

Study of the Facilitating and Preventing Factors of Learning Clinical Skills from the Final Year Students' Viewpoints

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Abstract: Introduction: Although some researches have focused on studying the facilitating and preventing factors of learning clinical skills, no attention has ever been paid to the study of these factors in the universities that have a different structure and macro-management (Ministry of Health and Islamic Azad University). This study, aiming at determining the facilitating and preventing factors of learning clinical skills, was conducted taking the viewpoints of the students of the school of Nursing of Zahedan branch of Islamic Azad University of Medical Sciences into consideration. **Methods:** In this descriptive-sectional study, 180 final year students of school of nursing, Zahedan branch, Islamic Azad University were selected according to classified sampling in correspondence with the volume. The instrument to collect data was a questionnaire in which the first part contained demographic information of the samples. 67 questions were about facilitating and preventing factors effective on learning clinical skills within the area of student's relation with the personnel, trainers and patients, the student's satisfaction of the method used by the trainer and personnel to teach skills, the method used to present theoretical and applied subjects, the existing hospital and university facilities and the characteristics of the trainers in five scales of Likert ranging from 'fully agreeable' to 'fully disagreeable'. Conceptual and face validity were confirmed using the lecturers' views and its reliability was calculated using Cronbach's Alpha Coefficient of 0.81. The data were analyzed using descriptive statistics and T-Test at the certainty level of 95%. **Findings:** The results of the facilitating and preventing factors from the nursing students' viewpoints according to the given priority and the Islamic Azad University with regard to learning clinical skills showed the trainers' characteristics as the first priority of facilitating factor with the mean of 4.37 and the criterion deviation of 0.43. The student's satisfaction of the rules and regulations in the hospital ward as the last priority of the facilitating factor showed the mean of 3.72 and the criterion deviation of 0.61. The relation between the student and personnel as the first priority of preventing factor showed the mean of 4.71 and the criterion deviation of 0.66 and the student's satisfaction of the method of presenting the applied and theoretical subjects as the last priority of preventing factor showed the mean of 3.92 and criterion deviation of 0.54. **Conclusion:** Considering the study of the two sample societies under research (school of nursing and Islamic Azad University) that have different decision-making and policy-setting contexts, attention to their special viewpoints toward facilitating and preventing factors of learning clinical skills should focus on the existing differences as well as their special viewpoints in the training courses.

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1. Introduction

Currently all the attempts made by the experts aim to prove that there are conditions in the faculties and clinical educational environments that lead to acquiring nursing qualification by students because learning clinical skills is the most important part of learning professional behaviors of nursing students during which students learn the basic of their professional activities and form their professional culture when facing suitable and valuable situations (Heidari et al, 2011). Although compilation of an educational program and the value of an ideal clinical education to present care to the patient to expand individually and professionally is one of the undeniable roles of the clinical skills of every nurse (Farda, 2002, Monsius, 2003), generally speaking,

many experts find it the main basis of nursing education (Vahabi et al, 2010). But planning and assessment of educational programs is used less in practice so that learning these skills, even after participation in educational programs does not often have create sufficient skill to take care of the patients (Markium et al, 2002).

However, considering the clinical training that encompasses about half of the time for educational programs during the term of study of the nursing students (Delaram, 2006), it is mostly seen that even the knowledgeable students beside the patient will be confused and cannot get hold of the patient's responsibility independently (Luik et al, 2001) If the educational standards are not observed and the patients are re-hospitalized because of not

receiving training and or in sufficient training after their release, the nurses will be responsible for the incurred losses (Markium et al, 2002).

One of the very suitable solutions which seem important in this regard is to establish suitable clinical education for students during their term of study (Markium et al, 2002). Clinical training could be considered as facilitating activities for learning in clinical environments where the clinical trainer and student contribute the same and the goal is to create measurable changes in the student for clinical care (Peach, 2008). Clinical environments have variable, unforeseeable and integrated characteristics. This issue affects the students' training inevitably and makes the role and performance of the clinical trainers more sensitive and important than teaching in the classroom (Robinson, et al, 2008). This is the issue that has engaged the mind of many researchers of nursing, and everyone has given an answer to it as required. Among these questions, mal-coordination between the theoretical subjects and clinical work, and unidentified clinical educational goals apparently create less incentive for the trainers in the hospital environment full of tension and the experienced trainers are less inclined to contribute to clinical educational environments and there is no unity and integrity among the lecturers and students either (Hoosad, 2006).

