

Explore Barriers that Prevent Student Nurses Practical Training

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Abstract

Aim: This study was to explore barriers that facing student nurses during their practical training at obstetrics and gynecological department. **Setting:** The study was conducted at the Obstetrical and Gynecological Department of the Faculty of Nursing at Benha University. **Design:** A descriptive design was utilized. **Sampling:** A convenient sample included (180) student nurses. **Tools:** Two tools were used, the first tool was interviewing questionnaire sheet for assessing the general characteristics of students and assessment of barriers which facing the student during their practical training. The second sheet was modified student satisfaction questionnaire. **Results:** Many barriers faced students during their practical training and (72.2%) of students were unsatisfied while (10.6%) of students were satisfied and (17.2%) were satisfied to some extent and there was highly negative significant correlation between total barrier score and total satisfaction score ($p > 0.001$). **Conclusion:** Many barriers faced the students during their practical training at the lab, the hospital and during the application of skills and nearly to third quarters of the total of students weren't satisfied with the practical training, there was highly negative significant correlation between total barrier score and total satisfaction score. **Recommendation:** Continuous evaluation of students' opinion regarding the teaching process, curriculum, their needs and satisfaction as a part of developmental plans of the quality of education.

Key words: barriers, practical training, student satisfaction

Introduction

Obstetrics is a branch of medicine pertains to the care of women during pregnancy. Gynecology is a branch of medicine that deals with the disease and treatment of the female reproductive system (Leifer, 2015). Nursing students become competent professionals through the clinical practice and the learning environment by preparing students to provide quality health care as well as promoting the health of different people (Henderson, 2011). All nursing education programs have a clinical component in which students are supervised by clinicians in the clinical setting. Education is provided to nursing students by experienced nurses and other medical

professionals who have qualified for educational tasks. The practical learning environment helps student to become good nurse through exposure for caring situation and demonstrating what is learnt in the theory (Adah, 2012 & Karen, 2013).

Barriers of the practical training are factors known to reduce the quality of the clinical placement experience. Barriers include occupational stress; psychological stressors such as high workload, problematic working relationship, lack of supervisors support and low level of recognition and reward are all too commonly reported in health service delivery environments. These

induce states of anxiety, inhibit learning, and impair performance and compromise health and wellbeing (*Australian Government Initiative, 2012*).

Also, the results of many studies suggest that there is a relatively deep gap in trend of scientific nursing and midwifery training with clinical performance of students in such a way that the existing clinical trainings may not necessarily empower the student to acquire clinical competency and skill (*Joekar& Haghani, 2011*).

Educators are facing different challenges in the clinical learning environment which are different from challenges encountered in the classroom because clinical setting require different approaches for teaching in a variety of settings (*Ress&Jolly, 2009*).

Significance of the study

The more fruitful clinical training is presented, the more efficient nurses will be today students for tomorrow and a healthy community is the product of the efficient nurses (*Sahebzamani et al., 2012*). Practical education is acknowledged as an essential part of nursing education and there are some factors which may influence the quality of students learning in the practical training (*Ghfourifard et al., 2016*). The survey results indicated that between 49% and 53% of novice nurses were involved with errors in nursing care. So it is necessary to consider barriers facing students in the clinical training and maintain their satisfaction.

Aim of the study

To explore barriers that facing student nurses during their practical training at obstetrics and gynecological department.

Research Questions

- What are the barriers that facing student nurses during their practical training at obstetrics and gynecological department?
- Are student nurses satisfied with their practical training at obstetrics and gynecology department?

Subjects and methods

Research design:

A descriptive study design was utilized to achieve the aim of the study.

Research Setting:

The study was conducted at the Obstetrical and Gynecological Department (Women's Health & Obstetrics Nursing Department) of the Faculty of Nursing at Benha University

Sampling:

***Type:** convenient sample was selected.

***Sample size:** All third year female nursing students. They were totaled (180 students) at the Obstetrical and Gynecological Department in the period from (2015-2016) during the second semester.

Tools of Data collection:

I-Interviewing questionnaire sheet

A -Structured questionnaire was constructed to assess student general characteristics such as (age, residence, qualification, attending summer training).

B- Assessed student nurses about barriers that facing them during their practical training.

Scoring system

Scoring system for assessment of barriers of practical training

Each question was scored as (1) for correct answer and (2) for incorrect answer.

