



“The science is unequivocal; a global increase of 1.5°C above the pre-industrial average and the continued loss of biodiversity risk catastrophic harm to health that will be impossible to reverse.”

The Lancet 2021



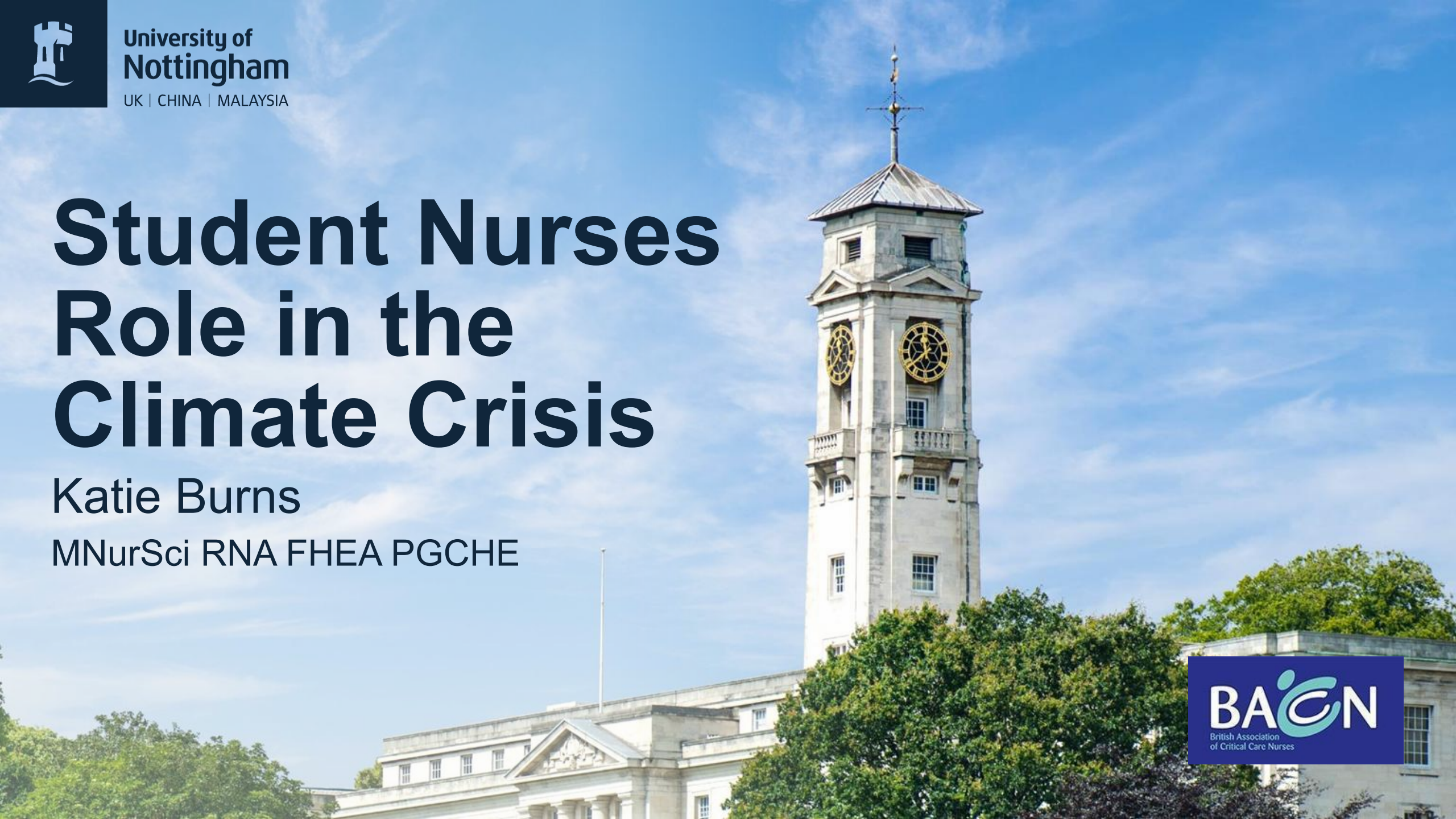
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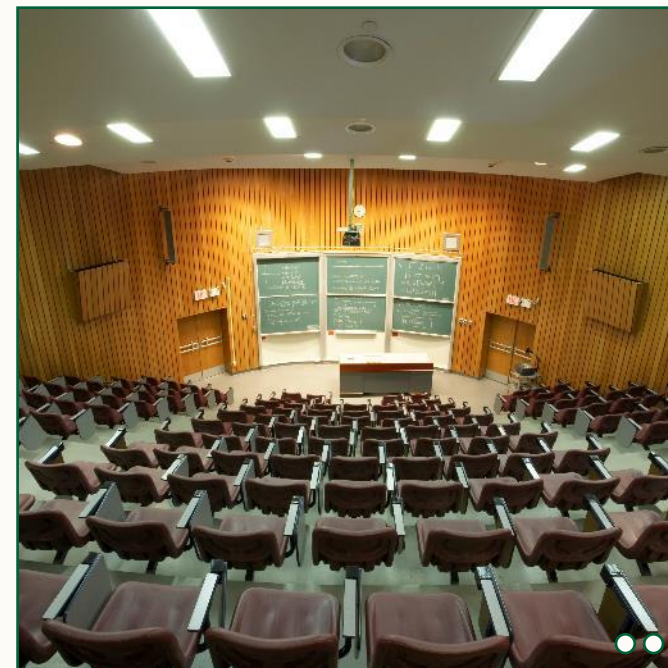
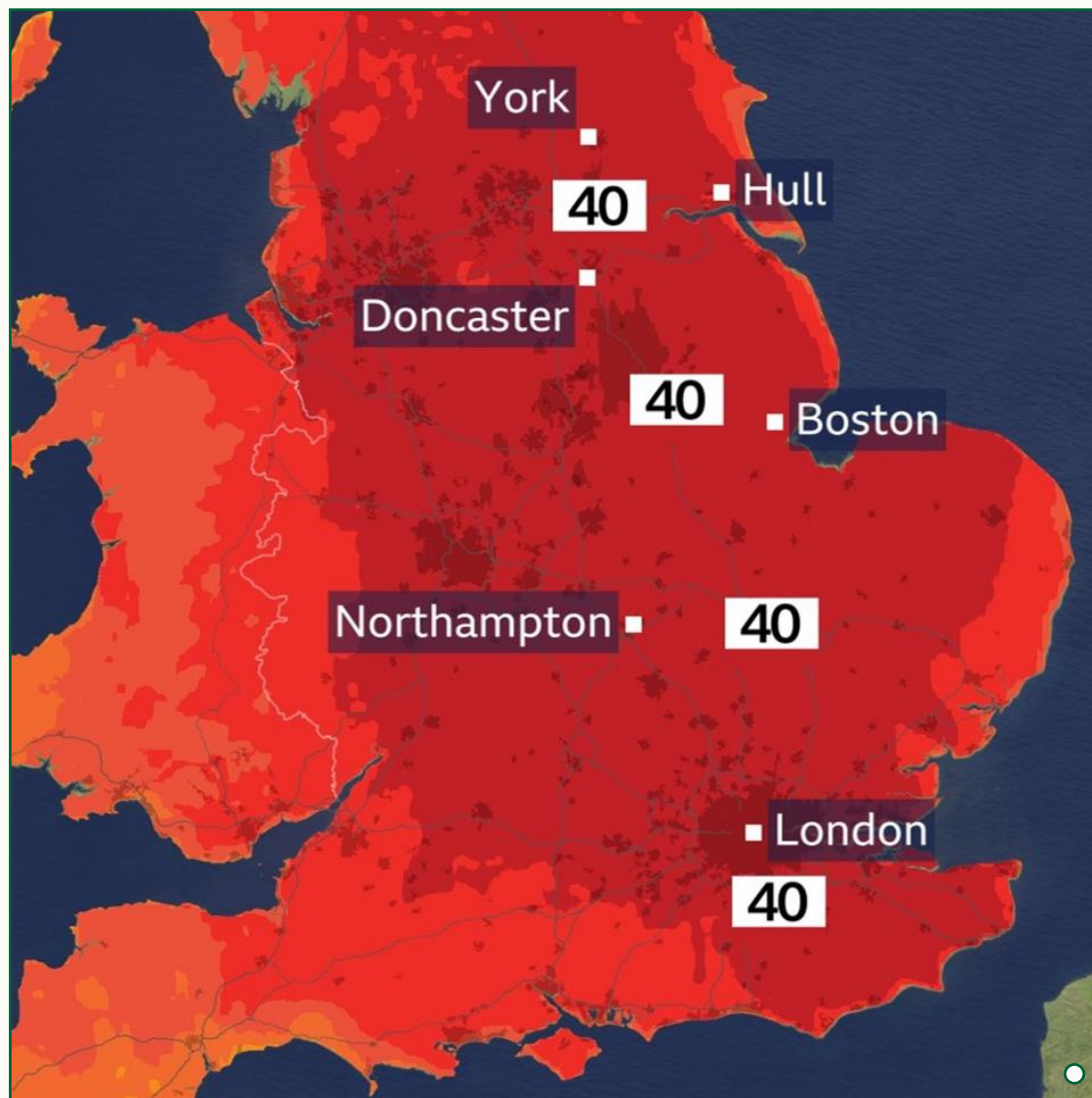
Student Nurses Role in the Climate Crisis

