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the challenges of clinical teaching in nursing skills and lifelong learning from the standpoint of nursing students and educators

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Abstract

Introduction: In nursing education, the classroom and clinical environments are linked, because students must apply in clinical practice what they have learned in the classroom, online and through other experience. Methods: In this cross-sectional descriptive study, by using a questionnaire, Clinical education problems were evaluated. Samples include, nursing students in second year and higher and Coaches with more than 3 years experience in the clinical training. Finding: The challenges includes; Mistakes in determining the type of patients, Lack of understanding of patients of the nursing profession, Inconsistency between the theoretical and practical training, conflict between educational objectives and expectations of training And expectations. Conclusion: clinical teaching and learning should focus on essential knowledge skills and attitudes.

Keywords: Clinical Teaching, nursing skills, nursing students, Nursing educators lifelong learning; nursing skills

1. Introduction

Much of the staff nurses make up the health system. So their educations have huge impact on community health. One way to ensure their abilities is providing effective clinical education. So attention to various aspect of clinical education has been done. This study was done to analysis and discuses these dimensions (Hirsh, Ogur 2007). Teaching in clinical setting presents nurse educators with challenges that are different from those encountered in the classroom. In nursing education, the classroom and clinical environments are linked, because students must apply in clinical practice what they have learned in the classroom, online and through other experience however, clinical setting require different approaches to teaching. The clinical environment is complex and rapidly changing with a variety of new setting and roles in which nurses must be prepared to practice.

1.1. Importance

The aim of the nursing education program is Graduation, the nurses that in Health and quality of life in a society, to be effective. Nursing is a professional discipline. A professional is an individual who possesses expert knowledge and skill in a specific domain acquired through formal education in institutions of higher learning and through experience and who uses that knowledge and skill on behalf of society by serving specified clients. Professional
disciplines are differentiated from academic disciplines by their practice component. Clinical practice requires critical thinking and problem solving abilities, specialized psychomotor and technological skills and a professional value system. Health care professionals must use critical-thinking skills to solve increasingly complex problems. Educators need to help nurses develop their critical-thinking skills to maintain and enhance their competence (Brunt 2005).

1.2. Purpose

This paper discusses the results of a cross-sectional survey conducted to evaluate the challenges of teaching clinical nursing skills and lifelong learning from the standpoint of nursing students and educators.

2. Methods:

In this cross-sectional descriptive study, by using a questionnaire, Clinical education problems from the standpoint of nursing students and educators were evaluated. Samples include, nursing students in second year and higher and Coaches with more than 3 years experience in the clinical training.

3. Finding:

The challenges of clinical teaching nursing skills and lifelong learning from the standpoint of nursing students includes; The traditional clinical training, crowded hospital wards and the density of other students, Mistakes in determining the type of patients, Lack of continuity in training days Lack of communication between nursing staff and faculty members and description of Student responsibilities in the patient's bedside is not Specified The challenges of clinical teaching from the standpoint of educators include; Lack of understanding of patients of the nursing profession, Inconsistency between the theoretical and practical training, conflict between educational objectives and expectations of training And expectations.

<table>
<thead>
<tr>
<th>Clinical education problems</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of facilities for students</td>
<td>86%</td>
</tr>
<tr>
<td>Student's duties in the hospital wards is not clear</td>
<td>93%</td>
</tr>
<tr>
<td>Inconsistency between the theoretical and practical training</td>
<td>88%</td>
</tr>
<tr>
<td>Conflict between the goals of training and educational expectations of students, staff</td>
<td>90%</td>
</tr>
<tr>
<td>Lack of strength students in planning care</td>
<td>87%</td>
</tr>
<tr>
<td>The Community and patients lack of knowledge about the nursing profession</td>
<td>76%</td>
</tr>
<tr>
<td>Lack of students Support by teachers</td>
<td>68%</td>
</tr>
</tbody>
</table>

4. Conclusion

Discussions on clinical education without referring to its foundation, the philosophy of education is impossible Philosophy of clinical training in nursing includes:
- Beliefs about the professional performance
- The importance of clinical education
- The student's role as a learner
- Time required for learning before evaluation
- Learning environment
- Educational program requirements In contrast educational programs Enrichment
- Teacher consideration training programs in contrast available educational programs
- The importance of clinical activities in contrast, the quantity

According to this, the fields of clinical education that considered as a field of challenging In fact are the philosophy elements of clinical nursing education. Despite the fairly wide reporting in the literature of the many roles of clinical supervision by the nursing teacher, little attention has been given to conceptualizing the relative priorities these roles take during the process of supervising nursing students in clinical practice (Oerman, Garvin, 2002). Another the effective factors in clinical education of nursing students are the clinical instructors ,As a result, all teachers were assigned to clinical areas in which they were to facilitate the development of an educational milieu to support student learning in practice. Nurse educators face many challenges in the current healthcare environment. Educational methods, philosophies, and the content of curricula need to be re-examined to meet the needs of professional nurses who will practice in the next millennium. Evidence-based nursing is one approach that may enable future healthcare providers to manage the explosion of new literature and technology and ultimately may result in improved patient outcomes (Youngblood & Janice 2001). Student’s perceptions of effective clinical teaching revisited despite a wealth of research on clinical teaching, the criteria for determining what constitutes effective clinical teaching remain poorly defined (Sook W, Cholowski K, Williams AK 2002). Nursing students’ and clinical educators’ perceptions of characteristics of effective clinical educators in a university school of nursing. As new graduates enter the workplace, they are faced with many stresses associated with beginning practice. The nurse manager, preceptor, and nursing staff need to be aware of the specific stresses and challenges experienced by new graduates during their orientation period and need to plan interventions for coping with them(Oerman & Garvin 2002).

Challenges in the healthcare environment are forcing healthcare organizations to examine new practice models to reduce costs while maintaining quality of care. To respond to the changes in the practice environment, organizations can alter their practice arrangements. Nursing practice models are innovative practice arrangements that differ from traditional models on one or more of the following structural dimensions:

- The degree to which the practice of individual nurses is differentiated according to education level or performance competencies;
- The degree to which nursing practice at the unit level is self-managed, rather than managed by traditional supervisors;
- The degree to which case management is employed; and
- The degree to which teams (either nursing or multidisciplinary) are employed. Many practice models contain more than one of these elements and also include elements of primary nursing (Weisman, 2007).

Other structural dimensions may be used, but overall, some practice models are intended to optimize costs, while others are intended to deal with staffing constraints. Policy makers should support evaluation and adoption of innovative models that are intended to address challenges facing the nurse practice environment. Such models should provide learning opportunities that emphasize safe, coordinated, and affordable healthcare

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References


