

Expectations of Student Nurses from Instructors in Clinics, Classrooms and Out of Classroom Settings*

Öğrenci Hemşirelerin Klinik, Sınıf ve Ders Dışı Ortamda Öğretim Elemanlarından Beklentileri

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ABSTRACT

The expectations of students from theoretical and practical education as well as from their instructors have gained importance in forming effective education processes.

This descriptive and cross-sectional study aims to identify the expectations of student nurses from instructors in clinics, classrooms and out of classroom settings. The target population was 600 2nd, 3rd and 4th year nursing students, and the total number of participants was 411 students. The data was collected through a questionnaire and analyzed in IBM SPSS Statistics 20, using percentages and arithmetic means.

The study found that participants generally have expectations from instructors about their teaching skills, knowledge, ability, communication and evaluation skills, and the ratio of satisfaction for these expectations is low.

It is recommended that at the end of each course or semester, each course and instructor should be evaluated by students, and group discussions and in-service training programs should be organized following the feedback obtained.

Key Words: Expectation, Instructor, Nursing, Nursing Education, Student Nurse.

ÖZ

Öğrencilerin teorik ve uygulamalı eğitimden ve eğitimciden beklentileri etkili eğitim süreçlerinin sağlanmasında önem kazanmıştır.

Bu araştırma, öğrenci hemşirelerin klinik, sınıf ve ders dışı ortamda öğretim elemanlarından beklentilerinin belirlenmesi amacıyla tanımlayıcı ve kesitsel olarak yapılmıştır. Evreni, Hemşirelik Bölümündeki 2., 3. ve 4. sınıfta okuyan 600, örnekleme ise 411 öğrenci oluşturmuştur. Elde edilen veriler IBM SPSS Statistics 20 programında yüzdelik ve aritmetik ortalama ile değerlendirilmiştir.

Katılımcıların genel olarak öğretim elemanlarından öğretim becerileri, bilgi, beceri, iletişim ve değerlendirme ile ilgili beklentileri olduğu ve bu beklentiler için memnuniyet oranlarının düşük olduğu bulunmuştur.

Her dersin ya da dönemin sonunda her ders ve öğretim elemanının öğrenciler tarafından değerlendirilmesi ve elde edilen geri bildirimlere göre grup içi tartışmalar ve hizmet içi eğitim programlarının düzenlenmesi tavsiye edilir.

Key Words: Beklenti, Öğretim Elemanı, Hemşirelik, Hemşirelik Eğitimi, Öğrenci Hemşire

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INTRODUCTION

Nursing education consists of 4600 hours of theoretical and practical education at a bachelor level in Turkey. Basic medical sciences courses are taught by instructors from the medical faculties; common mandatory courses are taught by instructors of relevant faculties and courses regarding nursing are taught by nurse instructors.¹⁻³ Nursing education is based on nursing knowledge, theory, model and research, and it is provided to students in classrooms, hospitals and public areas in a way that enables theoretical knowledge and practice to complement each other. Theoretical knowledge and practical skills are provided to students in class and laboratories through various materials and teaching methods. Upon reaching an adequate level of knowledge and skills, students complete their practical training in clinics under the supervision of nursing educators (instructors and mentors). Clinical practices enable students to learn by experiencing real life situations.³⁻⁶

The purpose of nursing education is to provide knowledge, skill, manner, and attitudes that are necessary for nurses in performing their occupational duties. Therefore, professional nursing education should be structured as a multifaceted and liberal education that includes components such as professional values, necessary skills and efficiencies, critical thinking, communication, diagnostics, technical skills and basic knowledge. Besides, it should introduce actions that require innovation and development in the physical, psychological and moral being of the students and train them as modern professionals who perform their duties with vision and positive perspectives on their occupation. Nurses should know about health improvements, risk reduction and disease prevention, handling of disturbances and diseases, management, patient care technology and information technology, ethics, the individuality of the person, global healthcare, healthcare systems and politics.³⁻⁶

In nursing, education encompasses the student's ability to learn in a particular educational environment under the supervision of an instructor. The nurse instructor should prepare experiences and environments of learning and knowledge discovery that boosts students' critical thinking and creativity rather than only transmitting the knowledge.^{3,6,7} The instructor should follow a student-centered education, facilitate learning, manage, control and underscore that the learners are responsible for their learning. The instructor should enable the students to gain awareness about their own educational needs, discover their psychological and physical skills, and gain knowledge, skill, behavior, and attitude they need. In addition, the instructor should perceive the students as individuals, understand their emotional states, allow them to express themselves, be friendly and caring, and help the students acquire a sense of self-realization.^{1,3,7-9} The instructor should be a role model for the students in the classroom, clinics, and social education environments. He should be aware of his own learning needs and be able to improve himself.^{3,7,10}

In many studies, students evaluated various aspects of nursing education. However, due to reasons such as the inability to apply the results to the practice or lack of new sources for change, there are still ongoing problems regarding nursing education.

