
Downloaded from: http://insight.cumbria.ac.uk/id/eprint/5342/

Usage of any items from the University of Cumbria’s institutional repository ‘Insight’ must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria’s institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available here) for educational and not-for-profit activities provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator’s reputation
- remove or alter the copyright statement on an item.

The full policy can be found here. Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.
Stress and the mature undergraduate radiographer: An interpretative phenomenological analysis of final year clinical experiences

Julie A. Mawson & Paul K. Miller

University of Cumbria

Background: Alongside the now well-documented stresses of undertaking an undergraduate university degree (Regehr et al., 2013), contemporary healthcare students must also adapt to the pressures of a progressively greater clinical workload. To date, however, relatively little research has explored how the challenges and responsibilities of clinical placement specifically interact with the often-complex life circumstances of mature healthcare students, and none has addressed how the associated stresses affect the placement experiences of mature student radiographers.

Methods: With institutional ethical approval, extended semi-structured interviews were undertaken with N=6 (four female, two male) final year Diagnostic Radiography students aged 25 and over. At the time of interview, participants were placed in six different hospitals in the north west of England. Recorded data were transcribed verbatim, and investigated using the established techniques of Interpretative Phenomenological Analysis (Smith et al., 2009).

Results: Analysis of data gave rise to N=3 pertinent superordinate themes; everyday sources and impacts of stress, stress manifestations in the clinical environment, and constructive management of stress. Participants variably asserted that their status as mature students could engender both greater and lesser stress than was apparent among their younger counterparts,
and sometimes both concurrently. All, however, reported that placement-related stress had at some point impacted upon their physical, psychological and social well-being, with most reporting that such stress had negatively affected perceived competence – and thus confidence - in the clinical environment.

*Conclusion:* It is contended that the nuanced, experiential findings can inform prospective discussions regarding curriculum development and placement management in diagnostic radiography.

**References**
