

# SUPPORTING STUDENT NURSES IN THE CLINICAL LEARNING ENVIRONMENT

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# Introduction

- Clinical Learning Environment (CLE) is defined as an interactive network of forces within the clinical setting that influence the students' learning outcomes
- It is a complex socio-cultural entity that offers a variety of opportunities for student nurses to engage or disengage in learning
- The CLE consists of ward culture, practices of nursing care, management systems and interpersonal relationships with the staff and patients
- (Dunn & Burnett, 1995; Chan, 2004; Newton, Jolly, Ockerby & Cross,2010)

# Introduction cont'd

- Constructs of the CLE are
  - the pedagogical atmosphere,
  - The ward manager's leadership style,
  - the premises of nursing in the ward,
  - the supervisory relationship (mentor) and
  - the role of the nurse teacher

(Dunn & Burnett, 1995; Saarikoski & Leino-Kilpi, 2002; Bisholt et. al, 2014)

# Statement of the Problem

- Many studies have been conducted to develop tools that can be used to assess components needed in the clinical learning environment of nursing students. (Chan & others, 2002; Dunn & Burnett, 1995; Hosoda, 2006).
- However there is the need to critically explore and describe into more detail the nature of the environment in which clinical learning takes place from the students' perspective

# Statement of the Problem(2)

- It is imperative to gather in-depth information from the experiences of student nurses in the clinical learning environment to assess their clinical learning environment in order to address issues that affect the acquisition of skills towards high standards of nursing practice in Ghana.

# Objectives

- Describe the nursing students' perceptions of their clinical learning environment
- Describe nursing students' experiences in the CLE during their clinical field placements

# Methods

- Qualitative study, phenomenological
- Student nurses from a university School of Nursing
- Focus group interviews- 6 groups ranging from 8-12 participants
- Thematic content analysis
  - *pedagogical atmosphere on the ward*
  - *supervisory relationship*

# Findings 1/2

- Pedagogical atmosphere on the ward; learning processes that take place within the ward.
  - Resourced environment for learning-
    - *“... we learnt a lot on that ward and I must say that each day, there was something new to learn “*
  - Unsuitable environment for learning
    - *“... so you get to the ward, you don't learn anything. I don't think that is helping any of us in any way.”*



# Findings 2/2

- Supervisory Relationship on the Ward
  - Positive supervisory relationship
    - *“I had a nice time at the hospital I went to. The nurse manager was involved in whatever we did”,*
  - Negative supervisory relationship
    - *“ Some in-charges are not even bothered about how the ward is organized. When students come to the ward, you’re on your own”*

# Discussion and Recommendation(1)

- Pedagogical Atmosphere on the ward is of importance to student nurses as they expect to acquire requisite skills for future practice as professional nurses ( De Souza et. al., 2015)
- Thus, ward must be well resourced to facilitate learning. Nurses are able to come up with many innovative ways to perform nursing procedures. However with students present, they must first learn the ideal ways of doing things

# Discussion and Recommendation (2)

- Supervision on the ward is built on positive interpersonal relationship between student nurses and ward managers i.e. mentors/ preceptors ( Magnani et. al., 2014)
- Mentors must strive to offer experiences that point towards positive relationship to enhance the learning experiences of student nurses in the CLE

# Conclusion

- Nursing is a practice-based profession with clinical education forming a major component of the curriculum
- The physical environment in the CLE is expected to be a well resourced one that works to improve the pedagogical atmosphere on the ward for students to engage in learning
- Good supervision of student nurses on the nurses is built on positive interpersonal relationship with mentors thus motivating students to learn the requisite skills.

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**Thank  
You**