

Assessment of Clinical Learning and Training Environment for Maternal and Child Health Nursing Students

تقييم البيئة التعليمية والتدريب السريري لطلبة تمريض صحة الأم والطفل

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المستخلص:

الهدف: تقييم البيئة التعليمية السريرية والتدريب السريري للطلبة في تمريض صحة الأم والطفل.
المنهجية: أجريت الدراسة الوصفية على عينة غير احتمالية (غرضية) تكونت من ١٧٥ طالباً في كلية التمريض/ جامعة بغداد ونفذت الدراسة للمدة من ١٩ حزيران إلى ١٨ تموز ٢٠١٣ واستعملت الاستبانة كأداة لجمع البيانات لتحقيق هدف الدراسة وتكونت من ثلاث أجزاء وتتضمن الخصائص الديموغرافية والبيئة السريرية وممارسات الطلبة لتمريض صحة الأم والطفل واستخدام الإحصاء الوصفي في تحليل البيانات.
النتائج: أظهرت النتائج أن ٦٥,١% من الطلبة أعمارهم تتراوح ما بين (١٩-٢٣) سنة وأن ٥٦% من الطلاب ذكور، ٦٦,٩% من طلاب السنة الثالثة وأن ٥٩,٤% هم من الدراسة الصباحية. وأظهرت الدراسة أن هناك نسبة استجابة عالية من MS لعينة الدراسة ما عدا الفقرة (١١) حيث كانت الاستجابة فيها ب (كلا) وهي (بيئة التعلم في المستشفى مع الكلية بيئة متجانسة). وكشفت الدراسة أن هناك نسبة استجابة عالية من MS لعينة الدراسة حول التدريب السريري.
التوصيات: أوصت الدراسة إلى الحاجة إلى إجراء بحوث لتقويم البيئة التعليمية السريرية الفعلية لمهارات وممارسات الطلبة وأداءهم في المستشفى وتحديد العوامل المؤثرة على الطلبة خلال البيئة التعليمية السريرية والتدريب السريري.

Abstract:

Objective: To assess the clinical learning environment and clinical training for students' in maternal and child health nursing.

Methodology: A descriptive study was conducted on non probability sample (purposive) of (175) students' in Nursing College/ University of Baghdad for the period of June 19th to July 18th 2013. A questionnaire was used as a tool of data collection to fulfill with objective of the study and consisted of three parts, including demographic, clinical learning environment and clinical training for students' in maternal and child health nursing. Descriptive statistical analyses were used to analyze the data.

Results: The results of the study revealed that the 65.1% of student at age which ranged between (19-23) years and 56% were male student, 66.9% were third year nursing students, and 59.4% were morning study. The study revealed that there were high mean score response among study sample except item (11) the response was (No) in which as (The learning environment in the hospital with a homogeneous environment college) at student's attitude's regarding clinical learning environment. And the study revealed that there were high mean score response among study sample at the clinical training.

Recommendations: The study recommended to need to conduct other the researches to evaluate the actual clinical learning environment for nurse's skills and practices performance in the hospital. And to determine factors influence student's during clinical learning environment and clinical training.

Keywords: Assessment, Clinical Educational Environment, Clinical Training, Maternal and Child Health Nursing

Introduction:

A learning environment can be divided into academic and clinical settings. While the importance of classroom teaching is acknowledged, good quality clinical placements constitutes the most significant influence on the learning process and are therefore necessary in order that students' achieve effective learning outcomes. Consequently present day midwifery and nursing educators place a high value on students' learning in the clinical environment⁽¹⁾. The clinical learning environment (CLE) is defined as one that provides an interactive network of forces within the clinical setting which influences the students' clinical learning outcomes; it consists of all that surrounds the student, including setting, equipment, clinical staff, patients and educators; the learning environment is therefore an important element in the whole learning process⁽²⁾. A Bord Altranais asserts that clinical practice experience should provide learning opportunities which enable the achievement of proficient clinical midwifery skills and stated learning outcomes⁽³⁾. According to Landers, discrepancy exists between theory and practice because educators and practitioners work from different perspectives, one from teaching and the other from practice⁽⁴⁾. In order to meet the clinical learning needs of students, collaboration between midwifery educators and clinical staff is essential⁽⁵⁾. This presents on-going challenges for providers of midwifery education, and is therefore, an area that requires continuous discourse and deep thought^(6, 7). The objectives