II- Modified student satisfaction questionnaire:

To assess student satisfaction about barriers that facing student nurses during their practical training at Obstetrical and Gynecological Department.

Total satisfaction score was calculated as:-

Unsatisfied--< 60% of total knowledge score.

Satisfied to some extent -----60-<75% of total knowledge score.

Satisfied -----≥75% of total knowledge score.

Ethical Considerations:

-Consent was obtained from the Dean of Faculty of Nursing before conduction of the study

-The aim of the study was explained to the student before applying the tools to gain the student nurses' confidence and trust to participate in the study.

-Oral consent was obtained from each student nurse in order to participate in the study.

-Questionnaire did not include any harm and did not touch any religious and traditional issues among the study sample

- Freedom to withdraw from participation in the study at any time

-Maintain confidentiality, dignity and self-esteem of students.

-All tools of data collection were burnt after data analysis

Operational Design:

Preparatory Phase:

This phase started by reviewing the current and previous local and international related books, magazines, periodicals and computer search was done to get acquainted with the research study to develop the tools and contents.

Pilot Study:

A pilot study was carried out at February (2015-2016) on about 10% of the total students (18 student nurses). It was carried out to assess content validity of the used tool, ascertain the clarity and applicability of the study tools, and estimated time needed to fill the questionnaire.No modification was done and the pilot study was included in the sample

Field work:

This study was carried out from March(2016) until June(2016) during the academic year. The researchers attended at Faculty of nursing at Benha for two days(Monday and Thursday) per week from 9 a.m to 2 p.m according to student schedule to attend clinical lab at the faculty and also hospital practical training.

The researchers introduced themselves and explained the purpose of the study to each student nurses to obtain student nurse consent to accept to participate in the study and to gain their confidence and trust then the researchers interviewed each student individually 15 minutes and the time of collecting all data took 3months

Then the researcher administered the interviewing questionnaire tool and assessment of barriers which facing student nurses during their practical training firstly then the modified student satisfaction tool was administrated to student nurse to assess their satisfaction regarding their practical training.

The researcher clarified any question to the study sample if needed and interviewed 6

students /day.This was repeated until the sample size was completed.

Limitations of the study:

Space time of participating students was limited and the researcher make more effort and needed more time to collect the data from the students.

Results:

Table (1): Distribution of studied students according to their general characteristics (n=180)

General characteristics	No.	%
Age by years		
19-<20	5	2.8
20-<21	63	35
21-<22	78	43.3
22-<23	34	18.9
Mean ± SD	20.8±.814	
Place of residence		
Rural	132	73.3
Urban	48	26.7
Qualifications		
Secondary School	145	80.6
Nursing Institute	35	19.4
Attending summer training		
Attended	62	34.4
Not Attended	118	65.6

Table (1) shows the general characteristics of the study sample. Regarding age, **35%** and **43.3%** of students were between 20 and 21 of age respectively with mean ± SD of 20.8±.814, while **73.3%** of the students lived in rural areas and **80.6%** of them at the secondary school before joining the university and **65.6%** of them did not attend practical training or work in the hospitals during the summer holiday.

Table (2): Frequency distribution according to self-reported barriers among the studied sample at the Faculty Lab (n=180)

Barriers at the faculty lab	Yes		No	
	No.	%	No.	%
Lab equipment are conformity with needed student skills	65	36.1	115	63.9
Presence of identity card on every equipment at the lab	69	38.3	111	61.7
Existing equipment at the lab are correctly working	49	27.2	131	72.8
There is chance to every student to deal with devices	37	20.6	143	79.4
A sign boards for each device at the lab	71	39.4	109	60.6
Smoking prevention advertisements at the lab	114	63.3	66	36.7
An obligation of entrance time and required uniform	117	65.0	63	35.0
Cooperation of technicians working at the lab	72	40.0	108	60.0
Back door at the lab to get out if there are any problem	45	25.0	135	75.0
Availability of alarm fire and extinguisher device at the lab	127	70.6	53	29.4
Lab is orderly and clean	124	68.9	56	31.1
Lab is good lighting and the ventilation	108	60.0	72	40.0
An area of the lab is enough for the number of students	46	25.6	134	74.4

Table(2) shows 79.4% of students find that lack of chance to every student to deal with the devices was the most barrier.75% of the student find there was no back doorat the lab to get out if there were any problem .74.4% find that the lab space was not enough and not suitable for the number of students was another barrier but 72.8% of students find that the equipment at the lab weren't correctly working was other barrier .63.9% of students said that lab equipment weren't conformity with the needed student skills.

