



NURSING STUDENTS' PERSPECTIVES ON THE IMPLEMENTATION OF CLINICAL TEACHING IN CLINICAL PLACEMENT

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Abstract

Objective: The purpose of this study is to describe the perceptions of nursing students about the implementation of clinical teaching in clinical placement. **Method:** This research was conducted with a descriptive approach. The questionnaire used was adapted from the Clinical Learning Environment, Supervision and Nurse Teacher evaluation scale developed and validated by Saarikoski, et.al. Data were collected among 49 nursing students from Faculty of Nursing, University of Riau, which consist of 27 students who just finished their clinical practice in Pediatric Nursing and 22 students in Psychiatric nursing. Data analysis was performed using univariate analysis. **Result:** The results of this study indicate that the majority of respondents have positive perception about the clinical practice with the highest scored is on clinical competency achievement for both nursing areas. **Conclusion:** It is suggested to faculty leaders to coordinate with practice field leaders in order to improve the clinical learning environment for nursing students.

Keywords: Clinical Practice, Nursing Profession, Nursing Students, Perspective

Introduction

Nursing education is closely related to clinical theory and learning. The clinical practice component in nursing education is an important part of the curriculum and occupies more than half of the curriculum¹. The clinical placement for nursing students during clinical practice stage aims to provide the real learning experience where students directly face patients and clinical situations and apply the knowledge they have learned. During this phase, students are expected to develop their abilities and achieve nurse competencies.

Factors that influence clinical learning include the physical environment, the number of staff, the level of patient dependence, the role of students in the learning process, the quality of clinical supervision and the opportunities available for learning². Therefore, it can be concluded that the success in the clinical learning process is largely determined by the clinical learning environment. According to Zakaria and Gheith¹, the clinical learning environment provide an interactive network of

forces in a clinical setting that affects student clinical learning outcomes.

In order to achieve the quality of clinical learning, the clinical learning environment should be conducive and effective. Evaluation of the clinical learning environment needs to be done to find out what elements have been met and which should be improved.

Since the beginning of the nursing profession degree in the Faculty of Nursing, Universitas Riau in 2005, the evaluation of clinical practice has never been conducted. The informal evaluation has only been carried out between academic supervisors and students or between academic advisors and clinical instructors.

Based on the interviews with academic supervisors and clinical instructors, they found that some of the nursing students showed unsatisfactory results in the evaluation of their clinical performance, they lack of knowledge and skill. For example, they could not answer questions related to patient cases, they were



unable to determine patients' states and predict and cope with the problems that may occur during nursing care. Therefore, it is necessary to carry out a research about students' perception of the clinical learning environment for students who are undergoing a nurse professional practice to improve the quality of students in clinical learning.

The purpose of this research is to Identify four dimensions of students satisfaction consisting of pedagogical environment (clinical learning environment), the relationship with supervisor, the role of academic supervisor and the achievement of clinical competency.

Method

This study uses a descriptive method with a survey approach. The samples were 49 students of the Faculty of Nursing Universitas Riau were assigned to the clinical professional program. The sample was taken using purposive sampling technique. The questionnaire used in this study was modified from the Clinical Environment, Supervision and Nurse Teacher (CLES + T) questionnaire developed and validated by Saarikoski, et.al⁽³⁾. An CLES + T, student satisfaction originally assess five aspects: the pedagogical environment, the supervisory relationship of the clinical supervisor, the leadership style, premises of nursing on the ward and the role of the nurse teacher. This study only used 3 aspects: clinical learning environment, the supervisory relationship and the role of nurse teacher. One aspect was added which is student opinions about competencies obtained during professional practice and role of clinical supervisor.

Results

A. Demographics Categories

Table 1

Distribution of Respondents Across

Demographics

No	Category	Characteristics	n	%
1	Age	22	7	14.3
		23	39	79.6
		24	1	2
		25	1	2

No	Category	Characteristics	n	%
2	Gender	40	1	2
		Male	8	16.3
3	Program	Female	41	83.7
		A	48	98
3	Area of Clinical Placement	B	1	2
		Pediatric	27	55.1
		Nursing	22	44.9
		Psychiatric Nursing		

Demographic data on table 1 shows that respondents were in the aged range 22 - 40 years with the most of respondents (79.6%) are aged 23 years, the majority of respondents were female (83.7%), the majority of respondents were students of program A (98%) and more than half of the respondents (55.1%) undergoing the last clinical practice in the area of the pediatric and psychiatric nursing profession

B. Number of Nurse Teacher visit

Table 2.

Frequency of Nurse teacher visit during clinical placement

Frequency of visit	Area of Nursing Practice			
	Pediatric		Psychiatric	
	n	%	n	%
1-2 times	10	37	2	9.1
3-4 times	13	48.1	11	50
More than 4 times	4	14.8	9	40.9
Total	27		22	

From table 2, it can be seen that most of the respondents in the Pediatric and Psychiatric nursing areas stated that the amount of nurse teacher visit was 3 to 4 times during their clinical placement.

