



Students' Attitudes Toward the Clinical Learning Environment and Clinical Supervision in Nursing College at the University of Mosul

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ABSTRACT

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Background: Clinical training is a part of nursing education and it is the way to prepare nursing students to become responsible for providing high quality of care as nursing care professionals.

Objectives: Assessing students' attitudes toward the clinical learning environment and clinical supervision. Also, identifying if student class and the patient's number in the wards had an effect on attitudes.

Methodology: A descriptive study design and choose a random sample consisted of (200) students from Nursing College at Mosul University. The present study was conducted from the 1st March of 2022 to the 1st of March 2023. The questionnaire comprises first section which contains demographic characteristics. The second section include (12) questions for a clinical environment, In addition, the third section was (12) questions for clinical supervision.

Results: Students had negative attitudes toward clinical supervision and the clinical learning environment (42%, 36.5%) respectively. The current study found a significant relationship between students' attitudes and the role of the clinical supervisor at a P-value equal to or less than 0.05.

Conclusion: Nursing students had mixed attitudes, with negative attitudes about clinical supervision and positive attitudes about the clinical learning environment. In addition, determining the class of students and the number of patients in hospital wards had an impact on students' attitudes.

Keywords: Attitudes, Clinical Learning, Environment, Supervision, Nursing care.

INTRODUCTION

As a practice-based profession, nursing necessitates a clinical learning environment that combines cognitive, psychomotor, and emotional skills and mentoring students through clinical supervision to give them the professional skills they need to succeed, is paramount (1,2). Therefore; the best possible organizational structure is used to

deliver training to nursing students (3). The clinical learning environment is considered one of the components of a nursing structure and is allowed students to interact with the patients and situations in the clinical learning which reflect skills learned in the class (2,4). In addition, the nursing curriculum places a strong emphasis on training in clinical settings to help

students become effective, and professional nurses (5,6), The provision of nursing care and upcoming obligations are impacted by the workplace nurses choose in nursing care (7,8). There is no standardized word or concept in describing the clinical oversight of nursing students. The phrases "preceptorship," "clinical supervision," and "supervision" are used (9). Effective supervision in the clinical field works to provide optimal care for patients (10). The improved attitudes, confidence, and sense of self as a nurse among students is one of the benefits of good clinical supervision of students. In addition, it helps them transfer skills from the classroom to the clinical setting in the hospital (11,12). The unconstructive environment affecting supervision and the clinical learning environment relates to student numbers, facilities, and student attitudes. These challenges reduce the effectiveness of the teaching and learning process, which ultimately leads to trainer fatigue and leads to inadequate supervision and training (13). The study was conducted to determine nursing students' attitudes about supervision and the environment related to clinical learning, and ensure that students benefit from their educational experiences and conduct them so as not to affect the health of patients, the learning process, as well as the profession.

AIMS OF THE STUDY

The present study aimed to assess attitudes toward the clinical learning environment and clinical supervision among nursing college students'

attitudes. Also, identifying if the student class and the number of patients on the wards affect attitudes is another important objective.

METHODOLOGY

A descriptive study was chosen to accomplish the study objective. Ethical consideration was completed in nursing college, and the participation in the study was taken with informed consent from students, and it was voluntary. The present study started on March 1st, 2022, and until March 1st, 2023. Participants received assurances on the privacy of the data gathered. A random sample of (200) students was chosen, with the third and fourth nursing college classes included.

The sample included (54) males and (146) females, with the first and second classes excluded the first and second class were excluded from the study, also all classes in the evening study. All of the students were chosen for the morning study, and those who refused to take part in the study and those who were not available when the data were being collected were removed. There were three sections in the study instrument.

The first section includes information about the participants' ages, gender, class, and number of patients in the ward. The second component covers information on the clinical learning environment and clinical supervision, both of which include twelve elements(14).

The item ranges are as follows: (1) disagree; (2) neutral (3) agree, the score for a positive attitude

was between 2.34 and 3.00, while the scores for neutral and negative attitudes, respectively, were between (1.67 - 2.33) and (1-1.66). After then, the validity of the tool was determined.

