

Perceptions about Clinical Experience among Nursing Students in a Selected Teaching Institution of a Tertiary Care Hospital

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1. Introduction

Clinical learning is an important component of nursing education and takes place in a complex social context of the clinical environment. Students participate in supervised learning sessions in real world health care environments, which provide them with the opportunity to put what they've learned in the classroom into practice. Learning in a clinical setting creates challenges that are absent in a classroom. Clinical experience prepares student nurses to be able of "doing" as well as "knowing" the clinical principles in practice. The clinical practice stimulates students to use their critical thinking skills for problem solving². At the same time clinical experience is one of the most anxiety producing components of the nursing program. Clinical instructors and mentors play a pivotal role in planning an effective clinical experience and providing an ideal clinical environment to the student nurses for optimal professional and personal grooming.

2. Background

Nursing students have a great deal of anxiety when they begin their clinical practice. Lack of clinical experience, unfamiliar areas, difficult patients, fear of making mistakes and being evaluated by faculty members pose anxiety-producing situations in their clinical experience. Students experience anxiety as a result of feeling incompetent and lack of professional nursing skills and knowledge to take care of various patients in the clinical setting. Clinical instructors have a great role to play in alleviating this anxiety and build confidence in the nursing students. Developing confidence is an important component of clinical nursing practice and should be facilitated by the process of nursing education; as a result, students become competent and confident³.

Objectives

- 1) To assess the student nurses' perception about their clinical experience.
- 2) To find association between demographic variables and perception about clinical experience.

Variables in the study

- Student nurses' perceptions
- Clinical experiences
- Demographic variables: age, Year of course, area of placement,

Research Methodology

Quantitative non-experimental study using Survey design approach was adopted to collect information from 143 Nursing students undergoing BSc Nursing Course using Simple random sampling technique in a selected tertiary care hospital.

Inclusion Criteria

All nursing students undergoing BSc Nursing course and who have completed minimum 06 months of training and willing to participate in the study will be included in the study. The study was based on Ishikawa Fish Bone -Cause and Effect model. The tool selected was Clinical Learning Environment and Supervision Evaluation Scale which is a standardized tool whose reliability and validity has been tested and established.

3. Result

Among 143 students surveyed, 28 students belonged to I Yr BSc Nsg, 38 students belongs to II Yr BSc Nsg, 38 students belongs to III Yr BSc Nsg and 39 students belonged to IV Yr BSc Nursing. The students were with in the age group of 18 to 23. The important findings of the study are as follows:

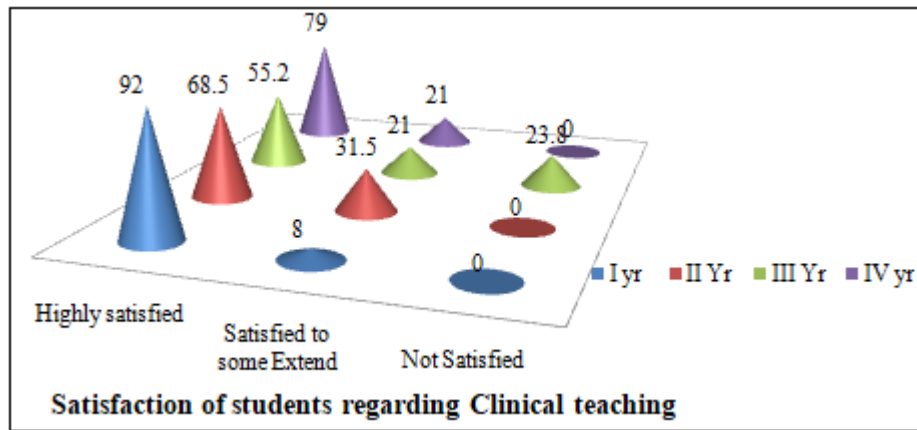
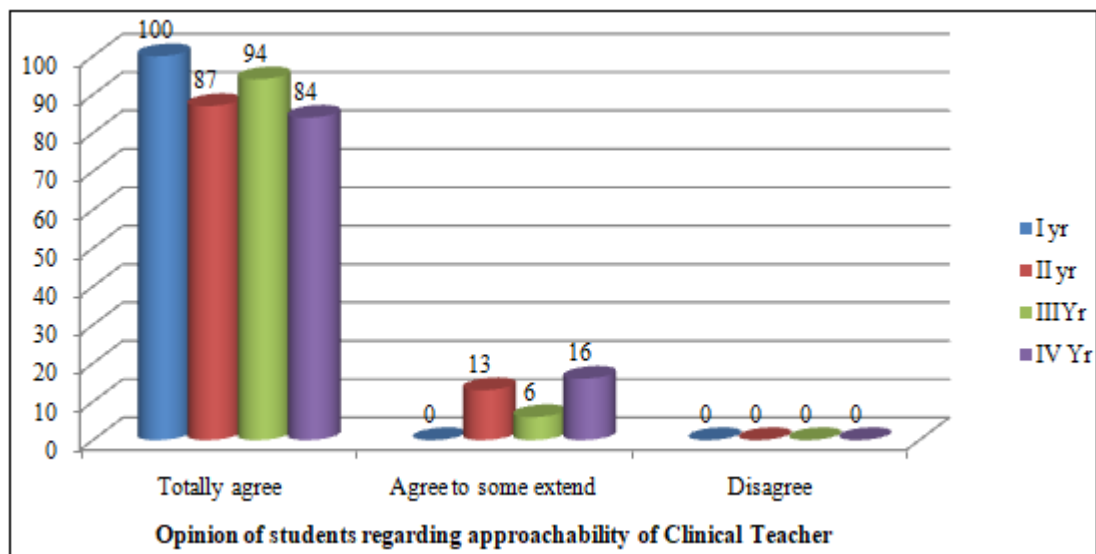


