

Investigation of the Compliance of Nursing Students with First Clinical Experience with Care Roles

İlk Klinik Deneyim Yaşayan Hemşirelik Öğrencilerinin Bakım Rollerine Uyumlularının İncelenmesi

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Abstract: The study was conducted to determine the compliance of nursing students with first clinical experience with their care roles. The research was conducted on 190 students who gained their first clinical experience in a nursing faculty (in İzmir, Turkey). A demographic questionnaire and Nursing Care Role Orientation Scale were used for data collection. It was found that the mean age of the students was $20.74 \pm .98$, 75.3% were female, 62.1% preferred the nursing profession, 84.7% considered caring as the main duty of the nurse, and 72.6% had the experience of caregiving. The mean score of Nursing Care Role Orientation Scale was 80.92 ± 8.13 (66-105), “collaboration”, “research”, “nurse- patient interaction” and “autonomy” factor mean scores were 27.78 ± 4.68 (16-40), 24.94 ± 2.82 (20-33), 18.3 ± 3.13 (12-25) and 9.88 ± 1.93 (5-15) respectively. It is seen that the student nurses with first clinical experience have high compliance with their care roles. The students who stated that caregiving was the duty of the nurse had higher compliance with their general care roles and that the students who had the experience of providing care for someone had higher compliance with their collaboration and interaction care roles.

Key Words: Student, Nursing, Clinical experience

Öz: Bu çalışma, ilk klinik deneyim yaşayan hemşirelik öğrencilerinin bakım rollerine uyumlularının incelenmesi amacıyla yapılmıştır. Araştırma bir hemşirelik fakültesinde (İzmir, Türkiye) ilk klinik tecrübelerini kazanan 190 öğrenci ile gerçekleştirilmiştir. Verilerin toplanmasında, demografik form ve Hemşirelik Bakımı Rolü Oryantasyon Ölçeği kullanılmıştır. Öğrencilerin yaş ortalamasının $20.74 \pm .98$, % 75.3'ünün kadın, % 62.1'inin hemşirelik mesleğini tercih ettiği, % 84.7'sinin bakımı hemşiresinin temel görevi olarak kabul ettiği ve % 72.6'sının bakım deneyimi olduğu bulunmuştur. Hemşirelik Bakımı Rolü Oryantasyon Ölçeği puan ortalaması 80.92 ± 8.13 (66-105), “işbirliği”, “araştırma”, “hemşire-hasta etkileşimi” ve “otonomi” faktör ortalaması puanları sırasıyla 27.78 ± 4.68 (16-40), 24.94 ± 2.82 (20-33), 18.3 ± 3.13 (12-25) ve 9.88 ± 1.93 (5-15) olduğu belirlenmiştir. İlk klinik deneyime sahip öğrenci hemşirelerin bakım rollerine yüksek derecede uyumlu oldukları görülmektedir. Bakımın hemşiresinin temel görevi olduğunu belirten öğrencilerin, genel bakım rollerine daha fazla uyumlu oldukları ve birisine bakım sağlama deneyimi olan öğrencilerin işbirliği ve etkileşim bakım rollerine daha fazla uyumlu oldukları belirlenmiştir.

Anahtar Kelimeler: Öğrenci, Hemşirelik, Klinik deneyim

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Introduction

Care that forms the basis of nursing practices distinguishes nursing from other professions and provides a holistic approach towards patients (Rhodes et al., 2011; Lavdaniti, 2014). According to Leininger, while care is the help given to meet the needs of others; nursing care also includes concepts such as compassion and reassurance in addition to this action (Adams,2016). The scientific and holistic nursing care helps meet the bio-psycho-social needs of patients and support

them emotionally. Quality care is also effective in reducing patients' anxiety and worries as well as helping them recover more quickly (Drahošová and Jarošová, 2016).

The development of professional nursing is only possible when nurses grasp the roles of the profession (Taylan and Kadioğlu, 2012). One of the contemporary and unchanging roles of the nursing profession is the caregiving role (Adams,2016). In the literature, it is seen that nurses and student nurses who think that

caregiving is the nurse's role constitute the majority (Kızıgüt and Ergöl,2011; Eman et al., 2012; Özmen and Çetinkaya, 2016; Bayraktar and Eşer, 2017). However, the crucial thing here is that the content of nursing care should be grasped correctly, the care should be planned attentively and tailored to the individual, and the care practices to be implemented should be identified (Baykara and Şahinoğlu,2014).

