

Evaluation the problems of clinical education in the sight of nursing students in Bandar-Abbas Medical Science Education in 2015

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Abstract

Background: Clinical education, have a major role in the development of nursing students. One of the most important factors that affect the quality of nursing students' are clinical education problems. The aim of this study was to investigate problems in clinical education of nursing students has Bandar Abbas University of Medical Sciences

Method: this is Cross-sectional study, which was done in 202 nursing students in the terms 2-8 in Hormozgan University of medical science in 2015. Data collection tools, questionnaires, clinical education problems of the first part and second part of the questions related to demographic characteristics, clinical education problems. Data using t-test and ANOVA were used for statistical analysis.

Findings: in students opinion , the most important problems relate to masters ($3/73 \pm .74$) and the mean of criticize of master in public was ($4/11 \pm 1/07$) and the other mean were : educational condition ($3/62 \pm 0/86$) and the mean of lake of stuff and equipment's ($3/71 \pm 1/07$) . Nursing conditions ($3/47 \pm 0/78$) , fear of infective illness ($3/91 \pm 1/02$). Student talent ($3/39 \pm 0/77$) , lake of knowledge ($3/87 \pm 0/94$) environment conditions ($4/11 \pm 1/07$) , patient condition ($3/30 \pm 0/85$) , care of infective patient ($3/47 \pm 1/09$) , individual conditions ($3/30 \pm 0/93$) , disinterest to nursing ($3/33 \pm 1/37$).

Result: Among all comments that offered by students, the criticize of master in public was the most important. And other condition were insufficient equipment's, nursing aspects, and fear of getting infective. We can solve these problems by hire good masters, good equipment's, and remove discrimination between nursing students and other students.

Introduction

Education is a consistently activity that can produce by activity and experience of somebody in different positions. And the goal of education is changing the behavior (1).

Every nursing students should pass two course. Educational or Theoretical and positional education. Every theoretic education can help student to find out and treat well in positional area (2).

Positional education is some competence or knowledge that every student can get from a teacher to do well in real area (5).

Owerman (1997) states that every student should learn these two criteria's (3). There are a lot of lakes or difficulties' in nursing path that can make problem for them such as: low amount of teacher or master's _ Lake of equipment's and low period of residency of nurses in hospitals (12). solving these problems are so important and all of experts should pay attention to these condition to have good schedules good plans that help student to learn well and do well in hospitals , because there are different conditions (14).

The duration of education help students to have good treat and action in different situation. And these educations can have a specific role in every student occupation in the future. One of the important aspects of this education is the students. Because they interfere with these conditions direct or indirect, so we are going to study the importance of these educations in students from 2_8 term in nursing students of Bandar Abbas Medicine University.

Method

This paper is Cross-sectional and it is goal is practical. The society of study is the students of second term to eighth term of nursing and midwifery sections in Bandar Abbas University and they were collected by capitation method.

They were studied because they have practical courses starts from 2 _ 8 terms.

All of students from 2 _ 8 terms studied and they were satisfied by this study and those students who transferred to other universities > guest students and refusful students did not take part in this study.

The equipment of study is questionnaire which collected by mohebbi et al (1389 _ 2010) in Shiraz university.

And justifiability is accepted and stability was analyzed by retest and the result was 80% (15).

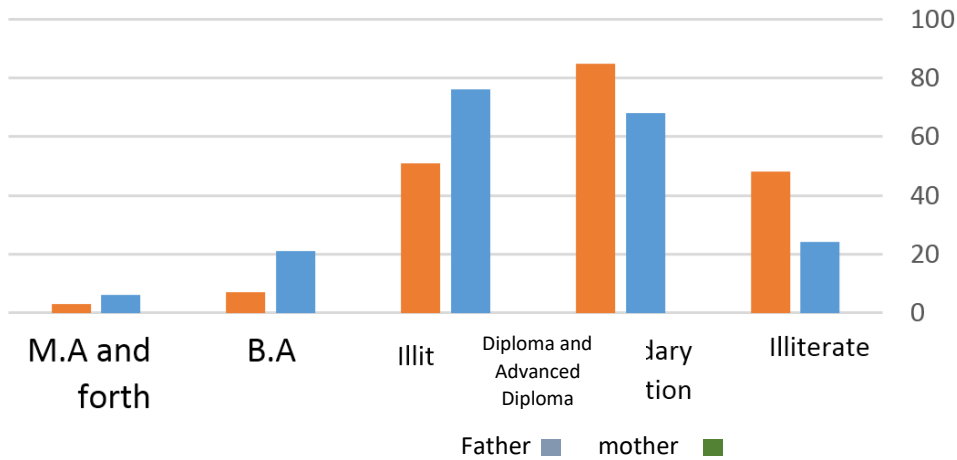
the analyze was done by spss 19 and all of statistics such as (redundancy , mean , standard deviation , ...) and $p > 0/05$ p was more than 0/05 .

