Examining the effective factors to improve the clinical training program from the university students and clinical nursing teachers view point of Tehran University of Medical Science in Tehran province, in the year 2014

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ABSTRACT

For successful teaching and learning needs that educators, factors affecting understand it and then use it as desired. This study aimed to investigate the factors affecting the promotion of physical education from the perspective of nursing students and instructors of Tehran University of Medical Sciences.

Elements and Methods: The cross - sectional study of 200 students from first to eighth semester of nursing and 45 clinical educators faculty member of Tehran University of Medical Sciences (Shahid Beheshti University, Tehran, Iran) were studied using simple random sampling. Data collection tools standardized questionnaire consists of two parts (demographic and clinical factors affecting the promotion of education), respectively. After data collection, statistical software and descriptive and inferential statistics 18SPSS were analyzed.

Finding: From the perspective of individual students and academic areas surround features (The average 4/61) and from the perspective of clinical educators and professional characteristics of the individual field trials (The average 4/51), the highest rating among the areas allocated. And the remaining areas from the perspective of nursing students and educators: the area of clinical evaluation, educational planning and the scope of the clinical features in order of priority points were identified as factors contributing to the improvement of clinical education.

Conclusion: With attention and strengthen the personal characteristics and professional clinical education and learning, curriculum development and review systematically, creating a perfect environment for clinical and valid and reliable assessment can play an important role in promoting clinical training.

KEY WORDS: clinical educating, clinical training promotion, nursing students, clinical nursing instructors.

INTRODUCTION

Nursing is based on good deed. The aim of nursing training is to prepare the nursing students as caregivers. Practical training is an important part of the nursing curriculum, clinical training is preparing students to complete their past acquired knowledge; in other words, clinic is the interpretation of theory knowledge to practical knowledge (1). Nursing is an applied science and its value is appeared only by performing it in clinical places of the society. Clinical experiences make the opportunities for the students to complete their learning (2). Nursing is a combination of science and art and needs the use of practical and theoretical knowledge. In order to have eligible nurses, universities must use more effective strategies to promote the knowledge, skill and attitude of the students so that the students become more capable and act better (3). Clinical training is important because student capability is a perspective of training skilled and experienced nurses (4). Nevertheless, there are some studies that show the numerous existing problems such as lack of accessories and welfare, unreal assessments, dull aim of clinical training, are among those obstacles that prevent reaching this period of training (5). A positive clinical environment has been mentioned as an effective factor in clinical training and factors such as the personnel disrespecting the students and lack of supporting the students by the instructor and sometimes doing the duty of the ward personnel can be among the educational mentioned problems (2). The aim of educating nurses is to make a suitable level of knowledge and skill in nursing students and in order to reach a desirable result there must be a harmony between training and clinic, and for this, the nursing instructors must have some special skills (6). As an example in the study of Kermanshahe and the et al (2011) it has been mentioned that the students believe the existing obstacles which cause not reaching the desired aims are related to the clinical instructors (6). Sahebalzamane and et al study in 2009 showed that one of the effective factors in clinical training is the creation of interest in the nursing students related to the nursing profession is the clinical instructors therefore the instructor reaction has a great deal of effects on the clinical students learning (7). The educational experts recommend that more emphasize is to be exerted on clinical training in nursing and other
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health groups because the most problems they have are related to their clinical training and there still exists the organizing problems of their subjects (8). Related to this, the attitude of the nursing students about the clinical training place can have an important role in increasing motivation and their learning. The ones who deal with education can help the clinical students enrichment and their experiences (9). Related to what was said, this study was done with the aim of studying the effective factors to promote the clinical training from the viewpoint of students and instructors of Tehran medical science universities.

METHODOLOGY

This is a cross sectional study and was done in the second half academic year of 93-94 in schools of nursing and midwife of Tehran universities (Shaheed Beheshtee, Tehran and Iran). 200 participants who were nursing students (from term one to term eight) along with 45 mentors entered the study as a random sampling. The instrument for collecting the data was a questionnaire that its validity was determined by content validity along with the idea of ten faculties of the Open University of Tehran and its reliability was confirmed by alpha corobnach (%88) and (its alpha in mentor 0.95). The first part of the questionnaire was for the instructor demographic character such as age, gender, level of education, employment status, clinical and practical teaching experience ) and the students ( age, gender, academic term of studying) and the second part contained the assessment of the effective factors to promote the clinical training program .They included the individual and educational specification ( 10 questions), individual specification and individual profession of the mentor (6 questions), conditions and specifications of the clinical environment ( 5 questions ), educational curriculum (6 questions), clinical assessment (8 questions ). Likert was use for rating and each question had 5 choices, the choices were: completely agree (5 points), agree (4 points), I have no idea (3 points), disagree (2 points), completely disagree (1 point). The total point, mean and standard deviation of each question was distinct in both groups. The analyzes were performed by the use of SPSS 18 and descriptive two independent sample T test. Statistical significance was set as P< 0.05.

