Supernumerary Status for Student Nurses – A Scottish View

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Background

- Few UK studies into supernumerary status
- Mixed findings from Irish studies
- This study part fulfilled MSc
- Undertaken in 2007

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Objectives

- How do mentors view the supernumerary status of student nurses?
- What do mentors perceive influences the provision of supernumerary status?
Method

- Sample of 12 nurse mentors recruited
- Semi-structured interviews
- Qualitative content analysis (Newell & Burnard, 2006)
- Approval from local NHS Research Ethics Committee
Results

18 sub-themes grouped into 3 themes

- ‘Learning and working in a team’
- ‘Theoretical perspectives’
- ‘Practical realities’
Results

Theme: ‘Learning & Working in a Team’

1. Learning versus working
2. An extra pair of hands
3. Being a team member
4. Mentoring
5. Staff beliefs
6. Students responsibility
7. Student attributes
Results

Theme: ‘Theoretical Perspectives’

1. Not in the numbers
2. Educational benefit
3. Collaboration
4. Knowledge and awareness
Results

Theme: ‘Practical Realities’

1. Students attitude and willingness
2. Staff attitudes
3. Understanding
4. Student conscience
5. Clinical care versus student education
6. Influence of the Charge Nurse
7. More time for patients

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Discussion & Recommendations

- Notion of student responsibility
- Dichotomy of views – a shared meaning?
- Collaborative consensus between stakeholders
References