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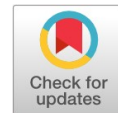


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UNDERGRADUATE STUDENTS PERCEPTION TOWARDS THE 1ST CLINICAL EXPERIENCES IN FUNDAMENTAL NURSING SKILLS PRACTICUM: A QUALITATIVE STUDY

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Abstract. This qualitative research aimed to determine the undergraduate nursing students' perception towards the first clinical experience in fundamental nursing skills practicum in clinical learning on the medical ward of the government tertiary care setting, namely "Phranangkrao hospital" in Nonthaburi Province. After completing the 8 weeks of fundamental nursing skills practicum (January 4 - February 23, 2016), one group of 14 representatives, the second-year nursing students were carried out. The interview guidelines consisted of 1) patient-nursing student relationship; 2) staff-nursing student relationship; 3) nursing student-academic clinical teacher commitment; 4) nursing students' expectations for basic nursing skills experiences; and 5) nursing students' learning satisfaction. Data were obtained from a student focus group, respectively. The result found that the nursing students positively perceived their academic clinical teacher commitment, clinical practice experience in basic nursing skills, and their learning satisfaction. However, the patient-student relationship and staff-student relationship depended on individuality.

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INTRODUCTION

Academy Hospital mission is to produce graduates with the knowledge of nursing science that can meet the needs of society. According to the advancement of technology, the nursing profession should be based on knowledge, skills and experience of professional standards in order to prevent dangers that may arise and build trust on the service. It can be said that the ability to practice nursing graduates is the most important goal in teaching and nursing profession [1], [2], [3].

The nursing can then be expressed by a practice. The practice of nursing students in the wards is a process that leads the students towards the goal of production that is the ability to practice nursing [4]. The students have the opportunity to apply the knowledge gained from the study of the theory to provide nursing care to patients in accordance with the actual situation. Students get hands-on experience with the development of knowledge in practice of most of the ideas and skills of nurses to provide nursing care to patients effectively [5].

For the second year nursing students of College of Nursing and Health, Suan Sunandha Rajabhat University, all students will gain experience by practicing basic skills training for eight weeks. Students in the Nursing Health Assessment promote prevention of health problems, nursing care and rehabilitation. For practice it is the first practice of students classified as new environmental reality in practice. It is the cause of adaptation rather than learning theory. The study of [6] found that the most important factors in the stress for nur-

sing students were related to coping with a new situation, such as staff nurses that show hostility, fail to give advice or teaching skill. It should be a time of skills training for student nurses to become knowledgeable. Once students have efficient skills, they will feel confident to do nursing practice as they will trust the staff nurses, patients and their physicians. Moreover the nurse instructor / nurse supervisor is a factor that causes stress during the practice of nursing students [7].

The training is the first time students will have no fear, stress with patients who received services from the crisis as a disease. So taking care of the patient is required to provide accurate and timely medical care, including the need for nurses to cover the needs of the body, combined with psychosocial treatment today. Taking into account the rights of clients who have a right to refuse medical care that does not benefit them. Or have the right to choose a healthcare provider. Care providers must have the knowledge and skills to work a lot [8]. To make patients more effectively based on professional standards and the experience of learning, the basic skills of nursing students are achieved [9].

Simultaneously, there should be the ability to practice nursing in the wards. It is responsible for teaching and learning must take into account that nursing students will be able to provide care more efficiently then. They must have the ability to perform work covered by the nursing process. The ability to practice nursing is achieved up to the student's own. And

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elements of the clinical environment that affect the behavior and activities of practical nursing are also considered.

One of the researchers responsible for the teaching of practical skills of nurses recognized the fundamental importance of nursing practice of nursing students. The researcher was interested in studying the perception of nursing students with clinical experience [10], first in basic nursing skills training in the clinical learning. Department was outlawed in nursing practice of nursing students. The study is the ability to practice nursing for self-assessment of students [11]. Can be used in improving teaching practice with learners, teachers and nurses. Teaching activities deal with the environment in hospitals and tackle barriers to work to promote the learning of students. The teaching operated more efficiently. In order to have quality output that will provide better access to basic human subjects, Sheen can operate effectively in society.

This work was 1) to study the patient-nursing student relationship; 2) to study the staff-nursing student relationship; 3) to study the nursing student-academic clinical teacher commitment; 4) to study the nursing students' expectations for basic nursing skills experiences and 5) to study the nursing students' learning satisfaction in clinical learning of nursing students who got real situations.

METHODOLOGY

Study Design

This study was a qualitative research using focus-group discussion for this study. We expected the group process to facilitate each student's ability to express and clarify their learning experiences, and may also encourage participants to share his/her experiences that might not consciously be revealed in an individual interview situation [12].