of present study were to assess the clinical learning environment and clinical training for students' in maternal and child health nursing.

Methodology:

A descriptive qualitative research design was conducted on non-probability sample (purposive) of (175) students who finished 15 weeks in clinical training during academic education in Nursing College / University of Baghdad for the period of June 19th to July 18th 2013. A questionnaire was used as a tool of data collection to fulfill with objective of the study and consisted of three parts, including demographic, clinical learning environment and clinical training for students in maternal and child health nursing. Data are analyzed through the use of SPSS (Statistical Process for Social Sciences) and Excel (Statistical package). Through the application of descriptive statistical data analysis include (Frequencies, Percentage). All questions rated according to the following criteria: Yes= 2, No= 1. The calculate cut-off point was calculated by the following formula: Cut-off point = $2+1/2 = 3/2 = 1.5$

Level of knowledge	score
Low	< 1.25
Moderate	1.25 - <1.75
High	1.75 - 2

And dividing level of knowledge about all clinical learning environment and clinical training as following formula: Level of knowledge = No. of items × Mean Score

Results:**Table 1.** Distribution of Socio-Demographic Characteristic for the Study Sample

Variables	Study Sample (n=175)	
Age/Years	F	%
19-23	114	65.1
24-28	42	24
29-33	11	6.3
34-38	7	4
39-43	1	0.6
$\bar{x} \pm SD$	23.91 ± 4.0	
Gender		
Male	98	56
Female	77	44
Level of Learning		

Table 1. Continues

Third	117	66.9
Fourth	58	33.1
Type of study		
Morning	104	59.4
Evening	71	40.6

F= Frequency, %= Percentage, \bar{x} = Mean, SD= Standard deviation

Table (1) shows that the highest percentages (65.1%) at age group (19-23) years with mean age (23.91 ± 4.0 years) and (56%) were male student, (66.9%) were third year nursing students, (59.4%) were morning study.