The results of many studies indicate that there is a relatively deep gap in the trend of scientific education of nursing, midwifery and clinical performance of the students, so that the existing clinical training should have the required ability for the student to express his clinical qualification and skill (Hadizadeh et al, 2005). The more fruitful the clinical education is, the more efficient nurses the students will be for the future and the healthy society is the gift of the efficient nurses (Sahebzamani et al, 2012). The responsibility of nursing schools is to train nurses that could present clinical services according to the up-to-date scientific advancements and could meet the needs of the needy ones by sufficient knowledge and clinical skill (Dehqani et al, 2005).

It seems that in implementation of learning and education of clinical skills, there are many obstacles and problems for the nurses. Thus study of the nurses' understanding of the education and learning of clinical skills leads to identifying the preventing and facilitating factors that affect the nurses' ability to provide training to the patients (Honan et al, 1988). Knowledge of these factors lead to the improvement of the education quality presented to the patient as by identifying the preventing factors and eliminating these problems and obstacles by the officials and directors, the educational role of the

nurses is revived and the patients will also use the benefits and privileges of training given to the patients. Using facilitating factors also leads to the success of training the patients (Quartz, 1999).

The results of Markium et al, 2002 research under the title of understanding of professional nurses to train the patient also shows that 92% of the nurses have adopted the issue to train the patient as the priority of their nursing cares. They express the three preventive factors of educating the patient according to the priority of shortage of time, insufficient number of personnel and disagreement with the education by the patient, and the three facilitating factors of educating the patient according to the priority of allocating time for educating the patient, existing information sheets for education of a special issue and availability of more educational resources for training the patient. In other studies, factors such a relation between the personnel and student, distrust in them, accountability of nursing directors, rules and regulations of hospital wards, role of clinical trainers and support of classmates as the facilitating or preventing factors of clinical learning by the students (Bartez and Bar, 2003). In a review done by Abdoli, 2005 in Tehran aiming to study the concept of clinical work conducted for the view point of nursing students, the results showed that most of the students all around the world find clinical work as an effective factor to understand the identity and accept the role of nurses. He believes that attention to clinical issues in nursing and awareness of the concepts, obstacles and problems has a high impact on learning of students for them to accept the professional role of nurses.

Different studies showed that the existence of numerous problems impede access to clinical skill learning. Among these problems, lack of distinct job description for students and trainers, lack of coordination among received information and their clinical application, shortage of welfare and educational facilities (Dehqani, 2005), lack of coordination among expectations of personnel of the hospital ward with educational goals, unsuitable number of students in comparison with patients at each hospital ward, insufficient facilities and no use of educational materials could be named (Delaram, 2006). Unsuitable relation of the doctors, supervisors and other personnel with the student, lack of necessary opportunity to do the standard procedures, unsuitable conditions and clinical situations according to the theoretical principles (Dehqani, 2005), tension in clinical activities, lack of suitable and monotone valuable criteria for students, lack of sufficient skill by the trainer, lack of self-confidence, fear, stress and confusion when doing the clinical work could be named (Zeighami, 2005).

Despite many researches that were conducted with regard to clinical training, the researcher found out about this issue through conducted studies, evidences and experiences and understood that the important duty is not fulfilled well and the students will not be sufficiently qualified for performing the skills at the time they finish their studies. Most of the conducted studies in Iran are focused on study of the problems and facilitating factors of clinical education in one society with similar management and policy-setting, for example research has been done either in the affiliated institutions to the Ministry of Health and or to the Islamic Azad Universities that conduct research work and there has been no equal attention paid to both organizations. Inattention to this issue will not bring pleasant result to the process of education. Undoubtedly, knowledge of the positive and negative effective factors on learning the clinical skills will be effective to reduce problems and reinforce the positive points and the students themselves will be one of the most important resources for studying that are in direct interaction with this process (Peach, 2008). Therefore, this research aims at studying the facilitating and preventing factors of learning clinical skills from the viewpoint of the students of school of nursing of medical sciences and Zahedan branch, Islamic Azad University in the academic year 2013 so that the results from it help the educational planners to review the clinical education programs of the students and try to promote the clinical skills.