Fig shows 92 % Iyr Bsc (Nsg) students, 68.5% II Yr students , 55.2% III Yrs and 79% IV Yrs are highly satisfied with the clinical teaching provided .



Above Fig is suggestive that 100% I Yr students, 87% II Yr students, 94% III Yr students and 84% IV YR BSc (N) students felt their clinical teacher is approachable.

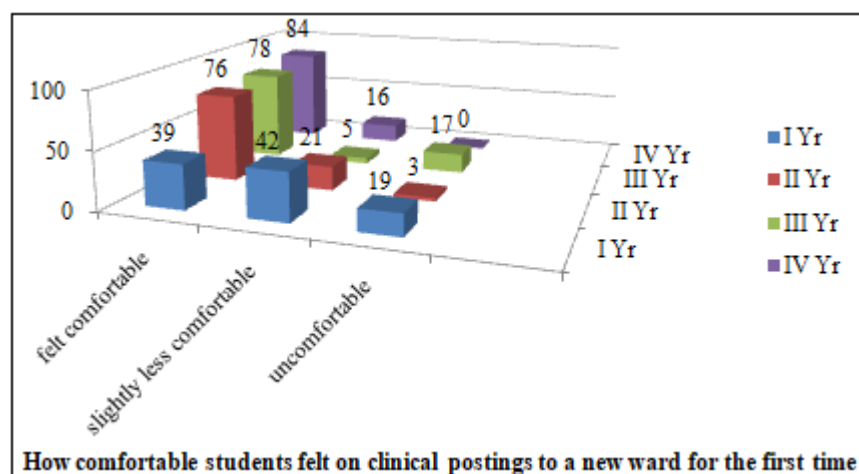


Fig shows 39% I Yrs, 76% IIYrs, 78% III Yrs and 84% IV yr student felt no fear going to a new clinical area where as 19% IYrs and 17% III Yrs felt uncomfortable going to a new clinical area.

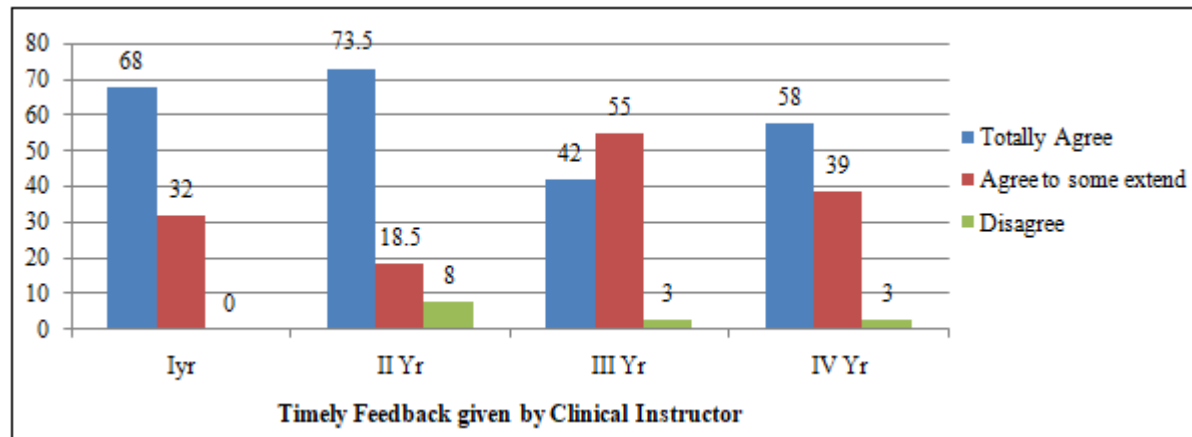


Fig shows that 73.5% II Yr students agreed that CI Instructors gave timely feedback regarding student's performance where as 8% students disagreed to this. 55% III Yr students agreed to some extend that CI Instructors gave timely feedback regarding students performance, 58% IV yr students agreed that CI Instructors gave timely feedback.

