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Introduction

In the field of nursing, there has always been a recognized gap between theoretical knowledge acquired during education and its practical application in real-life care scenarios. This discrepancy not only affects nursing students but also has implications for the quality of care provided by nurses and the overall well-being of patients¹. The shortage of nurses is currently a significant global challenge. One of the reasons why nursing students and newly graduated nurses drop out of their education or leave the profession is described as a “practice shock”. Existing research indicates that integration of a person-centred theory and practice has a significant impact on the desire of nurse students and newly graduated nurses to remain in the nursing profession².

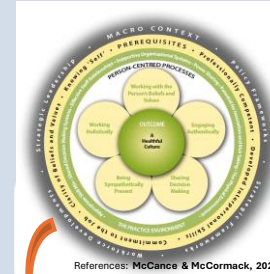
Purpose

With the overall purpose of retaining students in the nursing profession, the aim of this study was to identify barriers to integration of person-centred theory and practice from a nurse students' perspective.

Results

Four main themes present nurse students' perspective on barriers to integration of person-centred theory and practice:

- Students' lack of knowledge about person-centred care
- Learning environment at the ward
- The sense of belonging during internship
- Person-centredness in relation to recruiting and retaining students in clinical practice



Conclusion

Maintaining a person-centred learning environment proved to be complex and complicated, though it has the potential to bridge the gap between theoretical knowledge and its application in clinical practice. Interventions fostering coherence between education and practice at the pre-graduate level must be developed and supported.

Recommendations

Working humanistically and person-centred aligns with the nursing profession and must be supported by a person-centred culture.

For nurse students to succeed with caring in a person-centred way it is crucial with supportive contexts during clinical internship and a person-centred learning environment in clinical practice.