

Challenges Faced by Nursing Students During Clinical Rotations: A Nursing Viewpoint

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Abstracts

A key component of nursing students' development of professional skills is clinical training. The purpose of this study was to investigate the perceived difficulties that nursing students have while undergoing clinical training. A cross-sectional exploratory investigation was used. Nursing students in their second through fourth years as well as interns who completed their internships in area hospitals were among the included criteria used to enroll a proportionate, stratified, random sample in the study. Data was gathered using a validated electronic questionnaire with 29 items divided into three sections. Teachers, medical staff, the students themselves, assignments, time management, and the training site were the six components of the part that addressed the challenges faced by nursing students during their practical training. The students' opinions on the advantages of clinical training were the subject of another part. A "Likert scale" with three points was used. The results showed that the study participants felt light obstacles (24%), moderate challenges (62%), and severe challenges (14%). The perceived problems varied by grade level, with the mean score for all challenges during clinical training being $2.00 \pm$

0.28. In conclusion, the perceived difficulties during clinical training vary depending on the grade level. Teachers, medical personnel, students, assignments, time, and location were all involved in these difficulties. It is advised that nursing courses be better aligned with practical training objectives. This will assist nursing students learn and gain confidence in their approach by emphasizing the development of technical and interpersonal skills under the right supervision and in supportive clinical environments.

Keywords: challenges, clinical training, nursing education, clinical training environment.

1. Introduction

The teaching of nursing students depends on educational experiences in a clinical context in which students and teachers actively participate. However, a variety of factors, including as the clinical setting and the curriculum, might affect a student's development. A thorough approach

to meeting the requirements of children is made possible by an understanding of these components and their complex relationships. To properly handle any potential issues, it is imperative to have understanding of these components. The term "clinical education settings," which is frequently used in nursing education, describes any situation in which nursing students put their theoretical knowledge to practice by providing real or simulated patient care. These learning environments offer nursing students priceless opportunities to acquire the knowledge, skills, and experience necessary to provide high-quality care (Zhang, 2022).

The goal of clinical training is to develop and enhance students' professional abilities so they can deliver clinical healthcare effectively. They do, however, face a variety of challenges, including a lack of funding, qualified staff, and educational opportunities. Clinical training takes up a significant amount of the nursing curriculum roughly half of the total time spent in school. These challenges may make it more difficult for a nurse to provide appropriate care and may even result in a dangerous learning environment (Farzi, 2018).

A clinical faculty member plays a crucial role in nursing students' development and progress. These instructors help students develop their clinical judgment and make connections between theory and practical application. They are therefore seen as the essential connection between patients, healthcare providers, and students. These faculty members need to have a number of critical professional qualities in order to carry out their duties as effectively as possible, including thorough professional knowledge, clinical process expertise, outstanding communication skills, and the capacity to serve as exceptional role models (Yaseen, 2023).

Clinical training is an essential part of nursing education, which is essential for nursing professionals. However, during clinical training, students frequently encounter difficulties that impact their educational experience . Effective clinical training programs depend on recognizing and resolving these issues. It is also critical to develop interventions and put improvements into place at Northern Border University's Nursing College, which will improve the educational experience and give students the skills they need. Research on the challenges faced by nursing students in our area throughout their clinical training appears to be lacking, according to the literature. In order to improve the efficacy of clinical teaching at the Nursing College of the Northern Border University, this study intends to explore the challenges faced by nursing students throughout their clinical training (Najafi, 2019).

Early clinical experiences :

Early clinical experiences are essential to students' education since they offer special chances for both professional and personal development. These encounters foster connections, patient education, and curriculum integration. Furthermore, they foster motivation, self-assurance, and contentment, all of which aid in the formation of their professional identities. Students benefit from these experiences by using their knowledge, growing as people, and appreciating patient-centered care (Zhang, 2022).

Clinical Learning Environment:

It is well accepted that the clinical learning environment plays a critical role in determining the quality of nursing education. Nevertheless, the research now in publication identifies important

problems with regard to both theoretical and practical training elements. These problems have observable effects on students' learning and frequently create challenges in their clinical training settings (Liesveld, 2020).

Despite education's widespread acceptance, there are still serious problems with both theoretical and practical training components, which might affect students' learning and cause problems in clinical training settings. These problems include a high student-to-teacher ratio, a lack of interprofessional collaboration, obsolete curricula, restricted access to clinical placements, insufficient resources, and subpar assessment techniques (Lee T, 2023).

Lack of resources can make it more difficult for students to learn the skills and information required for their discipline, and restricted access to clinical placements might limit their exposure to real-world clinical situations. A high student-to-teacher ratio might make it difficult to provide individualized instruction because it can lead to little individual attention and feedback. Outdated curriculum content may impede students' readiness for real-world clinical circumstances by creating a disconnect between the knowledge and skills taught and the demands of the profession today. Students' capacity to acquire good communication and teamwork skills—both essential for delivering thorough and coordinated patient care—can be hampered by a lack of interprofessional collaboration (Lawrence, 2018).

Clinical Nurses:

For students to have helpful relationships during their transition to a healthcare setting, clinical nurses are crucial. Students can rapidly acquire the skills they need to contribute successfully to the treatment team with the help of this support, which can help create an atmosphere of acceptance. However, it was also mentioned that in therapeutic learning settings, interactions between staff and students are frequently a source of conflict. Poor communication as well as a lack of mutual respect, trust, and understanding may result from this. These conflicts may be harmful to the clinical learning process because they may cause students and staff to feel unsatisfied and distrustful of one another, which may ultimately cause the learning process to collapse. The staff-student connection needs to be handled to foster mutual respect and trust in order to provide the greatest learning environment for both parties. This can be achieved by putting in place suitable policies and procedures that support a secure and effective learning environment, as well as by creating clear channels of communication (Wrenn, 2009; Najafi, 2019).

2. Recommendations:

The following are some potential limitations of the current study:

- (1) Bias in sample selection: only nursing students from regional hospitals are included in the study. Nursing students in other community hospitals may not be able to apply the findings.
- (2) Response Bias: Because the study uses self-reported information obtained via questionnaires, participants may have given answers that were more socially acceptable than truthful and representative of their experiences.

- (3) The "three-point Likert Scale" has a narrow range that can make it more difficult for respondents to appropriately express their thoughts or feelings.
- (4) The capacity to clearly show a cause-and-effect relationship between highlighted difficulties may be limited by the use of a cross-sectional approach. More informative results can be obtained by using longitudinal studies to map changes and progress across time.
- (5) Ignorance of additional elements that could influence the reported difficulties, such as cultural considerations, resource availability, and student mental health.
- (6) There may be differences in the atmosphere, mentorship quality, and resources available at various hospitals and clinics where internships are offered. These variables may have an impact on how the results are interpreted if they are not taken into account.

3. Conclusion:

In Conclusion, The results of the current study showed that during nursing students' clinical training in this area, aspects pertaining to patients and performance tasks presented a moderate to high challenge. Only minimal issues were caused by faculty-related factors. The difficulties cited also varied by age and academic year, with older pupils and those in higher grades reporting more difficulty. Place-related factors were the most difficult of all, indicating that the clinical site's suitability and time constraints may serve as barriers to nursing students' learning.

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