Other important findings were:

- 85% Iyr students totally agree that adequate support and guidance was provided to them by CI Instructors where as 50% II yrs , 63% III Yr and 44% IV yr students agreed that that adequate support and guidance was not provided to them by CI Instructors.
- 61% IYr students, 44% Ilyr students, 28% III Yr students and 47% IV Yr students totally agreed that CI Instructors demonstrated procedures in the ward before making students perform procedures in the ward. 20% II yr students and 14% II yr students disagreed on the same.
- 76% of I yr students totally agreed that there is integration of theory and practice in the Clinical area where as 34% III Yrs and 32% II yrs only agreed to some extend that there is integration of theory and practice in CI teaching.
- 66% students agreed that there was very clear channels of communication in the clinical areas compared to 9.5% students disagreed that there existed clear channels of communication.
- 50 % I yr students and 47% IV yr students totally agree that clinical instructors performed as members of ward team where as 47% II yrs, 47 % II yr and 43% I yrs agree only to some extend that Clinical instructors were part of the ward team.
- 85% Iyr students totally agree that adequate support and guidance was provided to them by CI Instructors where as 50% II yrs , 63% III Yr and 44% IV yr students agreed that adequate support and guidance was provided to them by CI Instructors.

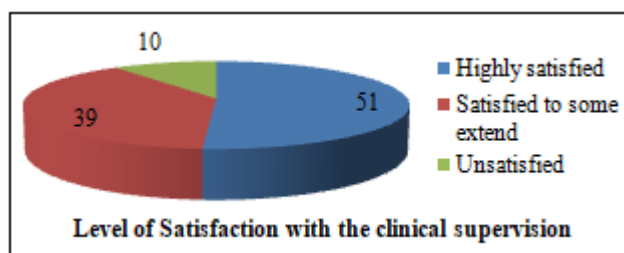


Fig shows level of satisfaction among students regarding clinical supervision received.

4. Discussion

Varying degrees of anxiety and worry have been expressed by nursing students with regard to their initial clinical placement. In a study conducted by Sharif F and Mousumi S among 200 students regarding their perceptions regarding clinical placement almost all of the students had identified feeling anxious in their initial clinical placement. Worrying about giving the wrong information to the patient was one of the common issue brought up by students¹. In the present study 39% I Yrs, 76% IYrs, 78% III Yrs and 84% IV yr student respectively felt no fear going to a new clinical area where as 19% IYrs and 17% III Yrs felt anxious going to a new clinical area. There was a statistically significant association between year of training and anxiety of students. IV yr students comparatively had no fear about placement in any clinical areas.

In a study conducted by Dr.Lakshmi Rajeswaran in University of Rwanda College of Medicine and Health Sciences, Kigali, Rwanda regarding clinical experiences of Nursing students 80% of students expressed worry about the clinical rotation. Students were exposed to high level of clinical stress at third year and developed depression, somatic illness, anxiety that affect their performance during the clinical learning. Students also reported lack of teaching and guiding support from all clinical instructors and preceptors during their clinical experience: Support and guidance were reported as lacking from both academic staff who supervised clinical as well as the floor nurses⁵. Contrary to this in the present study that 100% I Yr students, 87% II Yr students, 94% III Yr students and 84% IV YR students felt their clinical teacher is approachable. 92 % Iyr, 68.5% II Yr , 55.2% III Yrs and 79% IV Yrs are highly satisfied with the clinical teaching provided .

Ideal clinical environment and supportive supervision is essential for learning skills needed to care for patients says Jamshidi N, Molazem z et al in a qualitative grounded theory study conducted at Shiraz University of Medical Sciences⁶. They found that students had difficulties in performing simple procedures in some situations, due to the lack of clinical teaching and proper demonstration. It is seen in the present study that 61% IYr students, 44% Ilyr students, 28% III Yr students and 47% IV Yr students totally agreed

that CI Instructors demonstrated procedures in the ward before making students perform procedures in the ward. 20% II yr students and 14% II yr students disagreed on the same.

Among the important effective factors on students learning is supportive learning environment. In a study conducted by Baraz S and Memerian R⁷ among 18 nursing students using a qualitative focus group study students complained about non-supportive relationship of the instructors and clinical nurses with them. The students stated about behavioral and verbal violence of the instructors, lack of acceptance by the instructors, and not caring about the students learning.. In the present study max students agreed that clinical instructors were supportive, approachable and gave time to time feedback about their performance.

Belfer and Claire in a report states that having an ideal clinical environment with sufficient supplies, PPEs, and ward sisters following correct procedure are very important in promoting ideal clinical learning⁴. In the present study it was seen that 54% I yr students, 32% II Yr students, 24% III Yr students and 28% IV Yr students totally agreed that adequate supplies are available in the ward to practice, 79% Nsg students totally agreed that nursing staff in the ward practiced proper BMW Mgt, 40% students totally agreed that patients received individualized care where as 33% disagreed that patients received individualized nursing care. 45% students agree to only some extend that adequate Personal Protective Equipments and Safe environment for practice was available to them and 20% disagree that adequate Personal Protective Equipments and Safe environment for practice was available to them.

5. Conclusion

Clinical learning experiences are directly influenced by the effectiveness of clinical teaching. It is through clinical teaching that nursing students learn how to apply abstract concepts in specific and concrete situations and that student acquire the characteristics of professional roles and values. It is evident from many studies that Student nurses are able to identify those factors which could promote or enhance as well as those which could hinder and be detrimental to their learning in the clinical setting. It is therefore, imperative that the clinical teachers and supervisors strive to improve students' capabilities in identifying learning opportunities in the clinical surroundings.

References

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