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A QUALITATIVE STUDY TO ASSESS THE FIRST CLINICAL PLACEMENT EXPERIENCE OF BACHELOR NURSING STUDENT'S AT DESH BHAGAT UNIVERSITY SCHOOL OF NURSING, MANDI GOBINDGARH.

1Jasmine kaur, 2Harmeet kaur, 3Kushanpreet Kaur, 4Manpreet Kaur

1Nursing Tutor, 2Nursing Tutor, 3Nursing Tutor, 4Assistant Professor

1University College of Nursing, Faridkot,

2University College of Nursing, Faridkot,

3University College of Nursing, Faridkot,

4University College of Nursing, Faridkot

Abstract

Aims and Objectives: To assess the first clinical placement experience of bachelor nursing student's at Desh Bhagat University School of Nursing, Mandi Gobindgarh. **Background:** The most critical experiences for student nurses is their exposure to patient in the clinical for students. It is where they encounter the human side of nursing. In the recent years, nursing education has been focusing on theoretical education and the deep gap between theoretical and clinical evaluation is created. Along with this students are also experienced periodic feelings of despair, frustration, anxiety, uncertainty and lack of motivation in the clinical area. **Design:** A qualitative phenomenological research design. **Methods:** A total 60 Bachelor Nursing Students were selected by purposive sampling technique. A self-developed, prevalidated questionnaire consisting of open ended items related to various aspects of clinical experience was used. **Results:** The results depicts that majority of nursing students i.e. 61.6% felt good as being a student in nursing education as followed by 43.3% of the students believed that they have chosen a good profession. Furthermore, 26.4% of the nursing students were experienced anxiety while performing the invasive procedures. On the other side, 41.6% of the nursing students felt that working in a particular specialty area were most enjoyable. Moreover, Most of the nursing students i.e. 25% felt that providing nursing care to the patients were the best experience in the clinicals as followed by 18.33% of the students perceived that exploring new concepts and performing various procedures were the best thing

for the 15% of the nursing students and 13.33% of the nursing students perceived that performing various personal hygiene procedures were the worst things in the clinical area as followed by each 8.33% of the nursing students who hated scolding of teachers and nosocomial infections. In addition to this, 11.66% of the nursing students worried about incongruent staff behavior as followed by 10% nursing students were agitated by wake up early in the morning. It was also found that 13.33% of the nursing students recommended that nursing practice should be interesting and each 11.66% of the nursing students suggested that duty timings should be extended and there should be balance between theory and practice as followed by 4 students believe that nursing students should have basic knowledge about the nursing care. Most of the nursing students' i.e. 22.22% expected that there should be exploration of new basic scientific approaches in the clinical field as followed by 13.88% of the nursing felt that quality care should be provided to the patients and 12.5% of the students expected that nursing care should be competent and caring.

Keywords: Asses, First clinical nursing experience, Bachelor nursing student

Introduction

Nursing education is the main pathway to promote the ability of nursing students to comprehensively and systematically resolve the clients nursing problems through acquiring the knowledge, skills and attitude needed in nursing. Nursing can be divided into theories and practice, and of these, the practice education would be the education that entails going out to actual nursing fields and observing and experiencing for oneself the lives of clients.¹ Moreover, clinical experience has been always an integral part of the nursing education. It prepares student nurses to be able of "doing" as well as "knowing" the clinical principles in practice.² Learning in the clinical practice provides up to half of the educational experience for students and perceived as the most influential context³ for gaining nursing skills and knowledge. Apart from learning the skills, students are able to experience the real world of nursing in addition to the responsibility of the nurse and develop interpersonal relationship with others. Clinical practice allows students to become socialized into norms and culture of the nursing profession. This indicates the importance of clinical practice in nursing education. Therefore, learning in the clinical practice should be effectively facilitated in order to adequately prepare nursing students for the work they do after qualifying. Evidence from literature suggest that there is gap in integrating theory to practice which has been of concern for a long time in nursing education which have had an impact on student's learning in clinical skills.⁴

Despite the main references to the importance of effective student learning during clinical practice, many nurse researchers repeatedly report on the negative experiences of student nurses in the clinical setting. The result of student's views towards clinical experience showed that they were not satisfied with clinical component of their education. The nursing students clearly identified that the initial clinical experience is very stressful for them and most anxiety producing part of student's clinical experience.