Method of Study:

In a descriptive-sectional study, the facilitating and preventing factors of learning clinical skills are studied and compared from the viewpoint of final year students of school of nursing and medical sciences, Zahedan branch, Islamic Azad University in the academic year 2012-2013. The research society were all the final year students of school of nursing including operation room, midwifery and nursing and students of nursing at Zahedan branch, Islamic Azad University. The study was conducted using classified sampling method in compliance with the volume of 180 students that were selected separately from the following: 22 students of operation room, 26 students of midwifery and 55 students of nursing. 77 people were selected from the students of nursing of Azad University as the sample. The tools to collect data were the questionnaires that had two parts. The first part contained demographic information (gender, age, major and the university where one studies) and the second part encompassed facilitating and preventing

factors effective on learning clinical skills. It was compiled by 67 questions including the facilitating factors (35 questions), preventing factors (32 questions) within the trainers' characteristics (9 questions), relation between trainer and students (9 questions), training by trainer and personnel in the hospital ward (11 questions), relation between the patient and the student (4 questions), student's satisfaction of rules and regulations in the hospital ward (11 questions), existence of university and hospital facilities (3 questions), relation between the personnel and the student (8 questions) and the method to present theoretical and applied subjects (12 questions). It was scored according to five-degree scale of Likert from fully agreeable=5 to fully disagreeable=1. In the current study, the conceptual and face validity were confirmed using the qualified lecturers' view about nursing and medical trainings and its reliability was calculated using Cronbach's Alpha Coefficient of 0.81. Also in the study conducted by Qodsbin and Shafa Khah, 2007, the validity and reliability of this questionnaire was approved. The data were analyzed using descriptive statistics, T-Test and SPSS18 software at the certainty level of 95%.

Findings:

In this study 180 students of nursing, Zahedan branch, faculty of medical sciences and Islamic Azad University participated. According to the gained results the samples of the study were 71.6% females and 28.4% males and the average age of the final year female students was 21.83 years and the same for the male students was 22.42 years.

The study of the gained results in tables 1 & 2 shows the facilitating and preventing factors from the nursing students' viewpoints and Islamic Azad University according to the order of priority with regard to learning of clinical skills. As far as learning clinical skills are concerned, it is shown that the trainers' characteristics as the first priority is a facilitating factor with the mean of 4.37 and the standard deviation of 0.43 and the student's satisfaction of the rules and regulations in the hospital ward as the last priority of the facilitating factor shows the mean of 3.72 and the standard deviation of 0.61. The relation between the student and the personnel as the first priority of the preventing factor shows the mean of 4.71 and the standard deviation of 0.66, and the student's satisfaction of the method to present applied and theoretical subjects as the last priority of preventing factor shows the mean of 3.92 and the standard deviation of 0.54.

Table 1: Mean and standard Deviation of sample under study according to facilitating factors

Eight Areas	Mean	standard Deviation
Trainers' Characteristics	6.37	0.43
Relation between trainer and student	4.31	0.49
Relation between student and personnel	4.26	0.51
Relation between student and patient	4.13	0.37
Student's satisfaction of the method of trainer and personnel to teach the skills in the hospital ward	4.11	0.48
Student's satisfaction of the method to present theoretical and applied subjects	4.08	0.34
Existing hospital facilities	3.87	0.63
Student's satisfaction of rules and regulations in the hospital ward	3.72	0.61

Table 2: Mean and standard Deviation of sample under study according to preventing factors

Eight Areas	Mean	standard Deviation
Relation between student and personnel	4.71	0.66
Existing hospital facilities	4.48	0.59
Student's satisfaction of rules and regulations in the hospital ward	4.34	0.55
Relation between student and patient	4.27	0.41
Trainers' characteristics	4.27	0.41
Student's satisfaction of the method of trainer and personnel to teach skills in the hospital ward	4.17	0.49
Relation between student and trainer	4.06	0.45
Student's satisfaction of the method to present theoretical and applied subjects	3.94	0.54

Table 3: Comparison of Mean Scores of groups' viewpoints regarding facilitating factors and preventing factors of clinical skills