Due to the use of nursing process in care practices, care has acquired a professional dimension. The acquisition of a professional dimension has led to the expansion of care roles (Bırol, 2016). Caregiving is mostly perceived as nursing attempts to meet the physical needs of patients. Except this, effective communication elements between the nurse and the patient and actions such as protecting and supporting the interests of the patient, listening carefully to the patient, and helping them express their problems and emotions are also included in the care roles (Drahošová and Jarošová, 2016).

The most important goal of nursing education is to train nurses who professionally provide holistic care to healthy/sick individuals. The quality of care depends on the quality and quantity of nursing education. Nursing students' perception of roles changes with the impact of the education (Khademian and Vizeshfar, 2008; Salehian et al.,2017).

In nursing, students develop caring behaviors in clinical settings. The clinical environment is important for students to comply with their care roles (Ten Hoeve et al.,2017). The study was conducted in a descriptive method in order to determine the compliance of nursing students with first clinical experience with their care roles. As a result of the study which will assess compliance with all stages of care roles, it will be determined whether the students comply with all the dimensions of care. So, it will be revealed whether they approach the healthy/sick individual in a holistic way. Also, the result of the study will provide data on the need for greater emphasis on care roles in the education curriculum in the coming years.

The research questions:

1. How do nursing students with first clinical experience comply with their care roles?
2. Is there a difference between nursing students' compliance with their care roles according to certain variables (gender, school of graduation, having provided care for someone, having chosen the profession willingly, considering that caregiving is the duty of the nurse)?

Materials and Methods

Population and Sample

The population of the study consisted of 2nd year students of a nursing faculty in Turkey during the 2017-2018 academic year (N = 276). A sample selection was not made for the study; those who met the research criteria and agreed to participate (n = 190) were recruited. The reason for the inclusion the second year students was to evaluate the compliance of the students who would be having their first clinical experience.

Data collection tools

In the study, "Nursing Student Identification Form" and "Nursing Care Role Orientation (NCRO) Scale" were used.

Nursing Student Identification Form: It consists of questions to determine the students' gender, age, willingly choose the profession, caregiving experience, and attitude towards considering that care is the main duty of the nurse.

Nursing Care Role Orientation Scale: was developed by Stemple et al. in 1988. The Turkish validity and reliability of the scale was conducted by Karaahmetoğlu and Alpar (2017). The 24 items in the 4 factors of the NCRO scale describe the stages of nursing care roles. The 5-point Likert-type scale indicates 1 = low compliance with nursing care roles and 5 = high compliance with nursing care roles. The lowest and highest possible score that can be obtained from the scale ranges between 24-120. The higher score indicates higher compliance with nursing care roles. According to the scale in its original language, the Cronbach's alpha coefficient was .65 for the total scale, and .67, .65, .56, .52, and .52 for the collaboration, research, nurse/patient interaction, and autonomy

factors, respectively (Karaahmetoğlu and Alpar, 2017).

Data collection

The data of the study was collected on October 2017- February 2018. First of all, all the students were informed about the research. The students who agreed to participate formed the sample of the research. These students filled in the Nursing Student Identification Form and NCRO Scale.

Ethical consideration

This research was carried out in accordance with the Helsinki Declaration Principles. Approval from the Scientific Research and Publication Ethics Committee (2017/03) of University, and the necessary permission from school were obtained. The students included in the research were informed about the research before the study and their verbal / written consent was obtained. In addition, written consent was obtained from Karaahmetoğlu to use the NCRO Scale which was one of the data collection tools.

Statistical analysis

The program Statistical Package for Social Sciences 22.0 for Windows was used to evaluate the data obtained. In the analysis of the students' personal characteristics; numbers, percentages and arithmetic means were used. Arithmetic means were also used to calculate total scale and subscale scores. The significance test for the difference between two means was used to determine the effect of the students' gender, caregiving

experience, and attitude towards considering that care is the main duty of the nurse on total and sub-scale scores. Mann Whitney U test was used to determine the effect of the they chose the profession willingly on total and sub-scale scores.

Results

The mean age of the students was $20.74 \pm .98$ and 75.3% were female. Of the students, 62.1% stated that they chose the profession willingly, 84.7% stated that caregiving was the main duty of the nurse and 72.6% stated that they had experience of providing care for someone (Table 1).

There was no statistically significant correlation between the students' ages and the total and factors of the scale ($p > 0.05$). There was no statistically significant difference between the mean scores obtained according to gender and choose the profession willingly ($p > 0.05$). It was found that the total score of the students who considered caregiving to be the duty of the nurse was higher just as the students who had experience of providing care for someone did with the "collaboration" and "interaction" factors and that the difference between the groups was statistically significant ($p < 0.05$). (Table 1).