Moreover, in the clinical areas, students expectation of the student nurses were not met, as the staff are sometimes not aware of the student learning objectives, frustrations were experienced doing poor interpretations of theory and practice and there was lack of tutorial support and guidance by tutors.⁵ On a personal note,

expressing whether excitement, happiness, fulfilment, concerns or dissatisfaction with clinical learning experiences generated an interest to formally investigate the experiences of student nurses during placement in clinical learning environments that include hospital wards and units, the community and health clinics. These experiences could only be accessed through the people- the student nurses who lived them. It is in such light that the barest essentials of exploring through the lived experiences of student nurses are underscored. Through this endeavor, the group may be assisted in achieving their educational goals during clinical practice while investing on having to develop an effective clinical teaching strategy in nursing education.⁶

The research findings and recommendations may assist nurse educators and unit managers in shaping effective clinical learning environments for student nurses, consequently enabling the group to distinguish, anchored on their perspective attributes which positively or negatively influence clinical learning. This knowledge contributes to the improvement of nursing education for the production of more efficient nurses. Also, it may cast some light on the problems encountered by student nurses today. It is then with this study's aim to explore the experiences of student nurses during clinical practice and to recommend guidelines for improvement or enhancement of learning during the experience.⁷

Material and Methods:

A qualitative research approach was used to carry out a phenomenological research design to assess the first clinical experience of bachelor nursing students at Desh Bhagat University, Mandi Gobindgarh, Punjab. A simple random sampling technique is used to recruit a total 60 Bachelor nursing students from which 15 nursing students from each professional year considering the data saturation. This is survey based study in which self-developed, prevalidated questionnaire consisting of open ended questions were used. The interview technique was used to get information about first clinical experiences of the students. The nature and purpose of the study was explained and consent was taken. The subjects were assured of anonymity and confidentiality. All the subjects willingly participants and time taken for interview was 20-25 minutes. The whole conversation in their native language was recorded with the permission of the subjects in an audio recorder. Content validity of the tool was given to 10 expert's opinion from the field of Medical Surgical Nursing. Pilot study was conducted on 6 subjects to assess the feasibility for conducting the study and to determine the plan for analysis. Reliability of tools were established with the use of test retest method ($r=0.85$). The themes which emerged during pilot study were a) students views about nursing education, anxiety, enjoyable experiences, best and worst experiences, worries and suggestions to improve the clinical nursing education.

Data collection and Analysis

The study lasted for one month where clients were identified and interview data were collected

Statistical analysis was done using Statistical analysis was done using the Statistical Package for Social Sciences (SPSS) 17.0. Numerical data were summarized using frequencies and percentages.

A microscopic view of data illustrates the frequency distribution of sociodemographic characteristics as follows. Frequency distribution of nursing students as per their age and gender. Out of 60 nursing students, each 29

nursing students were found in age group 18-20 years and 21-23 years as followed by only 2 nursing students were present in age group more than 24 years. More than half of the students i.e. 52 were female and only 8 were male. Furthermore, most of the students i.e. 52 had no clinical experience before this degree only 8% nursing students had previous clinical experience.

Table 1: Frequency and percentage of bachelor student's view about being a student in nursing education:

| Sr.No | Student's Views about being a student in nursing education | Frequency | Percentage |
|-------|--|-----------|------------|
| | I felt..... | | |
| a | Proud | 9 | 15% |
| b | Good/Nice/Better | 37 | 61.6% |
| c | Ecstatic | 2 | 3.33% |
| d | Confident | 3 | 5% |
| e | Venturesome | 3 | 5% |
| f | Helpfulness | 1 | 1.66% |
| g | Satisfied | 1 | 1.66% |
| h | Unpleasant | 1 | 1.66% |
| i | Interested | 2 | 3.33% |
| j | Disciplined | 1 | 1.66% |

Table 2:- depicts the frequency and percentage distribution related to nursing student's views about being a student in nursing education. Majority of nursing students i.e. 61.6% felt good as being a student in nursing education as followed by 15% of the nursing students were feeling proud as a part of nursing education. Each 5% of the population were seen confident and venturesome in nursing education and only 1% of the nursing student underwent for satisfaction, helpfulness, interested, disciplined. But only 1 student felt unpleasant to be a part of nursing education.