Eight Areas	Groups	Preventing Factors			Facilitating Factors		
		Level of Significance	standard Deviation	Mean	Level of Significance	standard Deviation	Mean
Trainers' characteristics	School of Nursing	0.43	0.26	4.27	0.16	0.61	4.47
	Islamic Azad University		0.39	4.31		0.59	4.51
Relation between trainer and student	School of Nursing	0.19	0.35	4.16	0.23	0.55	4.26
	Islamic Azad University		0.38	4.13		0.61	4.49
Relation between student and patient	School of Nursing	0.11	0.31	4.31	0.09	0.4	4.61
	Islamic Azad University		0.29	4.28		0.44	4.28
Relation between student and personnel	School of Nursing	0.04	0.32	4.87	0.11	0.45	4.37
	Islamic Azad University		0.34	4.72		0.5	4.33
Student's satisfaction of rules and regulations in the hospital ward	School of Nursing	0.036	0.36	4.37	0.19	0.56	4.06
	Islamic Azad University		0.42	4.31		0.39	3.93
Existing hospital facilities	School of Nursing	0.28	0.4	4.36	0.03	0.4	0.41
	Islamic Azad University		0.31	4.73		0.41	3.88
Student's satisfaction of method of teaching skills	School of Nursing	0.1	0.42	4.11	0.16	0.37	3.99
	Islamic Azad University		0.39	4.18		0.39	4.12
Student's satisfaction of the presentation of theoretical and applied subjects	School of Nursing	0.55	0.5	4.09	0.7	0.48	4.17
	Islamic Azad University		0.54	3.98		0.57	4.21
Total	School of Nursing	0.081	0.46	4.10	0.094	0.49	4.16
	Islamic Azad University		0.37	4.06		0.41	4.33

Discussion and Conclusion:

The results of studying table 1 and 2 showed the facilitating and preventing factors according to the order of priority from the viewpoint of nursing students and Azad University as far as learning clinical skills is concerned. The trainers' characteristics as the first priority showed the facilitating factor with the mean of 4.37 and the standard deviation of 0.43. The students' satisfaction of the rules and regulations in the hospital ward as the last priority showed the facilitating factor with the mean of 3.72 and the criterion deviation of 0.61. The relation between the student and the personnel as the first priority showed the preventive factor with the mean of 4.71 and the standard deviation of 0.66 and the student's satisfaction of the method to present applied and theoretical subjects as the last priority showed the preventing factor with the mean of 3.92 and the standard deviation of 0.54. Whereas in the scope of the trainers' characteristics, the most important facilitating factor is the feeling of responsibility and their educational and practical experience with regard to educational affairs and within the scope of the relation between the student and the personnel as the most important preventing factor, lack of support, lack of trust and lack of presentation of a suitable feedback by the personnel to the students show the importance of the personnel that bring professional ethics to the clinical affairs. The obtained results are in correspondence with the study (Eljil and Surry, 2007). Within the scope of relation between the trainer and the student, the trainer's confidence and support for the student when facing the problems was reported as the most important facilitating factor from the students' viewpoint. It seems that the trainers could play a remarkable role in the growth, development and more useful learning of the students taking the students' feelings and views into consideration. In a study conducted by Peach, 2008, the findings of the study showed that the students might feel secure and confident or differently as a result of the reaction and feedback they receive from their trainers in the clinical environments. In this direction, the results of the research showed that the existing hospital facilities and the student's satisfaction of the rules and regulations in the hospital ward are the other preventing factors of learning clinical skills. This issue could show the coordination among the officials and education and medical treatment programmers to study and know the needs and the required facilities by the learners as well as its appropriateness to provide new references required by the students in the educational hospitals. Within this scope, the absence of standard hospital wards and suitable

facilities caused this issue to be in compliance with the results of similar researches (Chen et al, 2009, Soykala and Lino, 2005). Hence it seems that establishment of balance between admission of students and the existing educational facilities with due attention to income and expenditures is a step toward removing the problem.

Generally speaking, comparison between facilitating factors in two groups of students of school of nursing and Azad university was only at $P=0.05$ level, showing a significant relation as far as the existing hospital facilities are concerned. The viewpoints of the students of the school of nursing about the existing hospital facilities are different from the students of Azad University. These different viewpoints about the existing facilities are because of the different existing facilities in governmental hospitals under the supervision of the universities of medical sciences and those of the school of nursing. But as far as preventive factors of the clinical skill of the two groups of students of nursing school and Azad university are concerned, the student's satisfaction of the rules and regulations in the hospital ward and the relation between the student and the personnel show a significant relation at $P=0.05$ level. It means that the viewpoints of the students of school of nursing are different from the students' satisfaction of the rules and regulations in the hospital ward and the relationship between the student and the personnel in Azad University. The obtained results are in line with the results of the study conducted by Mardani Hamouleh et al, 2009. Considering the study of the two sample societies in hand (school of nursing and Azad University) that have different decision-making and policy-setting contexts, attention to their specific viewpoints about facilitating and preventing factors of learning clinical skills are in correspondence with the existing differences and their special viewpoints focusing on their educational courses.

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