

A STUDY ON STUDENTS NURSES' SATISFACTION WITH CLINICAL TRAINING DURING CLINICAL PLACEMENT

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INTRODUCTION

Clinical skills development is paramount in nursing education. For successful clinical training, student nurses require abundance of patient care, adequate resources to practice nursing procedures, and vigilant clinical supervision to improve their practice. The aims of nursing education principally center on the transmission of nursing knowledge, and assisting nursing students to acquire the necessary skills and attitudes associated with nursing practice. As with professional preparation generally, nursing education encompasses the three domains of learning; the cognitive, the affective, and the psychomotor (Salsali, 2006). One way to enhance nursing education is to evaluate the effectiveness of clinical training that focus on mainly the development of psychomotor skills of nursing students.

In Sri Lanka, nursing education currently carry out by the nursing schools and Universities separately. Being government institutions, Schools of Nursing are attached to the Ministry of Health (MOH), while the University Grant Commission (UGC) and Ministry of Higher Education run the universities. There are large numbers of private sector nursing schools, but these are not recognized by the MOH and Sri Lanka Medical Council (SLMC) because of inconsistencies in programme duration and standards (Jayasekara, 2009). The Open University of Sri Lanka, established the Diploma in Nursing programme and enrolled the first batch of students in March 2011. The students of this programme are provided their practical training in a Private Hospital. As a newly established programme, it is essential to assess the quality of clinical training and identify strengths and weaknesses of training, and to take possible measures to improve practical skills of nursing students.

This study aimed to investigate student nurses' satisfaction with clinical training in a Private Hospital with regards to availability of patient care and facilities for students and clinical supervision with the following specific objectives.

- To assess availability of patient care opportunities for student nurses
- To identify availability of facilities for students' clinical practice
- To assess adequacy of clinical supervision for nursing students

METHODOLOGY

The study was carried out as a descriptive study. Forty five were selected as convenience for the study from total of fifty two student nurses in the Diploma programme. Seven students who participated in pre testing, the questionnaires were excluded from the study. Student nurses were invited to voluntary participated for the study. Self administered questionnaires were distributed and collected back from the subjects during their self study hours in the University premises.

The questionnaire was comprised of seven sections; section 1 for students' demographic data and, section 2 for reasons for selecting nursing as a carrier. Section 3, 4 and 5 focused on determining the availability of patient care opportunities for student nurses for daily practice considering the nature and characteristics of the unit and the patients, frequency of attended patient care by each subjects during a two week period of clinical placement and the use of clinical time by individual student for different activities in the ward.

A five point Likert scale was used with options of 1- Unsatisfied, to 5- Very satisfied for section 6 which was focused on availability of facilities for clinical practice. Section 7 was focused on determining adequacy of clinical supervision for nursing students and a 5 point Likert scale was used with options from 1- Strongly disagree to 5- Strongly agree.

Data were analyzed using descriptive statistics. A scoring system was used to find out the degree of satisfaction in each of the above sections. Five satisfaction levels were given as a score range from 1to 5.

RESULTS AND DISCUSSION

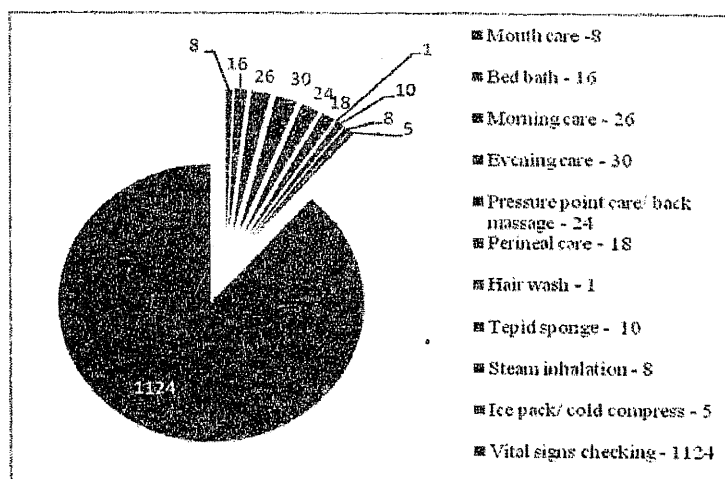


Figure 1: Frequency of attended patient care by student nurses (n=45) for a period of two weeks

Table 1 : Availability of facilities for clinical practice (frequency percentages) (n=45)

(%) - Row Percentages

Item	Unsatisfied %	Somewhat satisfied %	Rather satisfied %	Quite satisfied %	Very satisfied %
1. Equipment are readily available	13.6	57.8	22.2	4.4	0
2. Equipment are adequate	28.9	31.1	31.1	4.4	0
3. Equipment are appropriate for practice	40.0	37.8	17.8	2.2	2.2
4. Staff understanding about requirement of resources	2.2	22.2	44.4	31.1	0
5. Staff readiness to provide needed resources	8.9	22.2	37.8	24.4	4.4
6. Available resources are adequate to improve skills	13.3	60.0	17.8	8.9	0
7. Overall I was satisfied with the quality resources available	13.3	53.3	22.2	11.1	0

Forty five student nurses answered the questionnaire (respond rate 100%). Among them, most were females (66.7%), age between 21-23 years (88.4%) and 100% studied in GCE Advanced Level science stream. 53.3% of the students selected nursing as a career with the belief of it is matching with their educational qualification while 42.2% believed that nursing profession is good. Average percentage of bedridden patients, partly dependent patients and independent patients were 1.11, 8.31 and 4.96 respectively. Student nurses were assigned to the each hospital unit by the Open University (mean 12.89) and another institution (mean 9.87). Student nurses received less clinical experience due to lack of number of patients

available and increasing number of student nurses assigned to each unit. Frequency of attended patient care by all students (n=45) for two weeks period (Figure 1) illustrates availability of patient care opportunities in the hospital. According to that, most frequent student nursing care opportunity is vital signs checking (mean 24.8) and least frequent nursing care is hair wash (mean 0.02). Although clinical training requirement to be consisted with basic nursing care during first year (Kyrkebø *et. al*, 2002), according to the findings availability of basic nursing care opportunities is very less for students.