Table 3:- Frequency and percentage distribution of bachelor nursing student's view about nursing in general

| Sr.No. | A Student Nurse Felt | Frequency | Percentage |
|--------|---------------------------------------|-----------|------------|
| a. | That they have choose good profession | 26 | 43.3% |
| b. | That they can get basic knowledge | 11 | 18.3% |
| c. | As a care giver | 11 | 18.3% |
| d. | Deep pleasure | 3 | 5% |
| e. | Satisfied | 7 | 11.6% |
| g. | Full disciplined | 2 | 3.33% |

Table 3:- depicts the nursing student's views about nursing in general. Majority of nursing student i.e. 43.3% felt that they had chosen a good profession as followed by 18.3% of the nursing student underwent for nursing to get a basic knowledge and to provide care to the patients. Furthermore, 7% of the nursing students were satisfied as followed by 5% of the students felt immense pleasure and fully disciplined in this profession.

Table 4:- Frequency and percentage distribution of most anxiety producing clinical experience of bachelor nursing students.

| Sr.No | Most Anxiety Producing Clinical Experiences of Bachelor Nursing Students | Frequency | Percentage |
|-------|--|-----------|------------|
| a. | While performing the invasive procedures | 4 | 6.66% |
| b. | Clinical supervision by the nursing teachers | 4 | 6.66% |
| c. | When seeing a dead patient | 4 | 6.66% |
| d. | Smell of a particular medicine | 2 | 3.33% |
| e. | While seeing the burn patient | 3 | 5% |
| f. | When dealing with critically ill patient | 4 | 6.66% |
| g. | When needle stick injury occurs | 1 | 1.66% |
| h. | When dealing with psychiatric patient | 1 | 1.66% |
| i. | Long routine hours | 1 | 1.66% |
| j. | While working in super specialty wards | 10 | 16.66% |
| k. | While providing care to the new born | 1 | 1.66% |
| l. | Exposed to nosocomial infection | 1 | 1.66% |

| | | | |
|----|--|----|--------|
| m. | Clinical rotation in the different wards | 1 | 1.66% |
| n. | NA | 23 | 38.33% |

Table 4: shows the frequency and percentage distribution of most anxiety producing clinical experience of bachelor nursing students. More than half of the nursing students i.e. 38.33% were not feeling anxious in the clinical area. But 16.66% of the students felt anxious while working in the super specialty ward like J states that “my first most anxiety producing experiences was emergency area when I cared a patient with open head fracture and each part of the head is visible”. Moreover, 26.4% of the students were experienced anxiety while performing the invasive procedures, clinical supervision by the nursing teachers, while seen a dead patient and dealing with a critical ill patient. Only 5 and 6 percent of the students felt anxious while seeing the burn patient, smell of a particular medicine, needle stick injuries, long routine hours, exposed to nosocomial infections and clinical rotation in different wards.

Table 5: Frequency and percentage distribution of nursing student’s clinical experiences which were most enjoyable

| Sr.No | Enjoyable Clinical Experiences | Frequency | Percentage |
|-------|--|-----------|------------|
| a. | Working in particular specialty area e.g. surgery ward | 25 | 41.6% |
| b. | Serving the needy patients | 7 | 11.6% |
| c. | Learn about new medical procedure | 4 | 6.66% |
| d. | Performing particular procedure in the ward e.g. banding | 9 | 15% |
| e. | While maintaining good interpersonal relationship with the patient | 2 | 3.33% |
| f. | When we gain particular experiences and knowledge in the ward | 5 | 8.33% |
| g. | When ward staff shows co-operation in the ward | 2 | 3.33% |
| h. | When they get a chance to know about various diseases | 1 | |
| i. | Spending time with the classmates | 2 | 3.33% |
| j. | Night duties | 1 | 1.66% |
| k. | NA | 2 | 3.33% |

Table 5: depicts the frequency and percentage distribution of nursing student’s clinical experiences which were most enjoyable. Most of the nursing students i.e. 41.6% perceived that working in a particular specialty area

were most enjoyable followed by 15% of the nursing students who liked to perform various procedures in the ward and 11.6% of the nursing students were preferred to serve the needy patients. While other remaining students felt that particular experience and knowledge about the ward, team cooperation in the ward, get a chance to know about various diseases, spending time with the classmates and learn about new procedure were most enjoyable clinical experiences.

