Evaluation of the educational needs in the nursing students of the Islamic Azad University of Hamedan 2010

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Abstract

Introduction &Objective: The increasing progress in nursing knowledge and the gap between theory and practice, the Nursing Program needs to be revised. The present study was accomplished to define complementary educational needs.

Methods: The descriptive study has been done on all senior nursing students through the census method by questionnaire.

Result:, nurses' educational need in the ground of performing the managerial role was very great, research need was average and protected-protective, curative need was great.

Conclusions: The results of current study showed that it seems necessary to change the theoretical and clinical education programs.

Keywords: Nursing students, Educational needs, Training

1. Introduction:

The nursing students’ educational programs are compiled by Cultural Revolution Council and are communicated to the nursing faculty to be performed. The defined educational objectives for the nursing course must be according to the society requirements and for improving the performance and promoting the clinical performance quality of the nurses. Therefore, parallel to these objectives, the aim of improving the capabilities and promoting the nursing knowledge level, studying the educational disadvantages and new educational requirements can be helpful(1).

The most universities have written and determined their objectives and prophecy and in order to realize it, they have planed, including emphasizing to play three educational, research and services major roles: by the preparation of nurses for doing the professional practices, for playing clinical, managerial, educational and research roles and sharing in the development of nursing knowledge, emphasizing the nursing services quality, respecting the interdisciplinary fellow, general healthcare by using the nursing process, offering the services along with respecting human and cultural values, training for meeting the society’ needs considering the deprived, vulnerable and specific populations(2).

Believing in the nursing as an independent health care professional that its tasks are based on the science, theory and research, believing in that the nursing professional ability in order to give the high quality and to play the leadership role depends on producing the knowledge through the scientific research and issuing it within the students’ tutorial programs, believing in the singularity, the respect and the value of the human and the interest in the cultural diversities, believing in which the health has a sophisticated nature and it contains the power of the application of the best abilities and the adaptation to the different situations across the life, believing in that having the health and the appropriate health care services is the right of all people and societies, it is believed that the nursing knowledge composes the central core of the education at the supplementary levels(3,4).
This centrality includes the popular phenomena of the nursing, individual, environment, health and nursing. It is believed that the nursing activities include promoting and returning the health as well as the intervention and treatment, the rehabilitation and relief, and continuing the care within the health and disease spectrum (5).

Now given the increasing speed of progression of the science it is necessary and sufficient to enjoy the powerful scientific base and to be able to use the world’s modern science for all of students and it seems necessary to achieve the goal of promoting the health and to advance the cure and treatment (6). So, the nurses like the physicians must be of the high scientific level to be able to help the health and treatment in parallel to the physicians and in a complementary process and not only they must attempt as the administrator of medicine orders of the doctor but also for playing all the nursing roles in order to prevent the loss of the time and cost. The following questions are presented concerning these:

1. What kinds of information, do the nursing students require to reach high scientific levels?
2. In which fields, does have the science increasing help play the nursing role and accelerate the process of the care and cure?

Therefore, the need in the change of the nursing students’ tutorial program matched the established changes is required considering the continuous changes of healthcare. Nursing faculty takes over training the professional nurses that not only it causes to improve the quality of the nursing services but also addresses to produce the science and new strategies. The assessment of the performance of educational programs is an appropriate means to find the origin of the existing disturbance and its best type is the evaluation that is carried out by the students to be able to address to the true judgment about the clinical and theoretical trainings and specifying the educational disadvantages among the students based on their own views (5,6).

Obviously, given the above problems, it is possible to prevent from the loss of many costs which result in providing the academic documents.

1.1. Purpose

The present study performed in 2010 in order to determine the complementary educational requirements from the nursing students’ point of view of Islamic Azad university of Hamedan

2. Methods

In the descriptive study, all the continuous senior nursing students were selected by the census method and entered this study. By using the questionnaire containing personal specifications, the supplement requirements of the theoretical and clinical training, effective factors on the relationship between the learned materials and improvement of the nursing skills, how to play the role, the motivation and satisfaction, the educational requirements were defined and studied and were evaluated based on likert scale. Collected data was analyzed by applying statistical software SPSS and descriptive statistics at the meaningful level (P ≤ 0.05).