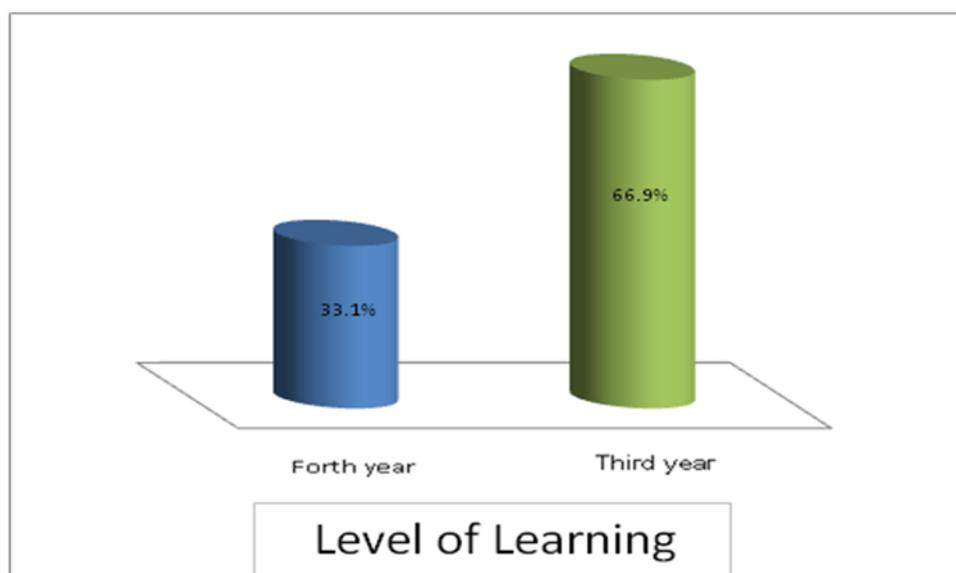


Figure 1. Level of Learning for the Study Sample

Table 2. Distributions of the Student's Responses Regarding Clinical Environment

No.	Items	Answer	Study Sample (n=175)			
			F	%	MS	Level of knowledge
1.	Students learn to adapt to situations common and familiar	Yes	160	91.4	1.91	*H
		No	15	8.6		
2.	Provides opportunities to gain experience of nursing	Yes	159	90.9	1.91	H
		No	16	9.1		
3.	Created an atmosphere of self-confidence	Yes	150	85.7	1.86	H
		No	25	14.3		
4.	Encourage mutual respect and cooperation between students and nurses in the educational	Yes	162	92.6	1.93	H
		No	13	7.4		
5.	feel comfortable when you go to the educational environment	Yes	144	82.3	1.82	H
		No	31	17.7		
6.	There is a positive atmosphere in the educational environment	Yes	120	68.6	1.69	**M
		No	55	31.4		
7.	Identify the clinical environment by the students during the training	Yes	108	61.7	1.62	M
		No	67	38.3		

Table 2. Continues

8.	There was a useful teaching cases sufficient and multi-	Yes	122	69.7	1.70	M
		No	53	30.3		
9.	The ward is a good learning environment in training	Yes	140	80.0	1.80	H
		No	35	20.0		
10.	Clinical environment helped reduce the gap between the theoretical and practical	Yes	145	82.9	1.83	H
		No	30	17.1		
11.	The learning environment in the hospital with a homogeneous environment college	Yes	79	45.1	1.45	M
		No	96	54.9		
12.	Have you had the opportunity to learn in a clinical environment	Yes	140	80.0	1.80	H
		No	35	20.0		

F= Frequency, %= Percentage, MS= Mean of scores, *H= High, **M= Moderate, Cut-off point= 1.5, n = Sample size

Table (3) revealed that there were high mean score for the study sample except item (11) which as (The learning environment in the hospital with a homogeneous environment college).

Table 3. Distributions of Students' Responses about the Clinical training

No.	Items	Answer	Study Sample (n=175)			
			F	%	MS	Level of knowledge
1.	Ideal think and development practice in nursing	Yes	152	86.9	1.87	*H
		No	23	13.1		
2.	Learn the skills of practice	Yes	155	88.6	1.89	H
		No	20	11.4		
3.	Provide nursing care based on the needs and problems of the patient	Yes	157	89.7	1.90	H
		No	18	10.3		
4.	Nursing documentation of the pre-existing lobby nurse (includes daily documentation of	Yes	150	85.7	1.86	H
		No	25	14.3		
5.	Was there a link between information theory and practice daily	Yes	134	76.6	1.77	H
		No	41	23.4		
6.	Practical training provides an opportunity for decision-making	Yes	154	88	1.88	H
		No	21	12		
7.	Practical training provides an opportunity to provide nursing services	Yes	153	87.4	1.87	H
		No	22	12.6		
8.	Helps to identify constraints in the future of the environment and clinical practice	Yes	91	52	1.52	**M
		No	84	48		

F= Frequency, %= Percentage, MS= Mean of scores, *H= High, **M= Moderate

The findings revealed that the all clinical training items have high mean of score.

Discussion:

Table (1) showed that the highest percentages (65.1%) at age group (19-23) years with mean age (23.91 ± 4.0 years) and (56%) were male student. These findings consistent with Warne et al., (2010) who conducted a study with 1903 respondents the mean age 24.6 years and the gender male student ratio was approximately double that reported it⁽⁸⁾.