Table 6:- Frequency and percentage distribution of nursing students experiences during clinical rotations

| Sr.No | Nursing Students Experience During Clinical Rotations | Frequency | Percentage |
|-------|--|-----------|------------|
| a. | Nursing students can acquire the knowledge, skills and values essential to professional practice | 20 | 32.258% |
| b. | Nursing students can get opportunity to explore new concepts in the clinical area while on clinical rotation | 12 | 19.3548% |
| c. | Nursing student can maintain interpersonal relationship with the ward staff | 3 | 4.8387% |
| d. | Nursing students may have adjustment problems during clinical rotation | 16 | 25.8064% |
| e. | Nursing students can learn the provisions of care to the patient | 6 | 9.6774% |
| f. | Nursing students can get experience of each and every ward | 5 | 8.1% |

Table 6 shows the frequency and percentage distribution of nursing students' experiences during clinical rotations. More than half of the nursing students i.e.32.258% experiences about clinical rotation was good because they felt that with clinical rotations they can acquire the knowledge, skills and values that were essential to professional practice as followed by 19.3548% who had feeling that they can get opportunity to explore new concepts in the clinical area while on clinical rotation and 9.6774% , 8.1% perceived that they can learn the provisions of care to the patient and can get experience of each and every ward but 25.8.6% of the student identified that clinical rotations can cause adjustment problems for the students.

Table 7: Frequency and percentage distribution of nursing students view about best and worst things happened during clinical experiences

| Sr.No | Best things can happen during clinical experiences | Frequency | Percentage |
|-------|--|-----------|------------|
| a. | Clinical rotation in the hospital | 1 | 1.66% |
| b. | Providing nursing care to the patients | 15 | 25% |
| c. | Performing various procedure e.g. blood sampling, injection. | 9 | 15% |
| d. | While administering a medication to the patient | 2 | 3.33% |
| e. | Maintain interpersonal relationship with the patient | 5 | 8.33% |
| f. | Exploring new concepts in the clinical area | 11 | 18.33% |
| g. | While working in different departments of hospital | 2 | 3.33% |
| h. | When patient recovered from any disease or injury | 1 | 1.66% |
| i. | When a nursing students are competent in their procedures | 2 | 3.33% |
| j. | Enjoying the clinical area | 1 | 1.66% |
| k. | Saving patient's life | 1 | 1.66% |
| l. | While gain confidence in the clinical work | 2 | 3.33% |
| m. | Reinforcement in the clinical area | 1 | 1.66% |
| n. | Work in collaboration with other team members | 2 | 3.33% |
| o. | NA | 5 | 8.33% |

Table 7 depicts the frequency and percentage distribution of nursing student views about best things happened during clinical experiences. Most of the nursing students i.e. 25% felt that providing nursing care to the patients were the best experience in the clinicals as followed by 18.33% of the students perceived that exploring new concepts were the good experience and performing various procedures were the best thing for the 15% of the nursing students. But only each 3.33% of the students felt that administration of a medicine, working in different departments of hospital, while shown competency in various procedures, gain confidence in the clinical work and work with collaboration with other team members were best. Furthermore, 8.33% of the students had no best experiences during the clinical posting.

| Sr.No | Worst things can happen during clinical experiences | Frequency | Percentage |
|-------|---|-----------|------------|
| a. | While performing various personal hygiene procedure | 8 | 13.33% |
| b. | While working in critical care units and operation theaters | 2 | 3.33% |
| c. | When staff members is not co-operative | 3 | 5% |
| d. | When students are not able to answer the question | 1 | 1.66% |
| e. | When students are scolded by the teachers | 5 | 8.33% |
| f. | Scared from nosocomial infection | 5 | 8.33% |
| g. | When students are indulged in malpractice | 2 | 3.33% |
| h. | When students are exposed to emotional distress | 3 | 5% |
| i. | When nursing students are exposed to needle stick injury | 2 | 3.33% |
| j. | When clinical hours get hectic | 2 | 3.33% |
| k. | Preparing written criteria in the clinical area | 3 | 5% |
| l. | When students are seeing dead patient | 4 | 6.66% |
| m. | Uncleanliness in the ward | 1 | 1.66% |
| n. | Prolonged standing in the ward | 1 | 1.66% |
| o. | Night duties | 1 | 1.66% |
| p. | When students are not able to save patient's life | 2 | 3.33% |
| q. | When patients are un-cooperative | 4 | 6.66% |
| r. | While administrating medication | 3 | 5% |
| s. | When we are unable to provide proper care to the patient | 2 | 3.33% |
| t. | NA | 6 | 10% |

