



CODEN [USA]: IAJPBB

ISSN : 2349-7750

INDO AMERICAN JOURNAL OF PHARMACEUTICAL SCIENCES

SJIF Impact Factor: 7.187

<http://doi.org/10.5281/zenodo.4604979>
Available online at: <http://www.iajps.com>

Research Article

A QUALITATIVE STUDY GENERAL NURSING STUDENT EXPERIENCES OF CLINICAL PRACTICE

¹Fouzia Sattar, ²Razia Kousar, ³Rafia Naseer, ⁴Yasmeen Bibi

¹MSN UHS Lahore Pakistan, fouziasattar 5544@gmail.com, +92-304-1739438

²Civil Hospital Bahawalpur, Student of MSN, The University of Lahore, Punjab, Pakistan
raziakousar88@gmail.com, +92-306-8115651

³Student of Master's in Public Health in Times Institute Multan, Punjab, Pakistan,
rafia.naseer36@gmail.com, +92-3166812322,

⁴Student of MSN, The University of Lahore, Punjab, Pakistan

Charge Nurse @ Multan Institute of Cardiology, Multan, yasmeennzulfiqar@gmail.com,
+92-341-7290911

Article Received: February 2021

Accepted: February 2021

Published: March 2021

Abstract:

Introduction: Nurses' competence is based on the knowledge and skill taught to them it provides curriculum which determines the values, aims, objectives, logic and subject of education. Nursing student must be prepared to integrate a strong theoretical base with clinical experience in order to provide safe beginning level nursing care.

Objective: Tending to investigate student nurses' experience about their clinical practice and to facilitate the growth of leadership ability through an individual clinical leadership which Identify clinical supervisor's need.

Material and Methods: Random sampling technique was used and study design was qualitative phonological research. The data for current study was collected from at least 100 participants (85 female 15 male) through a survey instrument, Questionnaire. A self-administered questionnaire was designed.

Results: This work reveals that manager struggled to fulfill their leadership roles largely because of embodied ways of relating within a prevailing organizational culture that constrained them. This study" also reflects on the impact of supervision to develop" leadership practices.

Conclusion: The study analyzes the clinical supervision as a model for clinical leadership in tertiary hospital, Pakistan that is based on need analysis. The study evaluates clinical supervisor's skills, needs, and lacks. It is argued that the concept of clinical supervision and leadership is a viable and important one, and is theoretically consistent with the contemporary social psychological literature on the importance.

Key words: Nursing student experiences, Clinical practice, Nurses' competence.

Corresponding author:

Fouzia Sattar *,
Medical Student, Faculty of Medicine,
University of Tabuk, Saudi Arabia

QR code



Please cite this article in press Fouzia Sattar et al., *A Qualitative Study General Nursing Student Experiences Of Clinical Practice.*, *Indo Am. J. P. Sci.*, 2021; 08(03).

INTRODUCTION:

Nursing student's experiences their clinical practice provides greater insight to develop an effective clinical teaching strategy in nursing education. Nurses' competence is based on the knowledge and skill taught to them it provides curriculum which determines the values, aims, objectives, logic and subject of education (Manninen E 1998). Nursing student must be prepared to integrate a strong theoretical base with clinical experience in order to provide safe beginning level nursing care. (Benner 1984, Tanner 1987 & Australasian Nurse Registration Authority Committee 1990) Nursing training is a combination of theoretical and practical learning experiences that enable nursing students to acquire the knowledge, skills, and attitudes for providing nursing care (Nabolsi M et al 2012). T

The drive to prepare nurses capable of 'doing' as well as 'knowing' has meant that clinical education has remained a significant component of the undergraduate nursing curricula. Although the human and economic resources to fulfill these demands are enormous, research which guides problem solving, resource allocation, and effective learning in the area of clinical education is limited (Infante, 1981, Tanner, 1987). As Payne (2000, 357) puts it, skills 'formerly understood...as complex social processes are now decontextualized and de-constructed, into finite, isolable 'competencies' to be located as the property of the individual, who then carried them, luggage-like, from job to job'.

The result is workplace training and assessment that gives primacy to generic knowledge, attitudes, predispositions and behaviors over contextual work practices, with their expression in competency-based standards. Clinical experience is one of the most anxiety producing components of the nursing program which has been identified by nursing students. In a descriptive correlational study by Beck and Srivastava second, third- and fourth-year nursing students reported that clinical experience was the most stressful part of the nursing program.

