

Practical Training Barriers Among Nursing Students In Critical Care Settings

Thesis

*Submitted for Partial Fulfillment of
The Master Degree*

In

*Nursing Sciences
(Critical Care Nursing)*

By

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Mahmoud Hassan Mohamed Asr



Dedication

*Last but not least, I am grateful to **my**
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helped me to fulfill this work.*

Practical Training Barriers Among Nursing Students In Critical Care Settings

Abstract

Background: There are many barriers experienced by nursing students and affect the quality of practical training and also affect students' satisfaction about their training. **Aim:** This study was conducted to assess practical training barriers among nursing students in critical care settings which will be achieved through the followings: Assessing barriers facing students during laboratory and hospital training and assessing factors affecting students' satisfaction with their practical training at critical care settings. **Method:** This study was conducted at the faculty of nursing, Ain Shams University and critical care settings at El Demerdash hospital. **Sample:** Purposive sample of 70 2nd year students were recruited in the present study. **Tools:** 1) Student Interview Questionnaire. 2) Student Satisfaction Level Questionnaire. **Results:** The present study revealed that students' practical learning is affected by many barriers including barriers related to communication between student and nursing staff working at critical care units, lack of training opportunities, lack of equipment and supplies, unavailability of simulators at skills lab and presence of theory practice gap. Also, more than half of students are satisfied with practical training at critical care settings (low level of satisfaction). **Conclusion:** The results of this study concluded that there were many barriers facing students during clinical training at critical care (in the hospital and the faculty), also students had a low satisfaction level regarding their practical training. **Recommendations:** Further studies should be designed to overcome the practical training barriers that have negative effect on clinical training quality and students' satisfaction about their practical training at critical care settings.

Key words: Practical Training, Barriers, Critical Care Settings.

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List of Abbreviations

CCU	: Cardiac Care Unit
CLE	: Clinical Learning Environment
EBP	: Evidence Based Practice
ICU	: Intensive Care Unit
IV	: Intra Venous
Lab	: Laboratory
NT	: Nurse Teacher
OR	: Operation Room
OSCE	: Objective Structured Clinical Examination

Operational definitions

Practical training:

An integrative learning experience in a supervised setting aimed at the professional preparation and training of a student in the skills lab and clinical settings.

Introduction

Skills laboratory (Skills Lab) provides a secure and protected clinical learning environment (CLE) in which the learner can practice clinical skills before using them in real clinical settings. The skills lab helps to ensure that all students acquire the necessary techniques and are properly assessed before practicing on real patients (*Datta, Upadhyay & Jaideep, 2012*).

Practicing in real clinical settings is critical for student nurses to achieve their competence and confidence to face the future challenges of professional practice and to integrate well into clinical settings (*Christiansen & Bell, 2010*).

Clinical practice serves a variety of functions, including applying and connecting theory and practice, sustaining students' professional identity and their motivation to be health care professionals, improving their techniques, as well as enhancing their critical thinking and problem-solving ability (*Baglin & Rugg, 2010*).

Even though clinical practice has significant benefits for nursing students, they are still stressed by new experiences, such as using high tech medical equipment, meeting the needs of patients and families, and developing relationships with other health care professionals (*Chan, So, & Fong, 2009*).

One of the most critical experiences for student nurses is their exposure to patients in the clinical. It is where they encounter the human side of nursing. From an educational perspective, the clinical placement is the venue where skills, knowledge and attitudes developed in the theoretical part of the curriculum are applied, developed and integrated (*Newton, Jolly, Ockerby, & Cross, 2010*).

Clinical practice is an area that allows students to have direct experience with the real world of nursing, to practice the clinical skills required for the job, to learn about general nursing routines and to learn about the responsibility of the nurse that will improve their skills in preparation to becoming a registered nurse (*Sharif & Masoumi, 2005*).

Poor relationships between the students and some clinical teachers resulted in student stress, anxiety, and frustration. Students' learning was hindered by teachers' unclear and non-useful feedback or teaching without a respectful attitude. Poor student-clinical teacher relationships could push students to lose interest in learning and to lose a supportive resource in the clinical setting (*Ping Huang., Yuen-Chih, Shou-Yu, Huey-Ing & Hsiu-Jung, 2012*).

Incompetent nurses in the CLE would be a danger to people's health. Moreover, this leads to patient's dissatisfaction (*Safadi, Saleh, Nassar & Amre, 2011*).