Table 7 also depicts the frequency and percentage distribution of worst things that happened in the clinical area. 13.33% of the nursing students perceived that performing various personal hygiene procedures were the worst things in the clinical area as followed by each 8.33% of the nursing students who hated scolding of teachers and nosocomial infections. Moreover, only 5% of the nursing students did not like the written criteria in the clinical area and each 3.33% of the nursing students perceived that needle stick injuries, hectic clinical hours, cannot save the patient's life and unable to provide proper care to the patient. On the otherside, 10% nursing students were not hated anything in the clinical area.

Furthermore, Most of the nursing students i.e. 41.6% perceived that working in a particular specialty area were most enjoyable followed by 15% of the nursing students who liked to perform various procedures in the ward and 11.6% of the nursing students were preferred to serve the needy patients. While other remaining students

felt that particular experience and knowledge about the ward, team cooperation in the ward, get a chance to know about various diseases, spending time with the classmates and learn about new procedure were most enjoyable clinical experiences.

Tiwaken U. Steivy et.al. supported by this comment “From the start of being in the clinical settings, I appreciate all things I am learning and I never thought it was enjoyable. Nurse patient interaction and performing nursing procedures has always been my favorite and I enjoyed all my clinical experiences with eventually helped me to be a better person.

Table 8: Frequency and percentage distribution of nursing students worries during Clinical Experiences.

| Sr.No | Students Worries During Clinical Experiences | Frequency | Percentage |
|-------|--|-----------|------------|
| a. | While providing care to the patients who are suffering from various diseases | 5 | 8.33% |
| b. | While doing the mal practice in the clinical area | 3 | 5% |
| c. | About patient's health condition who are admitted in the hospital | 5 | 8.33% |
| d. | While performing any procedure which seems to be difficult | 2 | 3.33% |
| e. | Cannot see the blood | 1 | 1.66% |
| f. | While preparing any presentation related to clinical field | 1 | 1.66% |
| g. | Incongruent staff member's behavior | 7 | 11.66% |
| h. | Medication errors | 4 | 6.66% |
| i. | While doing any mistake in the clinical field | 3 | 5% |
| j. | Hectic clinical working hours | 3 | 5% |
| k. | Wake up early in the morning | 6 | 10% |
| l. | Carrying infection from other patient | 1 | 1.66% |
| m. | While staff members ask any question from the nursing students | 1 | 1.66% |
| n. | While preparing any written criteria related to clinical field | 3 | 5% |
| o. | While dealing with communicable disease | 1 | 1.66% |
| p. | Duty shifts | 1 | 1.66% |
| q. | Teachers rounds | 1 | 1.66% |
| r. | Seeing the death of the patient | 1 | 1.66% |
| s. | Clinical rotation | 1 | 1.66% |
| t. | While doing care on repeated patients | 1 | 1.66% |
| u. | While preparing the procedure first time | 1 | 1.66% |
| v. | Caring the patient in an emergency and critical care unit | 2 | 3.33% |
| w. | Changes in the curriculum | 1 | 1.66% |
| x. | NA | 5 | 8.33% |

Table 8 shows the frequency and percentage distribution of nursing students' worries during clinical experiences. 11.66% of the nursing students worried about incongruent staff behavior as followed by 10% nursing students agitated by wake up early in the morning and each 8.33% of the students were worried by patient's condition who were admitted in the hospital and providing care to the patients who were suffering from various diseases. Moreover, 20% of the nursing felt anxious about malpractices, written criteria, while doing any mistake in the clinical and long hectic hours.

