

Assessment of Clinical Practical Setting as Perceived by Nursing Students and the Faculty Staff Assistants

Thesis

*Submitted in partial fulfillment of the Master Degree in
Nursing Sciences (Nursing Administration)*

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تقييم أماكن التدريب العملي كما يدركه طلاب التمريض ومعاوني أعضاء هيئة التدريس

رسالة

توطئة للحصول على درجة الماجستير في علوم التمريض
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Assessment of Clinical Practical Setting as Perceived by Nursing Students and the Faculty Staff Assistants

Abstract

An effective clinical setting encourages students to take responsibility for their own learning and to actively seek out opportunities to learn. Learning in clinical setting is complementary to and a continuation of theoretical and laboratory learning and is direct preparation for the student's future practice. **The aim** of this study was to assess the clinical practical setting as perceived by nursing students and faculty staff assistants. **Subject & method:** The study was carried out at two settings namely; Faculty of Nursing-Ain Shams University including Medical Surgical Nursing Department, Maternity and gynecology Nursing Department, Pediatric Nursing Department and skill lab and Ain-Shams University hospitals including Ain Shams University Hospital, El Demerdash Hospital, Obstetric and Gynecological Hospital and Pediatric Hospital using a descriptive, comparative study design. The subjects of this study included two groups, 307 nursing students from 2nd & 3rd year and all the available faculty staff assistants in the aforementioned departments. Their total number was 40. Data collected by using questionnaire sheet. **The results** of the study revealed that there was highly statistically significant difference between nursing students and faculty staff assistants' agreement on the presence of equipment & supplies, task orientation, personalization, student involvement and student satisfaction. In addition to that; there was a statistically significant difference between nursing students and faculty staff assistants as regard total of all studied dimensions. **The recommendation:** Based on the study findings, it was recommended that continuous assessment of the clinical practical setting, continuous support and reward from the faculty for nursing team for their vital role in nursing students training and further studies should be developed to evaluate the effectiveness of the selection of clinical practical setting for nursing students.

Key words: Clinical setting, faculty staff assistant, nursing students.

Introduction

The world of nursing is evolving rapidly, so that the nurse educators must adapt their current curriculum designs and teaching approaches to accommodate this. It is also essential to take into account the student population. Nurse educators, as agents of change, are tasked with bridging the gap between academic preparations and nursing practice, this requires an understanding of both the changing healthcare environment and the needs of a diverse student population (*Stanley & Dougherty, 2010*).

Clinical placement plays a key role in education intended to develop nursing and caregiving skills. Students get opportunities to apply and integrate theoretical knowledge with real patients in varying care situations that facilitate learning (*Kajander, Salminen & Satu 2013*). Clear communication and collaboration between nursing students, clinical educators, and staff nurses about appropriate clinical activities seem imperative (*Tanda & Denham 2009*).

Clinical teaching lies at the heart of nursing education and its importance can't be overemphasized. This is because it is in the clinical setting where student nurses are primed for the reality of their professional roles. In other

words, clinical teaching and learning helps to prepare students for the kind of work they will have to do as practicing nurses. Furthermore, real life clinical experience allows student nurses to improve their skills. Therefore, clinical practice enables student nurses to become competent practitioners (*Eta et al., 2011*).

A major determinant of the effectiveness of clinical teaching is the context in which it occurs. Clinical teaching is performed by a faculty within a curriculum that is planned and offered in response to professional, societal and educational expectations and demands, using available human, intellectual, physical and financial resources (*Iwasiw, Goldenberg and Anderusyszyn, 2009*).

As part of the clinical learning environment, the clinical teaching behaviors of nursing faculty have significant potential to influence students' learning. Nurse educators have a responsibility to provide nursing students with clinical instruction that is most effective at facilitating learning however, there is a paucity of research on which to base practice (*Kube, 2010*).

Clinical laboratory should be so equipped that the students will have opportunity to see demonstrations of nursing techniques and to secure skill in the execution of