Consequences

The averages of their ages were $21 / 83 \pm 1 / 86$ and they were 101 men and 102 women. 162 members were single and 41 were married and the mean of their average was 15/95. Their father job 61 were governmental , 114 were free and 11 were unemployed. And their mother job 19 were governmental , 3 were free and 174 were housewives. And their parents educational degrees were collected in diagram 1 was shown.

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Diagram 1: Parents education



And the standard deviation was shown in table 1_6.

Chart 1: individual factors

| SD | Mean | individual factors |
|------|------|--|
| 1.37 | 3.33 | Having no interest in the nursing field |
| 1.19 | 3.22 | Lack of confidence |
| 0.98 | 2.93 | lack of the ability to communicate with the teacher in |
| 1.15 | 3.09 | lack of the ability to communicate with patients in |
| 1.07 | 2.36 | lack of ability to communicate in classmates |
| 1.36 | 3.04 | lack of ability in combining responsibility |
| 1.33 | 3.03 | My physical condition |
| 1.31 | 3.29 | My mental status |

Chart 2: environmental factors

| SD | Mean | Environmental factors |
|------|------|--------------------------------------|
| 1.10 | 2.95 | Supervisor behave |
| 1.06 | 3.33 | In charge behave |
| 1.09 | 3.40 | Stuff behave |
| 1.08 | 3.38 | number of students |
| 1.11 | 3.46 | Business of department |
| 0.94 | 3.51 | lack of knowledge of equipment's |
| 1.16 | 2.91 | lack of knowledge to patients accent |

| | | | |
|------|------|---|--|
| 1.15 | 4.03 | Discrimination between us and the other students | |
| 1.14 | 3.54 | Lack of conference room | |
| 1.23 | 3.26 | lack of changing room | |

Table 3: factors related to the master

| SD | mean | | |
|------|-------|---|--------------------------------------|
| 1.08 | 3.601 | Prohibitions caused by master | Factors related to the master |
| 1.01 | 3.95 | Master behave | |
| 1.01 | 3.35 | Lack of Master attention | |
| 1.09 | 3.76 | Lack of Master support when problems | |
| 1.06 | 3.46 | fear of the master test | |
| 1.08 | 3.75 | Unequal evaluation of a coach | |
| 1.07 | 3.99 | Masters point in the presence of the patient | |
| 1.04 | 3.77 | Questions of teacher in front of others | |
| 1.06 | 4.11 | Blame the student by the teacher in the presence of others | |
| 1.11 | 3.58 | Master stress | |
| 0.96 | 3.79 | Lake of good relationship between of master and students | |

Table 4: patient related factors

| SD | Mean | | |
|------|------|--|---------------------------------------|
| 1.15 | 3.18 | Patient mate behave | Factors related to the patient |
| 1.09 | 3.46 | Patient behave | |
| 1.00 | 3.25 | Patient physical condition | |
| 1.04 | 3.13 | Patient mental condition | |
| 1.08 | 3.33 | The care of patients with infectious diseases | |
| 2.39 | 3.38 | Face to patient death | |

Table 5: factors related to the student's skill

| SD | mean | | |
|------|------|--|---|
| 0.94 | 3.87 | Lake of practical knowledge | Factors related to the student's skill |
| 1.00 | 3.67 | Lake of talent of using equipment in departeman | |
| 1.18 | 2.75 | Giving oral drugs | |
| 1.12 | 2.90 | Giving non-oral medication | |
| 1.05 | 3.45 | The lack of readiness on the bedside | |

| | | |
|------|------|---------------------------------|
| 1.09 | 3.53 | Fear of injury to patients |
| 1.04 | 3.60 | Fear of mistake and its results |
| 1.05 | 3.33 | Fear of unknown situations |

