

Nursing Students Assessment to the Clinical Learning Environment and Mentoring in Children Nursing

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Abstract : Background: The results of previous clinical satisfaction surveys show that nursing students who underwent internships in the pediatric ward had the lowest satisfaction compared to other wards, but the quality of students' practical training experience is an important determinant in nursing education. The aim of the research was to describe nursing students' assessment to the clinical learning environment and supervision in pediatric wards. Method: The research is quantitative. All students who had practical training in the pediatric ward participated in the study (N = 39). For data collection Clinical Learning Environment, Supervision, and Nurse Teacher (CLES + T) evaluation scale was used, where the scale was answered on a 5-point Likert scale. In addition, 10 background variables were used in the questionnaire. IBM SPSS Statistics 28.0 was used for data analysis. Descriptive statistics and Spearman correlation analysis was used to find correlations between background variables and satisfaction with supervision. Permission to conduct the study (No 695) has been obtained by the Ethics Committee of the Institute for Health Development. Results: Of the respondents, 28 (71.8%) were first-year, 9 (23.1%) second-year and 2 (5.1%) fourth-year students. The largest share of the last practical training was in nursing, with 27 (69.2%) respondents. Mainly the mentors were nurses for 32 (82.1%) of students. Satisfaction with the mentoring (4.4 ± 0.83) and ward nurse manager's leadership style (4.4 ± 0.7), rated the highest and the role of the nurse teacher was rated the lowest (3.7 ± 0.83). In Spearman's correlation analysis, there was a statistically strong correlation between a positive attitude towards the supervisor's supervision and receiving feedback from the supervisor ($r = 0.755$; $p < 0.001$), students' satisfaction with supervision ($r = 0.742$; $p < 0.001$), supervision based on cooperation ($r = 0.77$) and instruction based on the principle of equality that promoted learning ($r = 0.755$; $p < 0.001$). Conclusions: The results of the research showed high satisfaction with the supervision and the role of the ward manager. Still, better cooperation is needed between practical placement and nursing school to enhance the students' satisfaction with supervision.

Keywords : CLES+T, clinical environment, nurse teacher, satisfaction, pediatric ward, mentorship

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