C. Student Perceptions about the Implementation of Clinical Learning

Data from table 3 reveals that in the pediatric nursing profession area, most respondents have a positive view of their clinical learning for all dimensions with the highest score is for achievement of clinical competency.



Pediatric Nursing Area

Table 3
Students Nursing Perception of Clinical Learning in The Area of Pediatric Nursing

Dimension Of Clinical Learning	Students Perception		Excellent		Good	
	n	%	N	%		
Clinical learning environment	15	55.6	12	44.4		
The supervisory relationship	15	55.6	12	44.4		
The role of nurse teacher	19	70.4	8	29.6		
Achievement of clinical competency	24	88.9	3	11.1		

Psychiatric Nursing Area

Table 4
Students Nursing Perception of Clinical Learning in The Area of Psychiatric Nursing

Dimension Of Clinical Learning	Students Perception		Excellent		Good		Average	
	n	%	n	%	n	%	n	%
Clinical learning environment	11	50	9	40.9	2	9.1		
The supervisory relationship	19	86.4	3	13.6	0	0		
The role of nurse teacher	19	86.4	3	13.6	0	0		
Achievement of clinical competency	21	95.5	1	4.5	0	0		

Table 4 indicates that in the psychiatric nursing profession area, most of the respondents had very good perceptions for all dimensions of clinical learning with the greatest number in the clinical competency dimension was felt excellent by 21 people (95.5%). However, there were a small proportion of respondents (9.1%) who moderately satisfy with clinical learning environment.

Discussion

Based on the results, it can be seen that the majority of the respondents were > 22 years old. In accordance with the research of Lovric⁴

which states that the age of students who are practicing in the hospital is mostly between 18-25 years. At that age, individual have a tendency to have many hopes and desires. Related to gender, the result showed that 98% of the students were female. This is because nursing is still a profession that is largely dominated by women. This is probably based on the fact that women is commonly are friendly, patient, gentle, and affectionate which is very synonymous with the profession as a nurse.

Based on the number of nurse teacher visits, it was found that the majority of respondents stated that the supervisor made 3 to 4 visits or even more during clinical placement, meaning that the amount of guidance provided was adequate as expected. A good tutor needs to possess positive personality traits. The personality of a lecturer plays an important role in the preparation of students⁵

The results of the study on the Clinical Learning Environment showed that two aspects were considered very good by students including students feeling comfortable starting the practice and a meaningful learning situation for students.

The second dimension was the supervisory relationship, the results showed that in general students gave very good perceptions for the eight aspects assessed, which are the positive attitude of clinical supervisors in clinical teaching, accept suggestions from students, students were satisfied with the guidance provided, teacher do not discriminate among students, teachers meet learning needs, clinical supervisor facilitate two-way communication, there is a relationship of mutual respect and trust with students. Only one aspect that gets a score below 80% which is related to the guidance given individually.

Students' perceptions of the implementation of learning in the Nurse profession practiced by lecturers and preceptors in the clinical area are mostly in the good category, possibly because based on student experience the tasks given by



the clinical supervisor are very helpful in achieving the expected competencies in nursing, clinical supervisors show positive behavior in providing guidance.

A study by Mosaumi in Iran proved that the level of student satisfaction with clinical guidance will affect their motivation in the field of practice⁶ and this is supported by another study conducted by Purwani⁷ in Surakarta, Indonesia which explains that there is a significant relationship between perceptions of clinical guidance and learning motivation of students. A good student perception of the role of clinical educator guidance or clinical preceptors will have an impact on increasing student learning motivation in mastering competency skills in practical fields, so that knowledge will increase⁸.

The majority of students' perceptions of the role of nurse teacher were excellent. The majority of students feel satisfaction with the guidance carried out by nurse teacher and preceptors. One of the causes of this satisfaction factor is that clinical educators can provide examples of the application of basic knowledge learned in clinical problems⁹

Furthermore, the results of research related to student perceptions about the achievement of clinical competence show that all aspects are considered excellent, including getting guidance according to the required competencies, the assignments given are very helpful in achieving competence, at the end of the practice students can achieve 80% of the expected competencies and practice exam material is as expected.

Based on the nursing area, for clinical practice in the Pediatric Nursing area, most students rated it excellent and good for the four dimensions of clinical learning. Whereas in the Psychiatric Nursing area, the clinical learning environment dimension was considered average by 2 students (9.1%).

The clinical exposure and students preparation in the clinical settings is one of the important factors affecting the quality of clinical education because the optimal clinical learning environment will give a positive impact on students' professional development. A poor learning environment can be devastated for the students' professional development process. The unpredictable nature of the clinical training environment can create several problems for nursing students. Therefore, nursing lecturers must ensure that the clinical area used is ideal for learning.

Conclusion

In general, most students have positive perceptions regarding the implementation of clinical teaching for nursing profession at the Faculty of Nursing, Universitas Riau. Almost all dimensions in the clinical learning environment were considered excellent and good, only a small proportion students gave average score for clinical learning environment in the area of psychiatric nursing.

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2. Diarang mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin Universitas Riau.
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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