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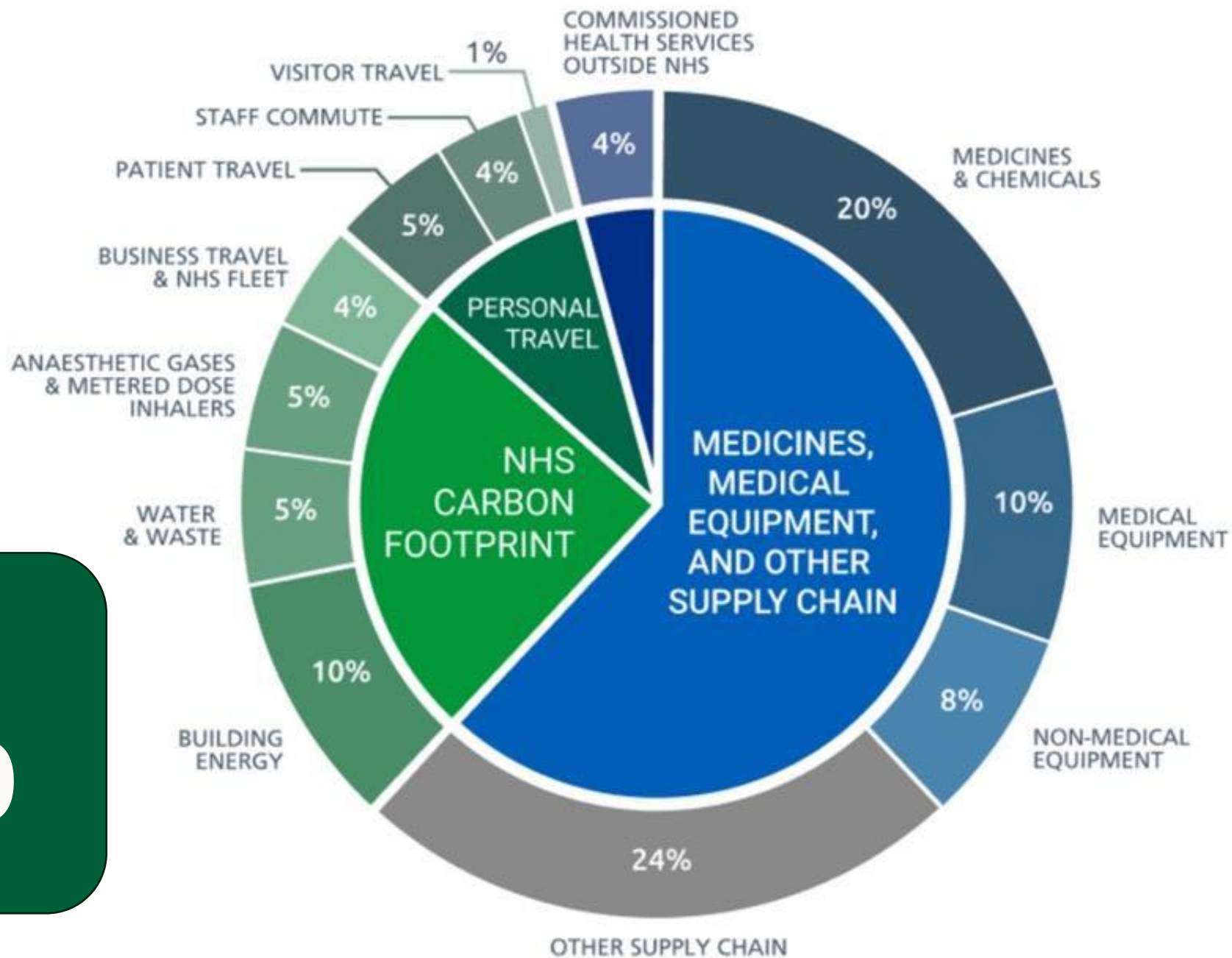