Table 9: Frequency and percentage distribution of nursing students' suggestions about the improvement clinical experience.

| Sr.No | Clinical experience can be improved | Frequency | Percentage |
|-------|--|-----------|------------|
| a. | Duty timings should be extended and managed | 7 | 11.66% |
| b. | Nursing practice should be intereptive | 8 | 13.33% |
| c. | Hospital should offer good infrastructure | 6 | 10% |
| d. | Staff should co-operate with the nursing students in the clinical area | 3 | 5% |
| e. | Should maintain balance between theory and practice | 7 | 11.66% |
| f. | Nursing student should have basic knowledge about the nursing care | 4 | 6.66% |
| g. | Clinical experience should increase with learning by doing | 3 | 5% |
| h. | Newer technology should be explored in clinical practice | 3 | 5% |
| i. | There should be proper disciplined in the clinical area | 3 | 5% |
| j. | Standardized protocol should be followed in the procedures | 1 | 1.66% |
| k. | To improve the self confidence | 3 | 5% |
| l. | Effective supervision and support by clinical teachers | 3 | 5% |
| m. | Should rules and regulations in clinical practice | 2 | 3.33% |
| n. | Good interpersonal relationship | 3 | 5% |
| o. | Should explore the students with priority based care | 2 | 3.33% |
| p. | NA | 2 | 3.33% |

Table 9 depicts the frequency and percentage distribution of nursing students suggestions about the improvement of the clinical experiences. 13.33% of the nursing students recommended that nursing practice should be intereptive. Each 11.66% of the nursing students suggested that duty timings should be extended and there should be balance between theory and practice as followed by 4 students believe that nursing students should have basic knowledge about the nursing care. Moreover, each 5% of the nursing students proposed that staff should show cooperation with nursing students, students should emphasis on learning by doing, newer technology should be incorporated in the clinicals, proper discipline should be managed in the clinical area and there should be effective supervision by the teachers.

Table 10: Frequency and percentage distribution of nursing student's expectations about clinical experiences

| Sr.No | Expectations of clinical experiences | Frequency | Percentage |
|-------|---|-----------|------------|
| a. | Serving the priority needs of every patient | 6 | 8.33% |
| b. | Nursing should be research oriented | 1 | 1.38% |
| c. | Health care administration should be properly management | 3 | 4.16% |
| d. | Exploring new basic scientific approaches in clinical field | 16 | 22.22% |
| e. | Nursing care should be best competent and caring | 9 | 12.5% |
| f. | In clinical field there should be team collaboration and professional communication | 4 | 5.55% |
| g. | Clinical experience should be enjoyable | 2 | 2.77% |
| h. | Hospitals should offer good infrastructure facilities | 5 | 6.94% |
| i. | Quality care should be provided to the patient | 10 | 13.88% |
| j. | To improve the self confidence | 4 | 5.55% |
| k. | Newer technologies should be explored in clinical practice | 3 | 4.16% |
| l. | Duty timings in the clinical area should be increased | 1 | 1.38% |
| m. | Nursing student should get more advanced knowledge in the clinical area | 8 | 11.11% |

Table 10 depicts the frequency and percentage distribution of nursing students' expectations about clinical experiences. Most of the nursing students' i.e.22.22% expected that there should be exploration in new basic scientific approaches in the clinical field as followed by 13.88% of the nursing felt that quality care should be provided to the patients and 12.5% of the students expected that nursing care should be competent and caring. Moreover, nursing students should have advanced knowledge in the clinical area.

CHAPTER-V

DISCUSSION

The main aim of clinical training of nursing students is to facilitate socialisation of students into nursing practice. Improving the clinical practice of nursing students' facilities the transference of students to novice registered nurse. The study explored issues related to students, instructors, clinical settings and teaching learning process. The clinical training setting and learning climate within the clinical education environment are most influential in the development of nursing skills, knowledge and professional socialization. Clinical practice provides students with unique learning opportunities in which classroom theory and skills are put to the test

with real life situations. However, preparing good nurses entail positive instructors, preceptors and nurse role models.

This chapter deals with the discussion of the findings of the study titled “A qualitative study to assess the experiences of first clinical practice among bachelors of nursing students at Desh Bhagat University School of Nursing, Mandi Gobindgarh.

The present study shown that each 29 nursing students were found in age group 18-20 years and 21-23 years as followed by only 2 nursing students were present in age group more than 24 years. More than half of the students i.e. 52 were female and only 8 were male. Furthermore, most of the students i.e. 52 had no clinical experience before this degree only 8% nursing students had previous clinical experience.

Objective 1: To assess the first clinical experience of bachelor nursing students at Desh Bhagat University, School of Nursing, Mandi Gobindgarh.

