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**Bachelor of nursing: student experience of undertaking nursing  
assessment in clinical settings**

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## **Bachelor of nursing: student experience of undertaking nursing assessment in clinical settings**

### **Abstract**

The aim of this research was to:-

- Describe student nurses experiences undertaking nursing assessments on clients in clinical practice.
- Identify factors influencing the students' ability to perform assessments.
- Determine the types of nursing assessments undertaken by students and the frequency of these.
- Identify student involvement in completing assessment documentation on nursing assessments.

### **Disciplines**

Arts and Humanities | Life Sciences | Medicine and Health Sciences | Social and Behavioral Sciences

### **Publication Details**

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## Exploring Bachelor of Nursing students' experience of undertaking nursing assessments on clients in the clinical setting

Authors: Mr. Andrew Horne

Associate Professor Patrea Andersen & Mr. Roy Brown

# Acknowledgement

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  - Primary Supervisor
- Mr. Roy Brown
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- Professor Patrick Crookes
  - Dean, Head of the SNMIH @ UOW
- School of Nursing, Midwifery and Indigenous Health for their ongoing support

# Structure

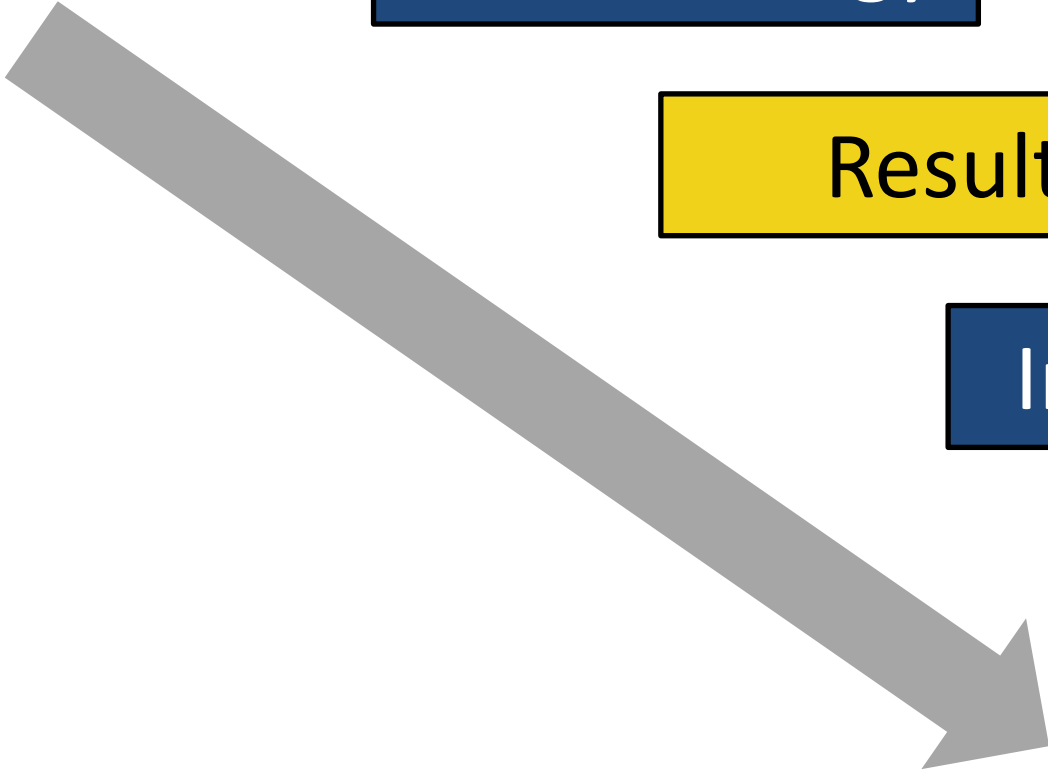
Background

Methodology

Results

Implications

References



# Background

The aim of this research was to:-

- Describe student nurses experiences undertaking nursing assessments on clients in clinical practice.
- Identify factors influencing the students' ability to perform assessments.
- Determine the types of nursing assessments undertaken by students and the frequency of these.
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Background

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# Methodology

- A qualitative design was chosen for this study. Focus group and individual interviews were conducted and semi structured interview were used to collect the data.
- Ethics was approved in October 2010.