Findings:

The findings of the study showed that the average age of them was 21 years old and most the objects were females 80% and the rest of them were male 20%. 12% of them were the first year students, 25% were the second year students, 21% were the third year students and 42% of them were the fourth year students. The instructor's demographic showed that their age average was 40 years old, and most of them were females 86.7% and the rest of them were male 13.3% , 40% of them had MA and 60% had PHD, their employment status, 88.9% were official and 11.1% of them were unofficial and the range of their teaching experience was 25-15 years .

The following is the table of studying the effective factors to promote the clinical training program from the mentors and nursing students point of view of Medical University of Tehran in 2014.

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From the student's point of view, the average mark in individual specification and education field was the student interest choice in learning the clinical skills (4.80±0.44) had the highest mark and in the individual specification and profession field of a mentor, from the mentors point of view , the choice of commitment and responsibility toward the students and nursing profession (4.84±0.38) that got the highest mark ,in the field of conditions and clinical environment, from the student point of view , the choice of cooperation of the treatment personnel with the mentor (4.36±0.96) the highest mark and from the mentor point of view , the choice of possibility proportion and the number of the patients in the ward and the number of students (3.93±1.28) had the highest mark , in the field of educational curriculum , from the student point of view , the choice of employing the nursing process in the practical form in clinical training ( 4.22±1.08) , the highest mark and from the mentor point of view the existence of the educational curriculum to promote the quality of clinical skills of the trainers (4.16±0.97) had the highest marks and in the field of clinical assessment ,from the students point of view the
choice of student assessment by the professor (4.54±0.76) had the highest mark and from the mentor point of view, the choice of new methods of clinical assessment and the possible way of performing the new methods of clinical assessment by the trainer (4.38±0.65) had the highest mark.

DISCUSSION

In the present study from the point of view, nursing students and the mentors field of individual specification and wide spread education and the field of individual specification and professional, the mentor has been known as the first effective field to the promotion and the present study is in the same direction in Taheree and et al study (2011) also the field of mentor individual specification (3.04±0.74) and the wide spread individual specification (2.96±0.67) were the known as the most effective field in clinical training(10). Heydaree and et al study (2011) showed that in the field of clinical learning 73% and the field of the mentors 78% have the most problems in clinical training which opposes the present study and the researcher has suggested providing experienced trainers and professors and promoting their function is a good help (11). Related to the conditions and environmental specification from the students' and mentors' point of view, got the least point in the field table and there didn't exist a significant difference (p=0.000) between the two point of views, the opposite result to the present study by Noromal (2009) in Malaysia which was done on the learning environment of the nursing students showed that the learning environment is more effective and more suitable than the relationship between the students with the trainers and also with the education and other learning activities (12). Seyavash Vahabe and et al study (2010) also showed that the nursing students 55.9% and the mentors 61.9% have assessed the clinical environment average, it also showed that the attitude of the ward personnel was not satisfactory which agrees with the result of the present study (13). Salehabadee and et al study (2013) showed that the trainers' and students' assessment of accessories and the potentialities of the clinical environment was in the average level which disagrees the present study (14) so from the nursing students' and mentors' point of view it was known as the third place of effective field to promote clinical training which there has no significant difference (p=0.00) between the two point of views. Shirazee and et al study showed related to the academic curriculum, not letting the student taking part in making decision related to the traineeship curriculum, are among the educational problems and the students were not satisfied with the educational curriculum which agrees with the present study (15). Photokeyan and et al study (2009) showed that they knew the aims of educational field curriculum (25.94±4.61) as an important field in clinical training (16), and related to the clinical assessment from the nursing students' and mentors' point of view it was known as the second effective field of promoting clinical and there was no significant difference (p=0.000) between the two point of views. Tavakolee and et al study (2013) showed that most students were not satisfied with the way of assessment while mentors claimed that supervision and assessment is done very well so there is a disagreement between the student's point of view with the present study (17). Fakhrmohamadee and et al study (2012) showed that the assessment has obtained the lowest mark (5.37±1.35) and the probable cause of this can be the lack of instruments to find out the students' behavior by the trainer in clinical places so it shows a significant difference with the present study (9).

Conclusion:

Although the most important effective factor in this study is promotion of clinical training from the student's and mentors' point of view, were known as the individual specification and wide spread education and also the individual specification and profession of the mentor but by considering the reinforcement of the individual specifications and the mentor, employing the skilled mentor and also the student's stimulation promotion to learn clinical in a better way and the students' independence to give better and more suitable and effective services is to be considered too.

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