Case Studies

# Chapter 1: Introduction to research in nursing and midwifery

These fictional nurses and midwives will be accompanying you on your progression through the book:

**Blessing** is a second-year pre-registration undergraduate student who is about to undertake a research/evidence-based practice module. She is looking forward to learning about research and developing new skills. She is aware that the assessment for a third-year module will require her to write a 6,000 word literature review. Blessing has previously tried to read research papers in health journals relating to her clinical placements but she has found much of the terminology confusing.

**Edward** is a second-year pre-registration undergraduate student who is about to undertake a research/evidence-based practice module. He is not looking forward to the module. He has been told by senior students and clinical staff he has worked with that research is boring and confusing. Edward tells himself that if he can pass this module, he will not have to bother about research or evidence-based practice again.

**Rachel** is a second-year pre-registration undergraduate student who is about to undertake a research/evidence-based practice module. Rachel already has a degree in psychology. She feels that she already has a sound knowledge base regarding research. Although she could have obtained academic credit for her prior learning, she has decided to undertake this module to refresh her knowledge. Rachel also hopes to gain insight into the application of research to clinical practice.

**Yoshi** is a second-year pre-registration undergraduate student who is about to undertake a research/evidence-based practice module. He is nervous about the module. He has been told by senior students that research is complex and confusing. However, his most recent placement had a proactive journal club and he has become more confident about reading research papers.

**Gloria** is a learning-beyond-registration Masters student who is about to undertake a research/evidence-based practice module. She qualified 4 years ago. Although she enjoyed the research/evidence-based practice component of her pre-registration programme, she is worried that she may have forgotten much of what she had previously learnt.

**Simone** has enrolled to undertake a learning-beyond-registration research/evidence-based practice module. She qualified 10 years ago and has become increasingly interested in pursuing a clinical research post. However, she feels her knowledge of research theory is rather weak. She hopes that the module will provide a solid foundation upon which she can build her career.

**Darren** is a post-registration Masters student who is about to undertake a research/evidence-based practice module. He qualified 15 years ago. He feels excited but is also daunted at the prospect of learning about research theory.

These students and their encounters with research will feature in case studies that will appear in subsequent chapters in this book. Having now met the group, reflect on the following:

* How do the individual members of the groups compare with you, your research experience and thoughts and feelings about research?
* Who are you most like at this stage?
* If you had to summarise your current attitude to research in a couple of sentences, what would you say? It may be helpful to revisit your thoughts for ‘Think point/activity 1.2.’