Total and factor mean scores of NCRO scale are given in Table 2. The total mean score of the students was 80.92 ± 8.13 . The factor mean scores were found to be as follows; 27.79 ± 4.68 for "collaboration", 24.94 ± 2.82 for "research", 18.3 ± 3.13 for "nurse-patient interaction", and 9.88 ± 1.93 for "autonomy"

Table 1. Socio-demographic characteristics and Nursing Care Role Orientation Scale scores of students.

	n	%	Collaboration	Research	Nurse-patient interaction	Autonomy	Total scale
Age	190		r= .138	r= .072	r= .107	r= -.020	r= .141
X±SS	20.74±0.98		p= .058	p= .325	p= .142	p= .782	p= .053
Sex							
Female	143	75.3	27.88±4.86	25.11±2.83	18.41±3.22	10±1.94	81.41±8.38
Male	47	24.7	27.53±4.13	24.43±2.75	17.98±2.86	9.51±1.9	79.45±7.19
			t= .443	t= 1.451	t= .809	t= 1.531	t= 1.438
			p= .659	p= .148	p= .419	p= .127	p= .152
Willingly choose the profession							
Yes	118	62.1	28.04±4.55	24.84±2.84	18.20±2.88	9.73±1.96	80.81±7.57
No	72	37.9	27.39±4.89	25.11±2.81	18.46±3.52	10.14±1.88	81.1±9.02
			Z= -.94	Z= -.465	Z= -.178	Z= -1.683	Z= -.045
			p= .347	p= .642	p= .859	p= .092	p= .964

Caregiving was the main duty of the nurse?							
Yes	161	84.7	28.01±4.61	25.02±2.91	18.48±3.08	9.91±1.98	81.42±8.37
No	29	15.3	26.62±5	24.48±2.25	17.31±3.32	9.72±1.71	78.14±5.96
			t= 1.471	t= 1.139	t= 1.764	t= .534	t= 2.548
			p= .143	p= .261*	p= .086	p= .596	p= .014*
Experience of care							
Yes	138	72.6	28.22±4.86	24.88±2.92	18.66±3.05	9.78±1.99	81.54±8.33
No	52	27.4	26.66±3.99	52.12±2.56	17.35±3.18	10.15±1.78	79.27±7.39
			t= 2.079	t= -.550	t= 2.566	t= -1.243	t= 1.825
			p= .039*	p= .584	p= .012*	p= .217	p= .071

*p<0.005

Table 2. Nursing Care Role Orientation Scale Total and Sub-Scale Score Means

	n	X	SS	Min-Max
Collaboration	190	27.79	4.68	16-40
Research	190	24.94	2.82	20-33
Nurse-patient interaction	190	18.3	3.13	12-25
Autonomy	190	9.88	1.93	5-15
Total	190	80.92	8.13	66-105

Discussion

In clinical practice, which constitutes an important part of nursing education, each student is usually responsible for one or more patients. Since the number of patients per student is lower than that of nurses, students as part of the health team spend more time with patients. The students in this study have first clinical experience. In this clinical practice, where the importance of care is emphasized for the first time and frequently, students are expected to make a care plan in one-to-one communication with their patients. Since care is an important aspect of nursing education (Ten Hoeve, 2017), it is important to identify students' compliance with care roles (Khademian and Vizehfar, 2008). In the study, it is seen that students' compliance with care roles in general and collaboration, research, interaction and autonomy roles are high. In a study with nurses, the compliance of nurses with the care roles was similarly high (Karaahmetoğlu and Alpar, 2017). In a study conducted by Vanhanen and Janhonen (2000), it was found that the majority of students had moderate compliance with care. As the number of studies conducted on the scale is limited both domestically and abroad, studies on revealing the perception of care behaviors of the students are viewed. Birimoğlu and Ayaz (2015) found that the frequency of students

demonstrating care behaviors was high. In another study, it was found that the mean scores related to care behaviors were high (mean 3.31 ± 0.28) (Aupia et al., 2018). These results indicate that students have grasped the importance of care as a crucial element of learning the values and essence of the nursing profession during nursing education (Nursalam et al., 2015).