Table (3): Frequency distribution of studied sample according to their self-reported barriers at the hospital (n=180)

Barriers at the hospital	Yes		No	
	No.	%	No.	%
Health team welcome attending student	88	48.9	92	51.1
The health team applied the ethics of the nursing profession	75	41.7	105	58.3
Availability of the written instructions for the department	91	50.6	89	49.4
Fire extinguishers and fire safety Appliance are available	97	53.9	83	46.1
Preventing the smoking at hospital departments	47	26.1	133	73.9
Availability of personal protective equipment	71	39.4	109	60.6
There is a place in the hospital to maintain the student privacy	106	58.9	74	41.1
Training place is far from the place of residence	94	52.2	86	47.8
There is a place for health education and counseling	75	41.7	105	58.3
There is accurate system for recording and reporting needle steel injuries	133	73.9	47	26.1
Sometimes there are no cases for training in hospital	71	39.4	109	60.6
I was satisfied in hospital training more than lab training	110	61.1	70	38.9
Availability of decontamination basin for equipment processing	105	58.3	75	41.7
Availability of decontamination solution for used tool	96	53.3	84	46.7
Changing the sheets which cover the bed when become soiled	112	62.2	68	37.8
There is a correct system for garbage disposal	53	29.4	127	70.6
Nurses provide competent nursing care	116	64.4	64	35.6
Students agree for periodic examination and check up to avoid viral infection	125	69.4	55	30.6
There is a box for syringe to be kept and avoid recapping the needle	116	64.4	64	35.6

Table(3) shows third quarter(>70%) of the sample find the most barriers are the following(no prevention of the smoking at the hospital departments and there was no correct system for garbage disposal) while >60% find these barriers (personal protective equipment aren't available at the

department) but >50% find these barriers (Health team did not welcome attending student, the health team did not apply the ethics of the nursing profession, there was no place for health education and counseling, training place was far from the place of residence).

Figure (1): Percentage of total satisfaction scoring of student regarding their practical training at different aspects (lab, hospital and curriculum)

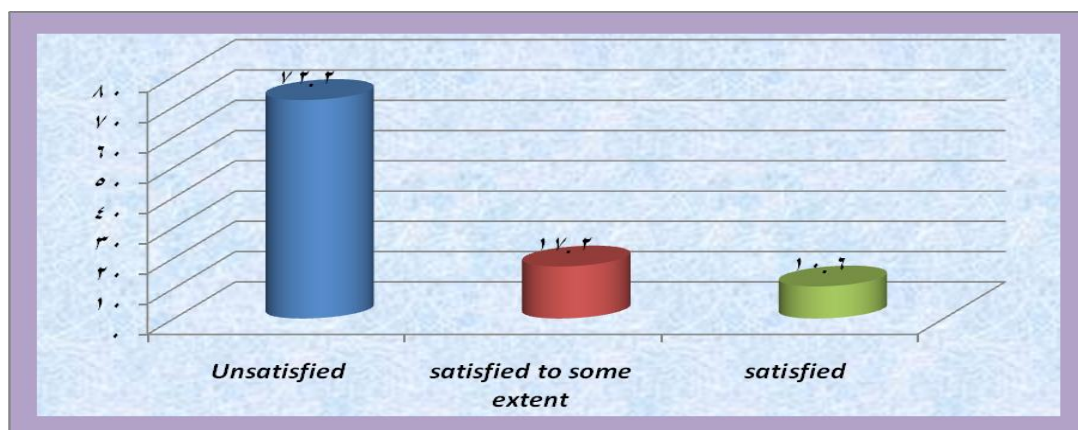


Figure (1) shows 72.2% of students were unsatisfied with their practical training.17.2% of the students were satisfied to some extent with their practical training.10.6 of the students were satisfied with their practical training.

Table (4): Correlation between total barriers and total satisfaction score.

Total	Total barriers	
	R	p-value
Total Satisfaction	-0.356	0.000**

** High statistical significant at p-value<0.001

Table (4) shows that there was a highly negative significant correlation between total barriers score and total satisfaction score.