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# Sample

- Graduating class of third years at the University of Wollongong.
- It was an expectation that they would have undertaken client assessment in the clinical setting.
- This cohort was also in the final stages of the Bachelor of Nursing programme and entered the workforce this year as clinical practitioners.

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# Participants Demographic Profile

GENDER			PREVIOUS NURSING EXPERIENCE		
	n =	%		n =	%
Male	3	21.43%	Yes	7	50.00%
Female	11	78.57%	No	7	50.00%
<b>STUDY WORKLOAD</b>					
			Enrolled Nurse	3	42.86%
Full time	10	71.43%	Assistant in Nursing	4	57.14%
Part time	4	28.57%	Carer	0	0.00%
<b>YEARS WITHIN THE BACHELOR OF NURSING PROGRAMME</b>			<b>CURRENTLY EMPLOYED IN THE NURSING/HEALTH FIELD</b>		
One Year	0	0.00%	Yes	11	78.57%
Two Years	2	14.29%	No	3	21.43%
Three Years	7	50.00%			
Four Years	5	35.71%	Assistant in Nursing	6	54.55%
			Enrolled Nurse	1	9.09%
			Carer	2	18.18%
			Other - Endorsed Enrolled Nurse	2	18.18%

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# Data Analysis & Results

- Analysis
  - Thematic analysis
  - Basic statistics
- Key findings
  - Explanatory Model
  - Learning
  - Clinical practice
  - Opportunities
  - Self
  - Confidence and Competence

Background

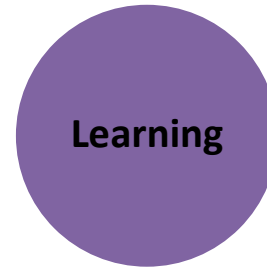
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# Learning



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# Clinical Practice



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# Opportunities



Background

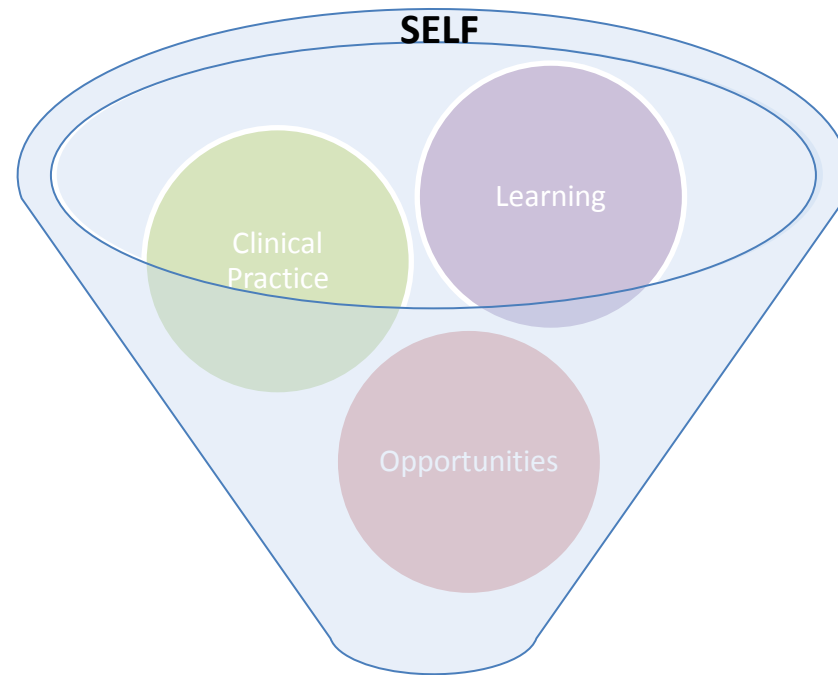
Methodology

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# Self



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# Confidence and Competence



**Confidence and Competence**

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# Implications

- Curriculum development and the design
- Clinical supervision & teaching models
- Preparation of students for clinical practice

Introduction

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# Limitations & Where to next

- Sample size
- Further research

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# QUESTIONS



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