3. Results

In total, 72 nursing students were studied. In the most students’ opinion (63.8%), the educational need of the nurses in the field of performing the management, the research and the protective-supportive and care role was very high, high and medium, respectively. In view of 53.5% of students, the application range was medium and also in view of 42.6% of them, the relationship between the theoretical and clinical learned material was medium. 46.9% of the students assumed the staff performance of wards based on the today scientific methods was poor. Most of them thought that experience increasing, the improvement of cognitive-communicative, psychological, motor and feeling skills in turn become effective on the quality of the nurse performance. 51.7% of the students believed the research was very highly effective on improving the nurse performance. 65.8% of them believed to benefit from the modern science and to communicate with the informational centers was their job. The satisfaction of 45.4% of students from training clinical proficiencies and 55.8% of them from training theoretical skills was medium. The educational requirements of the students in regard to the clinical issues including training CPR of infants and adults, interpreting tests, interpreting ECG, training the emergencies and first aids were very high. The educational requirements of the students on the theoretical courses including English language 70% and training the emergencies 42.3% were very
high. Most of students, for example 62% of them thought the performance of the training instructor was effective on the relation between the theoretical and clinical learned material, 47.9% believed in the performance of ward personnel, 47.9% believed in the standard equipments in the wards, 43.8% believed in the use of different educational method, 36.2% believed in the applications of standards.

4. Discussion

According to the results from the study, 70% of the students have expressed the need in the supplementary training of English language that it seems necessary to know it in regard to the importance of acquiring the English language for applying and using the modern science of the world and the new researches and it is prerequisite of the students to meet the research and educational plans; 41.7% of the students need the training to perform the research role.

Addressing to the research, educational and services role of the nurses has been considered in the other studies and it has been referred to as one of the effective factors for improving the nursing services(5,7). There is the need in training the CPR skills of infants and adults among of 57.9% of the students.

This subject represents the lack of their proficiency enough for keeping the life and has a great deal of effect on their efficiency for the healthcare and medical system and can result from the one-sided attention to expressing the clinical points in the form of theoretical materials and not to exercise and not to obtain the experimental skill. Also this subject has influenced the amount of efficiency and one’s satisfaction from his own performance on the bedside of the patient and it results from not being the accommodation and correlation between the theoretical and clinical materials, so that 53.5% of students considered as medium the application of theoretical learned materials on the bedside of the patient.

To achieve the educational objectives and the variety of educational methods is among other factors so that 42.6% of the students accounted effective the relationship between the theoretical and clinical learned, 47.9% accounted effective the performance of ward personnel in producing the desirable behaviours within the students and 56.3% of them accounted effective the need in raising the experimental skills for improving the performance of the nurses. In a study that was carried out in studies and development centre of medical education of medical sciences university of Tehran, the amount of complete or partial satisfaction from the clinical training in the apprenticeship periods was 38.8%(4). The amount of satisfaction from the presented instructions in three axes of training on the bedside of the patient, theoretical training and clinic training was reported 52%, 70.8% and 52% respectively. Also there was a meaningful relationship between the satisfaction from the theoretical and practical training with the amount of the satisfaction of the clinical training.

The review of comments of students in Hamedan nursing faculty concerning the process of the clinical training demonstrated that the unsuccessful measures are as follows: the absence of the variety in the training methods and the lack of appropriate relation of the professors with the students and the inconsistency of theoretical courses with clinical ones and not to adapt them to the requirements of the student and the evaluation methods(6).

5. Conclusion

It seems necessary to change the theoretical and clinical training programs in order to promote the knowledge and clinical skills. Removing the gap between theoretical and clinical education is possible only by training the applied nurses and separating the various nursing fields, children and nervous system and so on after they have passed the general nursing course.

References
