

Collaborative Dynamics: Nursing Students and Healthcare Research

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Nursing education involves interactions between many members such as nursing students, professors, clinical instructors, other healthcare providers, community partners, and patients [1]. Nursing students' beliefs and attitudes with respect to the delivery of patient care are vital to healthcare research. Students have dual roles as learners and participants in clinical practice that can offer valuable insight into learning environments, creating positive patient experiences. Collaborating with nursing students in research activities can enrich evidence-based practice. Exploring their experiences and perspectives can highlight challenges, learning opportunities, and systemic weaknesses that may not be apparent to other members of the research team. It is therefore important for nurse educators to support students' initiatives and engagement within research processes.

Capacity building in research could strengthen healthcare outcomes [2]. Nursing students' involvement in research activities could be part of a mandatory course or a voluntary experience in a research project. Undergraduate nursing curriculum requires students to gain fundamental knowledge that can be applied to research. Their contributions could include examining topics such as clinical nursing education and practice, patient safety, quality of care, and healthcare ethics. At the same time, students interested

in joining a research team outside of required studies may engage in activities such as literature reviews, data collection, and related research tasks. This strategy differs from lecture style research courses by facilitating undergraduate students' active participation in authentic research projects beyond structured coursework, leading to enhanced academic learning.

Undergraduate nursing students are guided to evaluate and incorporate evidence-based research into clinical practice to become more effective in their work environments. Consequently, involving nursing students in the development of evidence-based practice, rather than limiting their role to applying the outcomes, could better increase their understanding of research and clinical decision making. Students who demonstrate time and commitment may have opportunities to willingly participate in research work as members of faculty led research teams.

The purpose of this commentary is to create awareness of the benefits of collaborative research teams involving nursing faculty and undergraduate students. Incorporating students' experiences, observations, and reflections in research could enhance educational strategies and clinical policies that prepare future nurses for professional practice.

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