Table (2) revealed that there were high mean score among study sample except item

(11) (The learning environment in the hospital with a homogeneous environment college).

Nursing students believed that their CLE were not suitable. Results of studies regarding the quality of CLE of nursing students are different. For example, one study conducted in Hong Kong cleared that nursing students were not satisfied with their CLE⁽⁹⁾. But, other studies conducted in England⁽¹⁰⁾ and Australia⁽¹¹⁾ showed that nursing students had positive attitudes about their CLE. This difference may

be related to dissimilarity in human resource and educational technologies between developed and under developing countries. Regarding assessment of the CLE of nursing students, few studies were conducted in Iran. For example, the finding of present study's supportive evidence is available in the study that stated nursing students were not satisfied with their CLE⁽⁵⁾. Also, the finding of present study's supportive evidence is available in study that showed that many of Iranian nursing students viewed their CLE as inappropriate⁽¹²⁾. On the other hand, Salmani and Amirian showed that 77% of nursing students believed that the quality of their CLE was moderate⁽¹³⁾. Most negative viewpoint of nursing students regarding CLE was in relation to the clinical personnel. The finding of present study's supportive evidence is available in study that showed that in viewpoint of nursing students, non-cooperation of nursing staff was the main preventing factor in clinical education⁽¹⁴⁾. All of these findings reflected the importance of support from clinical personnel in clinical education. Our findings showed that when students got along well with the staff, they felt that they were members of the team. Other researchers also found that good relationship between the staff and the students had a considerable effect on learning⁽⁵⁾. The finding of present study's supportive evidence is available in the study that reported the staff members should cooperate with each other and that nursing students should be considered as young colleagues to create a good learning environment. Nursing students who get along well with nurses feel more self-confident and become more creative while performing nursing care⁽²⁾. The results of the present study revealed that being a member of the staff is important in terms of learning. Students feel more satisfied when they are considered as members of the team⁽¹⁵⁾. In a study conducted the finding of present study supported evidence is available in the study that stated the students defined "being a part of the team" as being empowered and having authority" and felt more empowered when they participated in the decision making processes and patient care⁽¹⁶⁾.

The finding of present study's supportive evidence is available in the study that reported the hospital culture that sustains a supportive

and encouraging approach to students is a key factor impacting on students' learning⁽¹⁷⁾.

Table (3) shows that the highest percentages takes all items of practices were answer yes.

The transition from the theoretical setting to the clinical practice site is commonly a time of apprehension for nursing students, particularly on their first placement. The finding of present study supported evidence is available in the study that asserts novices have no experience with scenarios that they encounter in the clinical setting and so have a lack of understanding of how to apply what they have learnt to the real situations that arise. Clinical laboratories offer simulated situations and activities that allow students to consolidate their knowledge, skills and problem solving strategies in a controlled and safe environment that reflects the clinical setting before they face the reality of clinical practice. This environment affords students the opportunity to work together in co-operation and develop communication and problem solving skills⁽¹⁸⁾. The finding of present study's supportive evidence is available in the study that noted how student nurses experienced their first practice placement, concluding that clinical laboratories provided a safe environment for learning the communication and interpersonal skills, and psychomotor skills necessary to nursing⁽¹⁹⁾. The finding of present study's supportive evidence is available in the study that refer to need for tertiary institutions and service areas to collaborate to increase the learning opportunities for students⁽²⁰⁾. Clinical practice is a vital component of the nursing curriculum and has been acknowledged as being central to nursing education⁽⁵⁾. Based on this general premise, there is agreement that nursing curriculum should be directed towards improvement of clinical competencies of nursing students⁽²¹⁾.

Recommendations:

The study recommends that there is need to evaluate the actual clinical learning environment for nurse's skills and practices performance in the hospital after postgraduate. And to determine factors influence student's during clinical learning environment and clinical training.

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