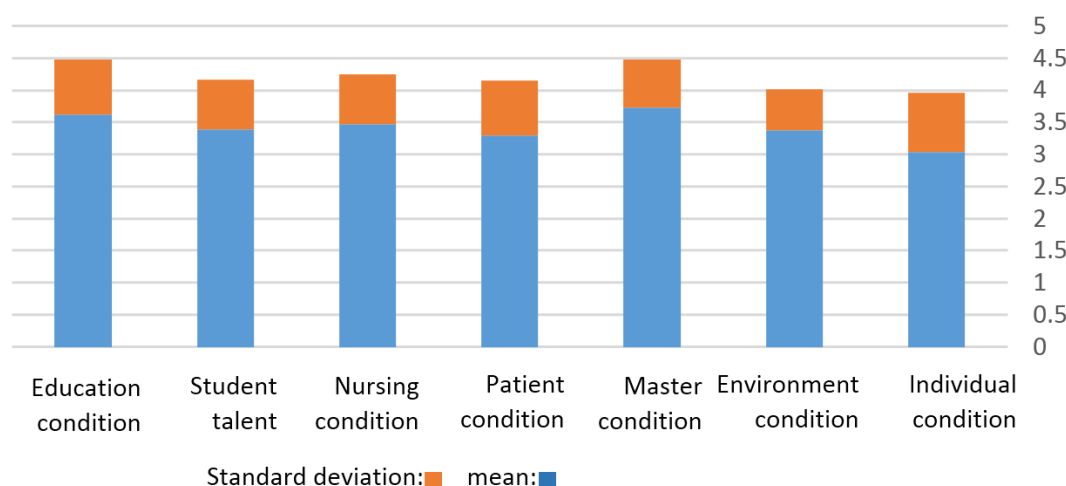
Chart 6: educational system factors

| SD | Mean | | educational system factors |
|------|--------|---|----------------------------|
| 1.00 | 3.6897 | Disconnecting between both theoretic and operational learning | |
| 1.10 | 3.532 | Vague in learning purposes | |
| 1.07 | 3.71 | Disoperate between equipment's with educations | |
| 1.12 | 3.57 | Existence of routine in Professional and public departments | |

in students opinion , the most important problems relate to masters ($3/73 \pm .74$) and the mean of criticize of master in public was ($4/11 \pm 1/07$) and the other mean were : educational condition ($3/62 \pm 0/86$) and the mean of lake of stuff and equipment's ($3/71 \pm 1/07$) . Nursing conditions ($3/47 \pm 0/78$) , fear of infective illness ($3/91 \pm$

$1/02$). Student talent ($3/39 \pm 0/77$) , lake of knowledge ($3/87 \pm 0/94$) environment conditions ($4/11 \pm 1/07$) , patient condition ($3/30 \pm 0/85$) , care of infective patient ($3/47 \pm 1/09$) , individual conditions ($3/30 \pm 0/93$) , disinterest to nursing ($3/33 \pm 1/37$) and information of education problems was shown in diagram 2.

table 2: mean and standard deviation in education problems



Also the difference between male and female was ($p= 0/024$). And entrance and environments , master conditions , student talents were signified and were important ($p<0/05$).

Results

Among all comments that offered by students, the criticize of master in public was the most important. And other condition were insufficient equipment's, nursing aspects, fear of getting infective

All of concepts such as: lake of sufficient knowledge, environment condition take a care of infective patients, individual condition, uninterested nursing can cause some difficulties in learning path.

In a study which did by Kamran, some students proposed master's background in teaching can effect education (6).

In a study which did by Mohebbi, it showed that master's background could make some problems in learning period.

And in environmental conditions, discrimination between us and the other student had the highest rank. and individual condition was the last one . And other conditions such as: mental aspect and lake of condition had high degree (9). In study which was done by Kaliszer and Timmins, they proved that disrespect and sufficient relationship between master and student can cause stress (16).

'Omidwar' in his paper noticed 14.5 percent of student criticized of nag and disrespectful manner of master (17).

In study which was done by Waliei et al, it showed the most important role and aspect for residence student is behave of master were cause some difficulties (18).

Niknam and Froud proposed all of students and masters think some aspects such as: environmental conditions, disharmony between learning and work in hospital (19).

In Williams and Nahasa study, uninterested to education, insufficient master, disharmony among education periods and insufficient equipment's with encouragement to students could cause problems (20 _ 21).

Shahbazi (22) and Heydari (23) in their research proposed there are some problems in learning path

such as: master condition, students, environment, schedule, test and patient problems.

And Ezadi states that other aspects such as: lake of schedule, insufficient schedule in college for students, lake of equipment, insufficient experienced masters and justified tests are important (10).

In Delaram study in master area, students were satisfied by master work but they were disagree with hospital equipment (5).

Evans and Kelly showed, patient checkup is the most important issue for students (24). Chan et al proposed the most important criteria for making stress in student when they are checking up is fear of insufficient knowledge (25).

Also there is connection between knowledge and performance (26).

Shiraz states the important difficulty in education is not putting the period for student job application (3).

Abedini states the most important aspect is lake of equipment (13).

These result were differ between male and female groups, entrance students, environment conditions, and master and students.

Shirazi states there is obvious difference between gender, and entrance with do performance (3).

Melendar proposed that male group states the whole difficulties against female group, and there isn't difference between second and fourth term in finding problems (27).

We can find out works that done to find difficulties, and lakes.

We can solve these problems by hire good masters, good equipment's, and remove discrimination between nursing students and other students.

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