Discussion:

Regarding to student self-reported barriers during their practical training at the lab, the result of the present study revealed that, nearly of three quarters of the student nurses reported that, lack of chance to every student to deal with the devices was the most common barrier at the lab. According to **AbdEl-Mordy (2015)** in the study of Assessment of Practical Skills regarding Emergency situation in the Delivery Unit

indicated that, the most of students in all studied departments had little period for training while more procedure needed more time so students needed more time for training. Contrary, **Erlich (2009)** found in the study about the advantage of modern laboratory skills that the modern laboratory skills provide grate environment of updated practice for students and give students an opportunity to repeat the procedures many times. These different findings may be due to increase the number of students in the

learning group and there is lack of available numbers of dolls because its high cost.

The result of the present study revealed that the lab space was not enough and not suitable for the large number of students was another barrier. A study conducted by **Dessie (2007)** in the study of An Investigation of Clinical Assessment Processes of Student Nurses revealed that, the lab and class size play an important role in student clinical achievement; more over the stress point of the study creating healthy class or lab as a healthy environment for clinical achievement.

The result of the present study illustrated that, certain devices at the lab weren't correctly working which was another barrier. The findings of the current study was in disagreement with **Saker (2011)** reported in a study about effects of educational program on performance of nursing care, the laboratory equipped with all modern facilities, infrastructure for providing best education environment and the students gained the real-world experience in supervising the clinical placement in affiliated local health care and perhaps the reason of this difference is the difference in the research environments in both studies. Likewise these different results may be related to reduce the faculty budget which is allocated for increasing the modern equipment and supplies at the labs.

Additionally the present study revealed that there was no back door at the lab to get out during emergency situation to ensure safety. The result of the present study was in disagreement with **Jones, (2010)** who indicated that, in a study about the best training environment, the laboratory provided a safe environment for nursing students to practice the clinical performance skills.

Concerning student self-reported barriers during their practical training at the hospital, the results of the present study revealed that, the student nurses reported that

health team at the hospital didn't welcome the presence of the student. On the other hand the results which were documented by **Hanifi et al. (2012)** in the study of The miracle of communication as a global issue in clinical learning motivation of nursing students reported that proper communication with students increased the motivation.

These findings were matched with the results of the study which conducted by **Jamshidi et al. (2016)** in the study of The Challenges of Nursing Students in the Clinical Learning Environment who demonstrated that, conflicts and improper treatment between the staff and students negatively affect the practical teaching. Furthermore, the results of the present study revealed that the majority of the student nurses reported that personal protective equipments were not available at the department. These findings were similarity to **Flott & Linden, (2015)** who reported that other barrier to clinical education was related to un-standardized wards with inadequate facilities and not providing an opportunity for doing nursing care independently. It was obvious that clinical learning needed some facilities and equipment in clinical settings which develop the clinical experiences of nursing students. Unfortunately most of our hospitals are old and have not been appropriately designed for clinical training. Therefore when the ward is overcrowded, clinical teaching is influenced and becomes difficult to perform an effective teaching and for solving these problems, collaboration between healthcare agencies and nursing education have been proposed for conducting an effective clinical learning.

According to satisfaction of students, regarding practical training curriculum .The result of the current study revealed that some of students were satisfied with the presence of inter linkages between the theoretical and the practical training evidence. The present study was in the same line with the study conducted by **Chen, (2012)** in the study of Development and

psychometric testing of the nursing student satisfaction scale for the associate nursing programs reported that curriculum issues were also perceived by nursing students as important such as similarity of the content with the practice reality, and curricular capability to promote training that was consistent with market demand. Distribution of curricular content, consistency of the offered disciplines.

Concerning the correlation between total barriers and total satisfaction score, the current study revealed that there was a highly negative significant correlation between total barriers score and total satisfaction score. While, the study of **Edraki (2011)** in the study of *The Relationship between Nursing Students' educational Satisfaction and their academic success* reported that there was a positive correlation between the rate of satisfaction about the field of study and academic achievement in students. This may be due to different in culture facilities and educational levels.

Conclusion:

There were many barriers faced student nurses during their practical training at the faculty lab, hospital and during the application of the practical skills. The nearly of three quarters of studied sample weren't satisfied with the role of the teacher either at the hospital or the lab and also with the practical training curriculum. There was a highly negative significant correlation between total barriers score and total satisfaction score. The above-mentioned findings have mainly answered the study questions.

Recommendations:

-Dividing students into small groups to provide chance for each student to deal with the devices and apply training procedures and maintaining appropriate learning environment

-Collaboration between the hospital and the faculty for providing protective personal equipment for students and respect their role.

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