Study Population

A purposive sampling procedure was used. Students group who had practiced at the first time in medical ward for clinical practice skills on medical ward of Pranangklaoh hospital was selected. Criteria for inclusion were: the second year, nursing students, the first round practice experiences skills in clinical ward for at least 4 weeks, both sexes, completed compulsory course of fundamental nursing theory with fundamental nursing laboratory and adult nursing course. All participants were contacted by academic nursing educator who facilitated on medical ward. Finally, the study population comprised of 14 nursing students, 3 males and 11 females, with age 19-21 years. The majority of the students had average GPA 2.75 ± 0.29 and no differences were found in general characteristics. Students were willing to participate in this study.

Ethical Consideration

The study was approved by the Ethics Committee of Suan Sunandha Rajabhat University, and was carried out with written informed consent from the students. However, students who were not willing to participate could withdraw anytime.

The Interview Guideline

The specific objective in the study was to carry out 1) the patient-nursing student relationship; 2) to study the staff-nursing student relationship; 3) to study the nursing student-academic clinical teacher commitment; 4) to study the nursing students' expectations for basic nursing skills experiences and 5) to study the nursing students' learning satisfaction in clinical learning of nursing students who got real situations.

The open-ended questions consisted of 1) patient-student relationship; 2) staff-student relationship; 3) student-academic clinical teacher commitment; 4) students' expectations for basic nursing skills experiences and 5) students' learning satisfaction. The scenarios were chosen from descriptions in the course evaluation of college of Nursing and Health, Suan Sunandha Rajabhat University (SSRU course evaluation), the literature and academic professional nursing experience. They were also peer-reviewed by three Academic nursing experts.

The focus-group interviews were led by academic nursing lecturer (the 2nd author). All participants were allowed to share their experiences in each question until 5 questions were completed in group. The interviews were set in the activity room of campus library center. Each interviewee spent time for sharing his/her experiences; approximately 30 minutes each, and tape recorder, pictures and atmosphere were taken into account. Also data exploration was collected by note taker (the 1st author).

ANALYSIS OF DATA

Based on theoretical saturation [12], [15], [16], all data proceeded simultaneously, until it was judged that no new information was obtained, all data were analyzed by Triangulation technique.

RESULT

Most of the second year nursing students were females (78.57%) and single (100%) with age between 19-21. The qualitative analysis led to the emergence of the interview guidelines consisting of 1) patient-nursing student relationship; 2) staff-nursing student relationship; 3) nursing student-academic clinical teacher commitment; 4) nursing students' expectations for basic nursing skills experiences and 5) nursing students' learning satisfaction that were considered as important factors in clinical experience.

The research finding could be summarized and discussed based on the research objective as follows:

1) The patient-nursing student relationship in clinical practice of nursing students

One of the nursing students said:

I think that if the relationship between student nurse and the patient is good, patients are happy to cooperate. This makes me feel happy in delivering patient care. But a small number of patients do not cooperate, this makes me feel very discouraged so I do not want to approach the patient and do not feel encouraged to provide nursing care. But it is nurse's duty to overcome these issues, find techniques to approach and find out how to deal with the patient. Every nurse encounters with the patient, whether psychological or physical is an opportunity to meet and adapt to the patient's tolerance of others.

2) To study the staff-nursing student relationship

One of the nursing students said:

I think the first practice I came across is a very good team. Health team that I never scolded. The health team said, "Confidence is what we need," I think I learned theory into practice and now should do the work. The practice learning was a good experience, now I am confident in the practice of nursing. It is a good team, cheerful and friendly, gave good teaching and training and gives good health care.

3) To study the nursing student-academic clinical teacher commitment One of the nursing students said:

For me, the academic clinical teacher taught very thoroughly. When I start to practice, he always reminds me to know the theory before practice. He supervised students carefully and guided them at all times. I was so impressed.

4) To study the nursing students' expectations for basic nursing skills experiences.

One of the nursing students said:

It was more than expected, more theoretical knowledge and skills training to practice nursing. I developed my nursing practice skills base. My first experience was very impressive because of the academic clinical teacher, he supported everyone

and which caused the students to have less stress. Also, they learned from experience gained from the patient and relatives, I had to nurse them well. I am very happy.

5) To study the nursing students' learning satisfaction in clinical learning of nursing students who got real situations.

One of the nursing students said:

There are three things I am satisfied with;

1. I am a man who dared to ask questions and got answers immediately; if not, I will study and find answers myself without having to be told. If I read more I think I will have learned a lot and avoid doing the wrong thing.

2. I always approached my health team, giving assistance to all patients in need. I talk to patients because of all the words or actions of the patient can be helpful in learning lessons not just from a textbook.

3. I walk into work and help friends.

CONCLUSION

The result findings demonstrated of 1) patient-nursing student relationship; 2) staff-nursing student relationship; 3) nursing student-academic clinical teacher commitment; 4) nursing students' expectations for basic nursing skills experiences and 5) nursing students' learning satisfaction. that nursing students perceived positively in their academic clinical teacher commitment, clinical practice experience in terms of basic nursing skills and their learning satisfaction [13], [14]. However, patient-student relationship and staff-student relationship depended on individuality.

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