how to engage with expert stakeholders invested in midwifery educational design, and how to design an educational resource using a simple, instructional design model. Expert stakeholders involved in the educational debate are currently exploring a consensus on how the evidence can best be implemented, across Northern Ireland. Initial conversation indicates their commitment and involvement in this innovative, educational research project.

**STUDENTSHIP 2**

**TITLE:** Determining Knowledge Transfer of Hospice Enabled Dementia Care in Ireland: A Pilot Study

**LEAD SUPERVISOR: Dr Dorry McLaughlin (PURE profile:** [**http://go.qub.ac.uk/dorrymclaughlin**](http://go.qub.ac.uk/dorrymclaughlin)**)**

**DESCRIPTION:** The aim of this 6 week studentship will be to enable the successful applicant to obtain experience collecting data auditing knowledge transfer of best practice in palliative care of people with Dementia, within a total sample of hospices in Ireland (n=13). Data will be collected using a Survey Monkey Proforma. The content of the proforma will focus on the All Ireland Institute of Hospice and Palliative Care (AIIHPC) Knowledge Transfer Model, which emphasises partnership, products, process and outputs and will also be informed by the key domains of the European Association of Palliative Care Guidelines on Optimal Palliative Care of People with Dementia (van der Steen et al, 2014). These key domains, which services are required to address, include person centred care, symptom management and comfort, family care and involvement, communication and shared decisions, advance care planning, continuity of care, avoiding aggressive treatment, psychosocial and spiritual support and education of the healthcare team. Information about this audit project, and accessing the Survey Monkey Proforma, will be forwarded to a key informant in each of the hospices in Ireland. The key informant will initially be the Director of each Hospice whose contact details will be accessed from the Irish Hospice Foundation Directory of Hospices. The project aligns with the strategic direction of AIIHPC who will promote uptake of the survey across hospices in Ireland. As this project is auditing practice against recognised guidelines full ethical approval will not be sought, but the team will ensure strict adherence to ethical principles.

**STUDENTSHIP 3**

**TITLE:** Findings from the PAllaitive Care in chronic Kidney diSease (PACKS) study

**LEAD SUPERVISOR: Dr Helen Noble (PURE profile:** [**http://go.qub.ac.uk/helennoble**](http://go.qub.ac.uk/helennoble)**)**

**DESCRIPTION:** There is limited evidence concerning patient and carer experience when dialysis is not initiated to treat end stage kidney disease1,2. The National Institute of Health Research funded the PAllaitive Care in chronic Kidney diSease (PACKS) study to examine quality of life, symptoms, cognition, frailty, performance, decision making, costs and impact on carers in people with advanced chronic kidney disease managed without dialysis3. The work is aligned with the School of Nursing and Midwifery’s ‘Chronic Illness and Palliative Care Research Initiative’. Data analysis is ongoing and an initial publication available online4. A second publication is planned now data analysis is complete.

This application offers an adult nursing student the opportunity to acquire new learning through challenging and meaningful activities. They will assist with the writing of the second publication for the PACKS study, which is focused on quality of life of patients managed without dialysis, and their carers. The student would be supervised to undertake a short literature review to inform the background and discussion sections of the publication and would become a named author on the submitted paper. In undertaking the research studentship the student would be involved in a range of research activities including research meetings, grant writing, publication submission, building networks and research ethics. The student would also be facilitated to meet with Professor Ann Bonner from Queensland University of Technology who is visiting the School during the studentship and presenting a lecture. The aim would be to help the student:

-Master technical skills

-Gain essential background knowledge

-Enhance interpersonal skills

-Build a network of contacts

1Baboolal K et al. The cost of renal dialysis in a UK setting--a multicentre study. NDT 2008 02/19:gfm870.

2NHS Kidney Care and the NHS National End of Life Care Programme. End of Life Care in Advanced Kidney Disease: A Framework for Implementation. 2009. http://www.ncpc.org.uk/sites/default/files/EndOfLifeCareInAdvancedKidneyDisease.pdf Accessed 9.5.17

3 Noble, H et al. Clinician views of patient decisional conflict when deciding between dialysis or conservative management: qualitative findings from the PAlliative Care in chronic Kidney diSease’ (PACKS) study, Pall Med <https://www.ncbi.nlm.nih.gov/pubmed/28417662>

4 Noble H, et al. PAlliative Care in chronic Kidney diSease: the PACKS study: quality of life, decision making, costs and impact on carers in people managed without dialysis. BMC Nephrol 2015; 16: 104

**STUDENTSHIP 4**

**TITLE:** The APPLE Project: A Parenting and Professional Learning Evaluation

**LEAD SUPERVISOR: Dr Fiona Lynn (PURE profile:** [**http://go.qub.ac.uk/fionalynn**](http://go.qub.ac.uk/fionalynn)**)**

**DESCRIPTION:** The aim of the APPLE Project is to evaluate the rolling out of system-wide changes that are currently being implemented in Northern Ireland to improve universal parenting supports. One of these changes is the introduction of group antenatal care and education sessions to low-risk, first time pregnant mothers. The APPLE project team have been commissioned by the Public Health Agency in Northern Ireland to evaluate whether this change to service has been successful. To achieve this, we are using questionnaires to ask low-risk women at 14 weeks’ gestation, about their expectations for antenatal care and education, and again at 35 weeks’ gestation to find out about their experiences. We plan to ask two groups of women: (i) pregnant women who received the new group antenatal care and education sessions, and (ii) pregnant women who received usual services, and compare the findings across the two groups.

The research activity that the successful student will undertake will be to assist the Principal Investigator (Dr Fiona Lynn) and the Postdoctoral Research Fellow (Dr Lorna Lawthor) in the preparation and conduct of this phase of the evaluation. Depending on the timing of the studentship, this may include preparing material for data collection or learning skills in data entry and data cleaning, basic data analyses with frequencies, percentages and inferential statistics. The student could also gain experience in literature searching techniques and evidence synthesis, as a second phase of the evaluation will include a literature review.

**STUDENTSHIP 5**

**\*\*This studentship is sponsored through the School’s SWAN Self-Assessment Team\*\***

**TITLE:** An evaluation of the Multiple Mini Interview selection process to identify what the experience of the process was for male candidates

**LEAD SUPERVISOR: Dr Marian Traynor (PURE profile:** [**http://go.qub.ac.uk/mariantraynor**](http://go.qub.ac.uk/mariantraynor)**)**

**DESCRIPTION:** In March and April 2016, 1629 Nursing and Midwifery candidates participated in the MMI recruitment exercise and an evaluation was completed. The evaluation questions referred to sets of skills and attitudes that the candidates were able to demonstrate through their MMI performance as well as to the MMI process itself and this data has helped to refine the MMI process. There has been a growing body of evidence that suggests, however, male candidates are being disadvantaged across all health fields including medicine and dentistry by the use of MMI’s in the selection process. The reasons for this are unclear.

It is necessary therefore to identify specific male issues that may impact on their performance in MMI’s. This proposal seeks to answer the research question “What are the experiences of successful male candidates of the MMI process?” Given the paucity of current evidence a deductive approach is appropriate. Year one male nursing students (n=44) will be interviewed using focus group methodology.

All 44 students will be invited to participate. Each focus group will last approximately 30 mins and will have 3- 4 participants. We anticipate data saturation will occur after 3- 4 focus groups. Students will be advised about the study via email and invited to attend focus groups. Focus groups will be facilitated by the research student and one of the supervisors. The framework outlined by Miles & Huberman (1994) will be used to analyse the data. Ethical approval will be obtained prior to the commencement of the study.