1.1 Needs Analysis:

Klerk, K. (2010) indicate that an existing need in building new knowledge regarding the phenomenon of clinical supervision, which remains one of the core components in the nursing profession. During the process of clinical supervision, learners are taught to combine theory and practice with the objective of developing skill and attitude to accomplish competence in nursing. Training and educational institutions such as universities and colleges assign nursing students to hospitals, where the RN's guide

and supervise theory and how to integrate the theory into practice

The purpose of this qualitative explorative study is to explain individualized lived experiences of registered nurses working and participating in clinical supervision for nursing students within the clinical environment at selected hospitals. The study explores the challenges faced by registered nurses on a daily basis on how to structure clinical activities for the nursing students and provide high quality care to patients.

1.2 Statement of the problem:

Clinical supervision needs and Undergraduate nursing students' perspectives on clinical supervision and support in their clinical learning environment and their preferences in the clinical learning environment.

Significance of the study:

It is argued that the concept of clinical supervision and leadership is a viable and important one, and is theoretically consistent with the contemporary social psychological literature on the importance.

1.3**1.4 Hypothesis:**

A qualitative study general nursing student experiences of clinical practice have an important role in guaranteed achievement in patient care and medical services .it is commonly observed that a qualitative study general nursing student experiences of clinical practice is not good as compared to other countries

1.4 Research question:

1. What is the impact of student nurse experience on clinical practice?
2. What is the impact of clinical experience on development and delivery of student education?

1.5 Aims and objectives:

The main objective of this study was to investigate student nurses' experience about their clinical practice.

Primary objective

Objective of this study is to facilitate the growth of leadership ability through an individual clinical leadership.

Secondary objective

Identify clinical supervisor's need

1.6 The rationale of the study:

The study will analyze the clinical supervision as a model for clinical leadership in tertiary hospital, Pakistan that is based on need analysis. The study

will evaluate clinical supervisor's skills, needs, and lacks.

2. LITERATURE REVIEW

Awareness of the existence of stress in nursing students by nurse educators and responding to it will help to diminish student nurses experience of stress. Clinical experience is one of the most anxiety producing components of the nursing program which has been identified by nursing students. In a descriptive correlational study by Beck and Srivastava 94 second, third- and fourth-year nursing students reported that clinical experience was the most stressful part of the nursing program. Lack of clinical experience, unfamiliar areas, difficult patients, fear of making mistakes and being evaluated by faculty members were expressed by the students as anxiety-producing situations in their initial clinical experience.

In study done by Hart and Rotem stressful events for nursing students during clinical practice have been studied. They found that the initial clinical experience was the most anxiety producing part of their clinical experience. The sources of stress during clinical practice have been studied by many researchers. Nursing student's experiences of their clinical practice provide greater insight to develop an effective clinical teaching strategy in nursing education. The main objective of this study was to investigate student nurses' experience about their clinical practice. Focus groups were used to obtain students' opinion and experiences about their clinical practice. 90 baccalaureate nursing students at Shiraz University of Medical Sciences (Faculty of Nursing and Midwifery) were selected randomly from two hundred students and were arranged in 9 groups of ten students.

To analyze the data the method used to code and categories focus group data were adapted from approaches to qualitative data analysis. Four themes emerged from the focus group data. From the students' point of view, "initial clinical anxiety", "theory-practice gap", "clinical supervision", "professional role", were considered as important factors in clinical experience. The result of this study showed that nursing students were not satisfied with the clinical component of their education. They experienced anxiety as a result of feeling incompetent and lack of professional nursing skills and knowledge to take care of various patients in the clinical setting.

Background Nursing student's experiences of their clinical practice provide greater insight to develop an effective clinical teaching strategy in nursing education. The main objective of this study was to

investigate student nurses' experience about their clinical practice. During the recent years, reflection has found a more obvious role in training centers, so that it is known as a factor to gain practiced competence. Based on the fact that nursing is a practice-based discipline and clinical education has an essential role in developing clinical ability of individuals, reflection is considered as a significant and valuable tool to develop professional nursing, and it is widely used in learning and teaching method in both classroom and clinical environments.

Reflection plays a prominent role in enabling individuals to create a real and significant relationship between education and practice. Nevertheless, James and Clarke (1994) stated that necessary skills for reflection are unclear and teaching reflection is hard. Students also consider the reflection process laborious and believe that this process does not occur naturally, and it requires a safe and confident environment in which they can develop reflection with personnel's support. Therefore, facilitating reflection and reflective abilities is considered as important components of professional development.