Watson has focused nursing care on the interpersonal care relationship (Lavdaniti, 2014). Travelbee mentioned the importance of human-to-human interaction in nursing care (Birol, 2016). Active listening, understanding and sensitivity to the patient are effective communication elements between the nurse and the patient (Drahošová and Jarošová, 2016). In the study, the students' compliance with the nurse-patient interaction role is high. In the studies conducted on the topic, the attitudes and behaviors of student nurses towards care-focused nurse-patient interactions are high (Zaybak et al. 2014; Erzincanlı and Yüksel, 2018). A good interaction between the nurse and the patient depends on the development of communication skills (Taylan and Kadioğlu, 2012). These positive results may have been caused by the fact that students take communication courses before they start clinical practice and the importance of patient-nurse communication for the benefit of the patient is

grasped. Effective communication provides a mutually beneficial relationship, exchange of information, and increases the ability of patients to make their own decisions and awareness of their condition (Drahošová and Jarošová, 2016). So that it is important to have a high score on effective communication in a holistic care.

The contemporary roles of nursing necessitate the development of nurse-patient collaboration. Collaboration with the individual enables the determination of the ways to be followed in order to health and allows him/her to make decisions about him/her health condition. As a result of patient-nurse collaboration, the nurse performs the decision-making role by using autonomy (Taylan and Kadioğlu, 2012). In the study, the students' compliance with the collaboration and autonomy care roles is high. The results in Karaahmetoğlu and Alpar's study (2017) were similarly high. Informing the individual about her health status is one of the collaboration behaviors. The result of the study shows that nursing students collaborate with the patient especially for informing the patient and take into consideration the individual's condition while employing the decision-making role.

In order to provide quality care, knowledge and evidence-based practices supported by research are needed (Leufer and Cleary-Holdforth, 2009). The high level of compliance with the research role, is due to the fact that students experience clinical practice after taking theoretical courses and grasp the importance of theory in practice. Furthermore, this finding shows that the students have grasped the importance and necessity of the fact that nursing should be comprised of practices based on scientific evidence. The students state that care practices should be supported by research and that there is a gap between theory and practice regarding clinical experience and that theoretical knowledge is not put into practice in the clinic (Taylan and Kadioğlu, 2012). In one study, students reported that they would encourage nurses to conduct research and share the data obtained from research with them. In some other studies was found that students' attitudes towards research were positive (McNelis et al., 2014; Karadaş and Özdemir, 2015; Kes, 2019). Having a high research role is important for

students to adopt evidence-based practices in their institutions following their graduation and eventually increase the quality of care.

In the study, there was no statistically significant difference between female and male students' compliance with the care roles. It is not clear in the literature whether gender has an impact on care perception, attitude and care behavior. In a study by Vanhanen and Janhonen (2000), male students' compliance with care was significantly higher. In another study, it was also found that the male students' scores from some factors of care such as trust, knowledge and skills, and attention were higher (Aupia, 2018). However, similar to the findings of this study, there are some studies (Khademian and Vizehsfar, 2008; Liu et al., 2019).

Individuals may experience caregiving at any time in their lives. The majority of the students included in the study (72.6%) reported that they had experience providing care for someone. On the other hand, it was found that the students who had the experience of providing care for someone had higher compliance with the collaboration and nurse-patient interaction roles. During nursing education, students are expected to care by exhibiting a sensitive and empathetic behavior. Empathy, defined as the ability to understand another person's emotions (Konow et al., 2018). It enables one to realize and meet the needs of the patient and provide relevant care (Heggstad, 2018). The caregiving experience helps the emergence of empathy in the student. Furthermore, the fact that those with previous care experience are more likely to start their training with realistic expectations. So, these reasons. also supports the result. In the studies conducted, it was found that the caregiving experience positively affected students' attitudes towards care (Erzincanlı and Yüksel, 2018; Loke et al., 2015). The study is consistent with the literature.

Care is the basic concept of nursing and has a central role in nursing practices. Providing care for individuals is the only service in nursing that has not changed so far and it should address the needs of the individual, family and society (Öztunç, 2017). In the study, the majority of the students (84.7%) stated that care was the main duty of the

nurse. In other studies conducted with nursing students, it is seen that the students are of the same opinion (Kızgüt and Ergöl, 2011; Birimoğlu and Ayaz, 2015; Erzincanlı and Yüksel, 2018). In nursing education curricula, the concept of nursing care is mentioned and the importance of care for the patient is emphasized. In addition, students are required to perform patient care in clinical practice. For this reason, it is crucial that students perceive care as the duty of the nurse in order to grasp the importance of care. Another result of the study was that the students who stated that care was the duty of the nurse had higher compliance with the care roles. In their study, Birimoğlu and Ayaz (2015) found that students who considered care as the primary duty of the nurse had a higher perception of care behaviors. As a result of these results, it is imperative that nursing educators teach their students the art and science of nursing care.

Limitations

The limitation of the study is that the sample of the study only consisted of the 2nd year students of a school.

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Conflict of Interest

This research do not have any conflict of interest and source of funding.

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