BAICN
British Association
of Critical Care Nurses





50%





Research questions

1. How do student nurses see their role as healthcare professionals in the context of the climate crisis?
2. In what ways can educators prepare them for the role they anticipate?



Data collection

- MS Forms
- Accessibility
- Time in lecture
- Question clarity

Student Nurses role in the Climate Crisis.

* Required

Survey Questions

As a student nurse, do you think you have a role in the context of the climate crisis?

In what ways do you think the climate crisis is or isn't an area for nurses to be involved?

If you do not think it is an area for nurses to be involved, please explain why you think to be the

*

Enter your answer

What kind of actions do you perceive being part of nurses roles in the context of the climate crisis?

Enter your answer

How do you feel you have been prepared for such a role?

*

Enter your answer



Participants

- 28 total participants (approx. 60 students attended lecture, cohort was approx. 240 students when delivered)
- All 2nd year BSc Nursing (Adult, Child, Mental Health)
- Part way through a theory 'block'



Findings

01

The students have a lot to contribute to sustainability

02

Information sharing about sustainability could be beneficial to both clinical staff and students

03

The role of the student in practice placements is unique



The students have a lot to contribute to sustainability

Students feel a sense of social responsibility

There are individual actions students can take to combat the climate emergency

Being new to the profession is a benefit



Information sharing about sustainability could be beneficial to both clinical staff and students

Students could benefit from theoretical content from the university

Information sharing in practice could benefit both students and clinical staff



The role of the student in practice placements is unique

It is difficult to raise the issue in placement whilst being continuously assessed

There are differences between individual placement environments and between theory and practice



Implications



Pre-reg education



Practice partners



Critical care



References

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Thank you

Any questions?

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