3. RESEARCH METHODOLOGY:

3.1 Research Procedure:

It is important to note that quantitative research thus means more than the quantification of aspects of social life, it also has a distinctive epistemological and ontological position which distinguishes it from more qualitative research. To assess the Clinical supervision as a model for clinical leadership in tertiary hospital, Pakistan, the researcher used S. Nathwani, Education in the workplace, *Oral Surgery* suggested by (20 Johns, C. (2003). 19) which comprising the aspect of clinical leadership and clinical supervision in topical areas of nursing development. A project was established to facilitate the growth of leadership ability with a group of ward sisters through individual clinical supervision.

The work revealed that ward managers struggled to fulfill their leadership roles largely because of embodied ways of relating within a prevailing organizational culture that constrained them. The paper also reflects on the impact of supervision to develop leadership practice. The research was primarily concerned with the quantitative data in the form to facilitate the growth of leadership ability with a group of ward sisters through individual clinical supervision. Johns were used to measure the nurse's leadership achievement.

3.2 Participant of the study /Sample size:

A decision has to be taken concerning a sampling unit before selecting sample. The data for current study was collected from at least 100 participants (85 female 15 male) through a survey instrument, Questionnaire. The reason for small number of male males' participant is that in the nursing profession females are in the majority of number as compared to the other profession.

3.3 Instruments of the study/Measurement Tools:

A self-administered questionnaire was designed.

3.4 Data Analysis:

All d with the permission of the participant audio-taped recorded interview transcribed verbatim and coded.

3.5 Study Duration:

Maximum duration for this study was 06 months and duration depend on the availability and collection of data needed for this study. Clinical experience has been always an integral part of nursing education. It prepares student nurses to be able of "doing" as well as "knowing" the clinical principles in practice. The clinical practice stimulates students to use their critical thinking skills for problem solving.

3.6 Study design:

Study design was qualitative phonological research.

3.7 Study setting:

The study was conducted at Bahawal Victoria Hospital Bahawalpur.

3.8 Sample size:

A decision has to be taken concerning a sampling unit before selecting sample. The data for current study was collected from at least 10 participants.

3.9 Sampling technique:

Random sampling technique was used as it refers to every item of the universe has an equal chance of inclusion in the sample.

3.10 Inclusion Criteria & Exclusion criteria:

Inclusion Criteria:

Student Nurses who have first year passed board examination at Bahawal Victoria Hospital Bahawalpur.

Exclusion criteria

Student nurses, those have not passed first year.

3.11 Data Collection/ Procedure:

In depth interview was taken from each participant by principal investigator in 10 to 15 minutes.

3.12 Ethical Consideration:

The study was conducted according to declaration of the World Medical Association at Helsinki in 2008.

- ✓ Approval was taken form ethical review committee.
- ✓ Written informed consent from participants
- ✓ Confidentially was maintained strictly.

Anticipated impact of my study

This work reveals that manager struggled to fulfill their leadership roles largely because of embodied ways of relating within a prevailing organizational culture that constrained them. This study" also reflect on the impact of supervision to develop" leadership practices.

REFERENCES:

1. E. Manninen, "Changes in nursing students' perceptions of nursing as they progress through their education," *Journal of Advanced Nursing*, vol. 27, no. 2, pp. 390–398, 1998.
2. Benner P. (1984). *From Novice to Expert: Power and Excellence in Nursing Practise*. Addison-Wesley, Palo Alto, California.
3. Tanner C.A. (1987). *Teaching clinical judgment*. In *Annual Review of Nursing Research*, Vol. 5 (Fitzpatrick J.J. & Taunton R.L. eds.), Springer, New York.
4. Australasian Nurse Registration Authority Committee Nursing Competencies Assessment Project (1990). Report to the Australasian Nurse Registration Authority Committee. Australasian Nurse Registration Authority Committee, North Adelaide.
5. M. Nabolsi, A. Zumot, L. Wardam, and F. Abu-Moghli, "The experience of Jordanian nursing students in their clinical practice," *Procedia—Social and Behavioral Sciences*, vol. 46, pp. 5849–5857, 2012.
6. Infante M.S. (1981). Toward effective and efficient use of the clinical laboratory. *Nurse Educator*, Jan-Feb, 16-19.
7. Payne J. 2000. The unbearable lightness of changing meaning of skill in UK policy discourses and some implications for education and training. *Journal of Education Policy* 15: 353-69.
8. Beck D, Srivastava R: Perceived level and source of stress in skill: The baccalaureate nursing students. *Journal of Nursing Education*. 1991, 30 (3): 127-132. [PubMedGoogle Scholar](#)