The researcher presented the tool to an expert panel made up of seven members with expertise in nursing. The suitability of the questionnaire's items is discussed by these experts. An instrument's consistency and stability throughout time and under various circumstances are referred to as reliability. By calculating Person's Coefficient Correlation, the reliability of the questionnaire's internal consistency was evaluated.

RESULTS

The results showed that the reliability estimate for the questionnaire was ($r = 0.89$). The data of the study was prepared, and input into a computer file through version 26 of SPSS it involves frequency, percentages, mean, and standard deviation, as descriptive statistics. While the Chi-Square test was utilized in inferential statistics.

DISCUSSION

A crucial part of nursing education is clinical training ^(15,16). The major goals of learning in actual workplaces are to provide opportunities for students to put their theoretical knowledge into practice, to introduce them to professionalism at an early stage, and to help them develop their professional identities ⁽¹⁷⁾. The findings of the recent study reveal most students age (22-24 years). Whereas the females

more than males. With regard to the patients' number in the ward, the percentage of more than half represented five to ten patients.

The results of the study were consistent with many studies, where females are more than males among student, and most of them were in the age group (22-24 years)^(18,19, and 20). The results of the current study indicated that students' attitudes about the clinical learning environment are better than their attitudes about clinical supervision. This may be related to the major role of the supervisor compared to the learning environment.

Also, these results are supported by study which finds more than half of the students have satisfied with the clinical environment. But other students were dissatisfied with the supervisory ⁽²¹⁾. However, sometimes the students' perceptions in students for clinical learning environments and supervision were generally positive ⁽²²⁾. In addition, the clinical learning setting was beneficial for the student nurses ⁽²³⁾. The contributions and importance of supervisors to the promotion of practice-based learning for students were described in several studies ^(24,25).

On the other hand, the poor attitude of the student nurses influenced the way supervisor and nursing staff. While 7% reported that it had no influence ⁽²⁶⁾. Lack of learning will result in long-term consequences for nursing students if they don't have a good attitude ^(27,28). The current results showed that clinical supervision has an impact on students' attitudes. These results are related to the fact that the

learning methods with the students are through supervision and the role of the supervisor. On the other hand, students' opinions about clinical learning were significantly more positive in the third year than fourth-year students (29).

CONCLUSIONS

The learning environment is excellent for a student intern because the nursing students have positive attitudes and feel at ease in the clinical training setting. Students' attitudes toward the supervisor are negative attitudes. According to the current study, there is a relation between student attitudes toward clinical supervision, student class, and the number of patients on the ward.

RECOMMENDATIONS

Improved the students' negative attitudes by preparing students for clinical learning and greater interest and motivation. Determine the ideal clinical learning environment's setting and the use of efficient communication techniques. When a student is undergoing clinical training, supervisors play a crucial role in their development. Supervisors provide students with feedback right away to help them overcome any negative attitude toward their supervisors. Use new strategies to change students' attitudes for the better, and provide a positive role in training.

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Disclaimer

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Conflict of Interest

There are no identified conflicts of interest in the study.

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TABLES AND FIGURES

Table (1): Mean and Standard Deviation of Students Age and Patients Number in the ward

Variables	Mean	Std. Deviation	Minimum	Maximum
Student Age	22	1.45	19	27
Patients Number in the Ward	7	3.43	1	20

Table (2): Students Demographic Characteristics

Demographic Characteristics	Frequency	Percentage
Student Age	Less Than 22 Years	46.0
	22-24 Year	50.0
	25-27 Year	4.0
Gender	Male	27.5
	Female	73.0
Class	Third Class	52.5
	Four Class	47.5
Patients Number in the Ward	Less Than 5 Patients	11.5
	From 5-10 Patients	80.5
	More Than 10 Patients	8.0