More than half of the nursing students i.e. 38.33% were not feeling anxious in the clinical area. But 16.66% of the students felt anxious while working in the super specialty ward like J states that “my first most anxiety producing experiences was emergency area when I cared a patient with open head fracture and each part of the head is visible”. Moreover, 26.4% of the students were experienced anxiety while performing the invasive procedures, clinical supervision by the nursing teachers, while seen a dead patient and dealing with a critical ill patient. Only 5 and 6 percent of the students felt anxious while seeing the burn patient, smell of a particular medicine, needle stick injuries, long routine hours, exposed to nosocomial infections and clinical rotation in different wards.

A similar study done by Sharif Farkhondeh and Masoumi Sara concluded from focus group sessions, the students stated that first month of their training in clinical placement was anxiety producing for them. Another cause of students’ anxiety in initial clinical experiences was the students’ concern about the possibility of harming a patient through a lack of knowledge in the second year.

Moreover, half of the nursing students i.e.32.258% experiences about clinical rotation was good because they felt that with clinical rotations they can acquire the knowledge, skills and values that were essential to professional practice as followed by 19.3548% who had feeling that they can get opportunity to explore new concepts in the clinical area while on clinical rotation and 9.6774% , 8.1% perceived that they can learn the provisions of care to the patient and can get experience of each and every ward but 25.8.6% of the student identified that clinical rotations can cause adjustment problems for the students.

Mabuda et.al. depicted that student nurses were allocated to a specific discipline for a short period of time i.e. about two or three, before being rotated to another discipline was also cited as hampering effective clinical learning.

Most of the nursing students i.e. 25% felt that providing nursing care to the patients were the best experience in the clinicals as followed by 18.33% of the students perceived that exploring new concepts and performing various procedures were the best thing for the 15% of the nursing students and 13.33% of the nursing students perceived that performing various personal hygiene procedures were the worst things in the clinical area as followed by each 8.33% of the nursing students who hated scolding of teachers and nosocomial infections. In addition to this, 11.66% of the nursing students worried about incongruent staff behavior as followed by 10% nursing students were agitated by wake up early in the morning.

Mabuda et.al. also supported these findings there were no clinical preceptors in the wards and their absence learning in the wards was difficult and at time no existent as students that had to rely on ward sisters who were too busy in the ward to supervise and guide them.

It was also found that 13.33% of the nursing students recommended that nursing practice should be interesting and each 11.66% of the nursing students suggested that duty timings should be extended and there should be balance between theory and practice as followed by 4 students believe that nursing students should have basic knowledge about the nursing care. Most of the nursing students' i.e.22.22% expected that there should be exploration of new basic scientific approaches in the clinical field as followed by 13.88% of the nursing felt that quality care should be provided to the patients and 12.5% of the students expected that nursing care should be competent and caring.

Yang Jinhyang also wishes to suggest effective strategies of the practice education: First, to facilitate for nursing students to adapt to the clinical practice environment more rapidly while minimizing hardship, it is thought that effective and realistic orientation programs that would be helpful for all the students and nursing educators need to be developed. Second, since during the practice period the participants can experience confusion and conflict coming from the differences in theories and actual practice, continuing education and control by professors and clinical instructors are needed and standardized clinical teaching programs with an ample number of clinical instructors would need to be developed. Third, in order to strengthen the individual capacity of nursing students, along with the build-up of co-support systems including professors, clinical instructors, nurses, and practice colleague, intervention programs including interpersonal relation skills, situational coping skills, and competency assessment systems are needed.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary: This study was carried out with an objective to assess the bachelor nursing student's experiences of first clinical practice at Desh Bhagat University School of Nursing Mandi Gobindgarh.

