

**Student Self Assessment of Factors Affecting their
Achievements of Obstetrical and Gynecological
Nursing Skills**

Thesis

Submitted for Partial Fulfillment of the Master Degree in
Maternity and Neonatal Health Nursing

By

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2011

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Acknowledgement

First and foremost, I feel always indebted to Allah the most merciful. Who give me the power to accomplish this work,

I would like to express my deepest thanks and gratitude and sincerest appreciation are due to Dr. Safaa Abed El Raaof Hashim Professor of Maternity & Neonatal Nursing, Faculty of Nursing, Ain Shams University, for her patience, help, constructive criticism, valuable support and direction ,she gave me much of her valuable time that this work has come to light. Many thanks to her experienced guidance and encouragement.

I also express my deepest thanks to Dr. Nevin Samir Metwally lecturer of, Maternity & Neonatal Nursing Faculty of Nursing, Ain Shams University. Her helpful advise and continuous encouragement were quiet were quiet valuable in accomplishing this work,

Many thanks and appreciation to all those who generously gave me time to full-up the forms used in this work. Without their help and cooperation, this study has never been completed.

Last but not least , I would like to thank and appreciate my parents, all my family member, my dear children Mohamed, Ahamed, Radwa and my friends for their tolerance and sustained normal support (Allah bless them all).

Sahar S.H. Wasel

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LIST OF ABBREVIATIONS

NQAAA	National Quality Assurance and Accreditation Agency
WHO	World Health Organization
MMR	Maternal Mortality Rate
CTA	Clinical teaching associate
CNS	Clinical nurse specialist
CTP	Clinical teaching partner
PDA s	Personal Device Assistants
CHEA	Council for Higher Education Accreditation
MHOP	Ministry of Health and Population
MOH	Ministry of Health
PC	Personal Computer
SPSS	Statistical Package for Social Studies

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Appendix I	Structured questionnaire sheet
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ABSTRACT

This study was conducted at Ain Shams University in faculty of nursing in obstetrical and gynecological department to assess factors affecting student's achievements of nursing skills as viewed by the student. **The study included** all third year student enrolled about (190) during one academic year (2009-2010) in both semesters. **Descriptive study** design was used. Data was collected by using two types of tools, Arabic structured questionnaire sheet, Factors affecting Student achievements tool. **Result** indicated that Student satisfaction from lab infrastructure as factors interfere with their achievement were (55.41%) of them satisfy while 2.93% only unsatisfied and the rest were uncertain, Student satisfactions from hospital training which represent 32% of student were satisfied compared to 24.42% unsatisfied only 13.9% unsatisfied from total students satisfaction from the support obtained by their instructor in the clinical training compared to 39.6% of them were satisfied and the rest were uncertain. Students' satisfaction from the procedures book used for the clinical training were 39.57% satisfied while 37.15% were uncertain but only 23.2% unsatisfied total student's satisfaction from evaluation process were 37.68% also the same percentage were uncertain while 24.63% unsatisfied. **In conclusion** the students were satisfied from lab infrastructures as a factors interfere with their achievement, also student satisfaction from hospital training represent less than one third of the total sample, but the minority of student were unsatisfied from instructors support during clinical training and the recommended procedure book, on the other hand none of the student reach to excellent levels at final clinical evaluation but two third of student reached to very good level and one third reached to good level, highly significances relation proved between student socio-demographic characteristics and their achievement level to Obstetric and gynecological nursing skills. Highly significances relation proved between student's satisfaction and student achievement level to the specified nursing skills. **The study recommended** that student orientation strategies to increase student awareness about the rights and responsibilities for quality clinical achievements, In-service training programs for faculty's staff about quality of teaching and learning process, Quality principles should be considered and assessed in relation to educational clinical skills.

Key word:

Nursing Education, Student, Factors Affecting Clinical Achievement



Introduction & Aim of the Study

INTRODUCTION

Quality has become a key issue everywhere, within the National level not only in Egypt but also within the World Health Organization, the National Quality Assurance and Accreditation Agency developed national standards for higher education [1]. Furthermore, the clinical education today is treated as a technology, with repeated calls for it to be “evidenced based practice”, This focus on quality that is evidence based as well as the relevance of the educational process and the required improvements in quality performances have collectively contributed to the monitoring of students’ satisfaction of their teaching and learning process as a critical for improvements in quality of performance of undergraduate student [2].

The soul of nursing education is the clinical practice especially in obstetrical and gynecological department, where nursing knowledge is shaped into professional practice so the effective clinical learning or teaching is a major objective in preparing hight qualified and professional nurses for the health care services [3].

Student clinical practice is a significant and essential part of nursing education, Accordingly, clinical practice needs to be positive and valuable, According to [4] the clinical practice is conducive to learning and promotes the personal and professional development of students, positive clinical experiences are more likely related to how valued and supported students.

The clinical learning environment represents a vital element of nursing clinical education that needs to be measurable and warrants further investigations , So that the quality of clinical learning environment is an important factor for nursing students' clinical experience and it is determined by a good atmosphere in the clinical area [5].

Principles for good practice in undergraduate nursing education, good practice encourages contact between students and faculty, develops reciprocity and cooperation among students, uses active learning techniques, prompt feedback, emphasizes time on task, communicates high expectations and respects diverse talents and ways of learning this improve the student performance [6].

A clinical instructor is a backbone of educational process so the role of clinical instructors is very important discuss by many recent studies for improvements in quality performance of undergraduate student, according to [7] emphasizes that the important role and job description of an effective clinical instructor who able to uses certain strategies, is important issue for preparing high qualified nursing student, so being a good clinical instructor requires much practice and learning skills.

When students experience good simulation before real-life experiences, they develop self-confidence. To achieve this, simulation works best with real-life experiences. Advances in simulation and virtual technology now offer excellent adjuncts to “live” education, reducing the barriers associated with limited experiences [8].

Nursing students are afforded rights and responsibilities of both a legal and ethical nature, Clinical faculty must be aware of these in order to protect students' rights while holding them accountable for their responsibilities one of the obligations faculty carry with them into the clinical setting is to assure both students and faculty member are cognizant of these rights and responsibilities and function [9].

Through the lens of students' perspectives the factors affecting student clinical achievement can be different or not the recent studies elaborate that the students can be valuable learning resources if clinical instructors are willing to listen so that the researcher will be seeing the factors affecting student clinical achievement through the student's eye [10].

Justifications of the study:

Inappropriate managed lead to maternal death or disability. Most of these deaths (99%) occur in developing countries. Every minute, one maternal death occurs somewhere in the developing world. Every year over half a million women, die In addition, maternal mortality in Egypt accounts for 63 per 100 000 live births.

The Maternal Mortality Rate (MMR) is an indicator of the quality of care available during pregnancy and childbirth in the postpartum period. Of all maternal deaths, 80% can be potentially avoided by proper interventions [11].

By utilization of the principles of good practice in undergraduate maternity nursing education, the maternal mortality and morbidity in Egypt will be reduced as the quality of practices of the undergraduate nursing students will be improved The improvement of clinical nursing training qualities is an important element or the success of nursing practice so factors affecting student's achievements at obstetrical and gynecological department needs to be studied so that the researcher carry out this study to assess factors affecting student's achievements to obstetrical and gynecological nursing skills [12] .

Aim of the study:

To assess factors affecting student's achievements to obstetrical and gynecological nursing skills as viewed by the student.

Research Question:

What are the student's assessments to factors that affect their achievements of obstetrical and gynecological nursing skills?



Review of Literature