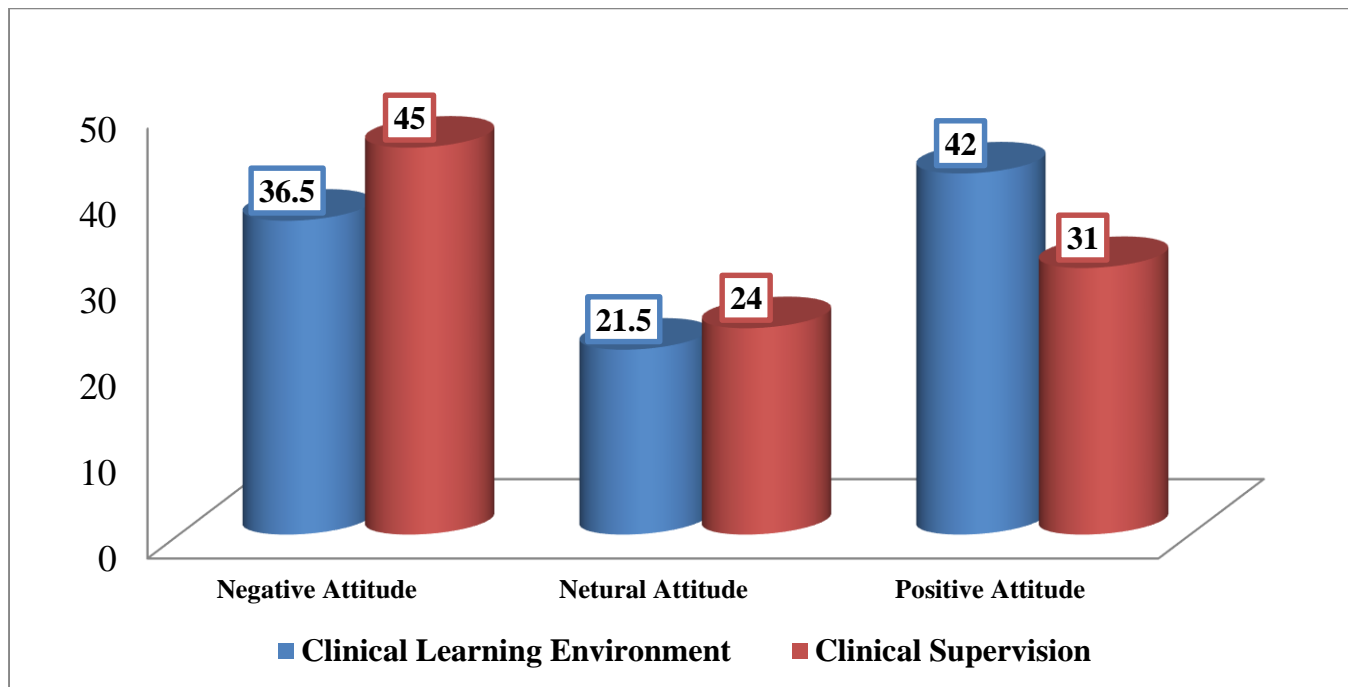


Figure (1): Nursing Students' Attitudes towards Clinical Learning Environment and Clinical Supervision

Table (3): Students' Class and Patients Numbers in the Ward Related to Attitudes toward Clinical Learning Environment and Clinical Supervision

Clinical Learning Environment		Positive Attitude	Neutral Attitude	Negative Attitude	Sig.
Class	Third Class	36	25	44	N.S
	Four Class	48	18	29	0.66
D.F= 2		Critical X²=5.450			
Patients Number in the Ward	Less Than 5 Patients	6	9	8	N.S
	From 5-10 Patients	60	31	70	0.273
	More Than 10 Patients	7	3	6	
D.F= 4		Critical X²=5.145			
Clinical Supervision		Positive Attitude	Neutral Attitude	Negative Attitude	Sig.
Class	Third Class	27	32	46	S
	Four Class	35	16	44	0.049
D.F= 2		Critical X²=5.925			
Patients Number in the Ward	Less Than 5 Patients	12	5	6	S.
	From 5-10 Patients	42	39	80	0.032
	More Than 10 Patients	8	4	4	
D.F= 4		Critical X²=10.539			