A qualitative study was conducted in the month of April-June, 2016 at Desh Bhagat University, Mandi Gobindgarh. A total 60 Bachelor Nursing Students were selected by purposive sampling technique. A self-developed, prevalidated questionnaire consisting of open ended items related to various aspects of clinical experience was used. Validity of the research tool was established under the guidance of research supervisor, co-supervisor and other experts from the field of nursing. Reliability of tool was established with the use of inter rater method. The pilot study was conducted for the feasibility of study and permission to conduct the study was taken from ethical committee and Principal College of Nursing. Analysis of the data was done by using both descriptive and thematic analysis. The results depicts that majority of nursing students i.e. 61.6% felt good as being a student in nursing education as followed by 43.3% of the students believed that they have chosen a good profession. Furthermore, 38.33% nursing students were not feeling anxious in the clinical area but 26.4% of the nursing students were experienced anxiety while performing the invasive procedures. On the other side, 41.6% of the nursing students felt that working in a particular specialty area were most enjoyable. Moreover, Most of the nursing students i.e. 25% felt that providing nursing care to the patients were the best experience in the clinicals as followed by 18.33% of the students perceived that exploring new concepts and performing various procedures were the best thing for the 15% of the nursing students and 13.33% of the nursing students perceived that performing various personal hygiene procedures were the worst things in the clinical area as followed by each 8.33% of the nursing students who hated scolding of teachers and nosocomial infections. In addition to this, 11.66% of the nursing students worried about incongruent staff behavior as followed by 10% nursing students were agitated by wake up early in the morning. It was also found that 13.33% of the nursing students recommended that nursing practice should be interesting and each 11.66% of the nursing students suggested that duty timings should be extended and there should be balance between theory and practice as followed by 4 students believe that nursing students should have basic knowledge about the nursing care. Most of the nursing students' i.e.22.22% expected that there should be exploration of new basic scientific approaches in the clinical field as followed by 13.88% of the nursing felt that quality care should be provided to the patients and 12.5% of the students expected that nursing care should be competent and caring.

CONCLUSION:

- Majority of the nursing students felt good as being a student in nursing education and they believed that they chose a good profession.
- Most of the students believed that they have chosen a good profession.
- One fourth of the students experienced anxiety while doing the invasive procedures.
- Majority of the nursing students felt enjoyable while working in a particular specialty area.
- One fourth of the nursing students felt that providing nursing care to the patients were the best experience in the clinicals. On the other side, students perceived that performing personal hygiene procedures were the worst experience in the clinical area.
- In addition to this, majority of the nursing students worried about incongruent behavior of the staff as well as wake up early in the morning.
- It was also found that most of the nursing students recommended that nursing practice should be interesting, duty timings should be extended and there should be balance between theory and practice.
- Moreover, most of the nursing students expected that there should be exploration of new basic scientific approaches in the clinical field, quality care should be provided to the patients and nursing care should be competent and caring.

RECOMMENDATIONS:

- College tutors should design a programme for accompaniment and avail themselves in clinical settings on a continuous basis to guide student nurses. They should regularly update their knowledge and skills on the latest in clinical practice to enable them to teach procedures which are relevant to the current practices and technological developments in the clinical settings.
- Student nurses must be allocated to a specific discipline for a reasonable period of time i.e. unnecessarily frequent rotations should be avoided, in order to maximize the learning opportunities for student nurses.
- There is a difference in learning opportunities between institutions and clinics. Where necessary, students should be rotated between different clinical areas.
- There should be cooperation between college tutors, preceptors, ward sisters, unit manager and students in the selection of learning opportunities and formulation of clinical learning outcomes.
- Further studies in the area of student nurses' clinical learning experiences during placements in clinical settings are required.
- The study can be replicated on a large sample to validate and generalize its findings.

LIMITATIONS:

- This is a survey and interpretation of the results must be carried out with caution.
- There is always a risk of bias as respondents may answer what they think and expected and not in accordance with own experience.
- This study is limited to only one college nursing students.

NURSING IMPLICATIONS

The findings of the study can be utilized in nursing practice such as:

NURSING PRACTICE

- This study findings helps to maintain the cooperation between college tutors, preceptors, ward sisters, unit managers and students in the selection of learning opportunities and formulation of clinical learning outcomes.

NURSING EDUCATION

- This study findings may be helpful for the college tutors and registered nurses working in the hospital wards working in the hospital wards and clinics may be realize the importance of acting as role models and mentors for students to facilitate professional attitudes and behavior.
- Student nurses should be allocated to a specific discipline for a reasonable period of time. i.e. unnecessary frequent rotations should be avoided, in order to maximize the learning opportunities for student nurses.

NURSING ADMINISTRATION

- This study findings help the nurse managers should organize the in- service training for ward staff and college tutors on interpersonal relationships and other topics relating to student teaching as required by ward staff, as the poor relations between ward staff and students contribute to the creation of a non-conductive to the creation of a non-conductive clinical learning environment.

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