Table 2: Students' feelings on of clinical supervision - frequency percentages (n=45)

Item	Strongly disagree 1	Somewhat Disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
1. Nurses provide an appropriate amount of support	2.2	26.7	35.6	26.7	8.9
2. Nurses motivate me to do my best work	6.7	24.4	26.7	33.3	8.9
3. Nurses normally give me helpful feedback on how I am going....	0	15.6	51.1	26.7	6.7
4. Nurses make a real effort to understand	11.1	17.8	44.4	20.0	4.4
5. Many nurses ask me questions	4.4	40.0	22.2	26.7	6.7
6. Nurses spend sufficient time to correct me	17.8	37.8	24.4	15.6	4.4
7. Nurses give me feedback which helped	6.7	35.6	28.9	22.2	6.7
8. Nurses provide feedback at appropriate	6.7	37.8	26.7	17.8	11.1
9. Nurses are approachable	6.7	20.0	33.3	22.2	17.8
10. There is a lot of pressure on me	11.1	26.7	37.8	17.8	4.4

(%) - Row Percentages

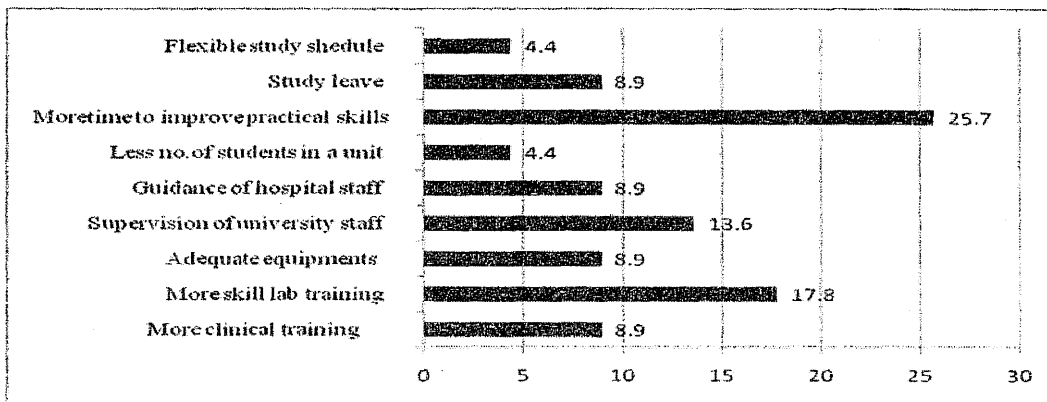


Figure 2: Expectations of student nurses to improve clinical skills (Frequency percentages)

Availability of facilities is very important for students' practice in the clinical setting. A Five point Likert scale with five statements focused on students' satisfaction regarding availability of resources shows not satisfied. Overall satisfaction on quality of resources available for training is negative and only quite satisfied and very satisfied frequency were 11.1% and 0% respectively. Clinical supervision is paramount in improving clinical skills of student nurses. Expert advisors should facilitate students' clinical learning experience during practice period (Espeland & Indrehus, 2005). Clinical nurses employed by the hospital and nurse teacher employed in the by the University are expected to support to the same student during a period of clinical practice. Students' feelings on clinical supervision are focused on how nurses provide supports to improve their clinical skills. Majority of students were rather disagreed

with the given statements regarding satisfaction with facilities provided. The results of students' feelings on clinical supervision showed that they were not highly satisfied with clinical supervision and this finding is supported by Sharif and Masoumi (2005). Saarikoski and Leino-Kilpi (2001) stated that supervisory relationship was the most important factor in students' clinical learning. Moreover, Espeland and Indrehus (2005) stated that staff nurses are good in supervising in the clinical area. As shown by the frequency percentages of students' expectations (Figure 2), 25.7% expected more time to improve their practical skills and 17.8% expected more opportunities to improve skills in the lab. 13.6% students requested more clinical supervision by University staff.

CONCLUSION AND RECOMMENDATIONS

The findings of this study indicate that we need to rethink about clinical training in diploma nursing education. It is clear that availability of patient care opportunities was very less for the students to improve their skills. Study results suggest that students were generally dissatisfied with availability of facilities for clinical practice and clinical supervision carried out by nurses. Further, it is evident that more time should be devoted by the students to improve their clinical skills and more opportunities and clinical supervision should be provided by the University.

The results of the study would be useful for nurse educators to design strategies for more effective learning opportunities for students. The findings support the need for providing required resources for students' practice and create more opportunities to improve their practical skills in the skill lab as well as in the clinical setting. Both clinical nurses and university staff should devote more time to supervise students in the clinical field

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