The study aims at identifying the expectations of student nurses from instructors in clinics, classrooms and out-of-classroom settings.

METHODOLOGY

The study was conducted on 16-20 February 2015 as descriptive and cross-sectional research. The research population includes a total of 600 students who study in the daytime program and are 2nd, 3rd and 4th-year students from the Faculty of Health Sciences at the Nursing Department of Çukurova University. Sampling was not selected, and the entire research population was sampled. The sampling consists of 411 students who were present at the school while the questionnaires were applied. Participation was on a voluntary basis. The sample included 68.5% of the research population. Prior to the research, the ethics committee's confirmation, the school board's permission and students' informed consent forms were obtained. The researchers collected the data using the simple random sampling method from the questionnaire form based on the literature and through probabilistic sampling methods.^{11,12} The questionnaire was comprised of 20 questions in total; 8 questions about the individual characteristics of the participants, 9 questions about nursing occupation and education and 3 questions about expectations from the instructors. The data

were collected based on participants' self-reports by distributing data collection forms after volunteer students agreed to participate in the study. The students filled the form in 15 minutes. The data were analyzed with percentages and arithmetic means on IBM SPSS Statistics 20.

RESULTS

The study found that the average age of students is 21.16±1.907, 41.8% are 2nd year students, 71.8% are females, 51.6% live with their family, 84.7% have nuclear family, 79.3% have middle income, 51.3% are graduates of Anatolian and Science High Schools, 10.0% work in a hospital, 47.7% picked their occupation willingly, 59.4% currently like their profession and 67.4% chose the nursing department due to easy employment opportunities.

The study found that 49.4% of students consider education for theoretical courses “partially efficient”, 41.1% consider theoretical scope “enough”, 75.2% have the opportunity of “partially” applying the knowledge gained in theoretical courses to clinical work, 43,8% feel “partially happy” while working and 60.8% do not meet the instructors out of classroom (**Table 1**).

Table 1. Distribution of the Students' Views on Their Nursing Education (n:411)

Views on Nursing Education	Number	%
The efficiency of education for theoretical courses		
Efficient	60	14.6
Partially efficient	203	49.4
No efficient	148	36.0
The scope of theoretical courses		
Narrow	182	44.3
Enough	169	41.1
Very wide	60	14.6
Application of theoretical knowledge on clinical work		
Applied	39	9.5
Partially applied	309	75.2
Not applied	63	15.3
Happiness during clinical practice		
Happy	117	28.5
Partially happy	180	43.8
Not happy	114	27.7
Contacting the instructors out of the classroom		
Yes	23	5.6
Sometimes	138	33.6
No	250	60.8

The analysis of students' expectations from the instructors in classrooms has revealed (**Table 2**) that the top three expectations are “should not only read the slides but should discuss the subject” (81.3%), “should be in charge of class” (79.3%) and “should explain the subjects for all and only not for certain students” (76.4%). The expectation with the lowest percentage is “should come to class on time” (17.8%).

Table 2. The Distribution of Students' Expectations from Instructors in Classroom (n:411)

Expectations	Number*	%*
Should be enthusiastic and energetic	290	70.6
Should be informed	302	73.5
Should renew the course notes	229	55.7
Should share the course notes with us	297	72.5
Should come to class prepared	222	54.0
Should use visual materials in the courses	273	66.4
Should engage in activities to get our attention	283	68.9
Should be able to answer my questions	233	56.7
Should take good care of him/herself	148	36.0
Should not only read the slides but should discuss the subject	334	81.3
Should explain the topic in a clear, easy to understand way	300	73.0
Should listen to me attentively	188	45.7
Should be able to answer my questions	184	44.8
Should be able to explain the subject in line with my level	199	48.4
Should come to class on time	73	17.8

Should not leave the class early	182	44.3
Should allow for discussion of the subjects	302	73.5
Should not include the subjects not discussed in class to the exams	204	49.6
Should be able to identify basic principles of the occupation	309	75.2
Should be in charge of the class	328	79.3
Should not threaten with exams and grades	190	46.2
Should address students by name	242	58.9
Should explain the subjects to all and not only to certain students	314	76.4
Should worry about comprehension of subjects, rather than focusing on the schedule	207	50.4
Should discuss the subjects I do not understand without passing over	104	25.3
Should attend all the classes	256	62.3
Should explain the practical subjects by applying them	254	61.8
Should allow us to practice	257	62.5
Should announce the grades on time	169	41.1
Should be friendly to me	285	69.3
Should treat all students in the same way	126	30.7
Should not talk about other instructors	91	22.1

*More than one option was selected

The analyses of students' expectations from instructors in the clinical setting reveals (**Table 3**) that the top three expectations are "should defend my rights in difficult situations" (84.4%), "should encourage me in clinical practice" (81.3) and 'should provide a change room in the hospital' (80.5%). The expectation with the lowest percentage is "should not react to my usage of cell phone" (33.8%).

Table 3. The Distribution of Students' Expectations from Instructors in Clinical Settings (n:411)

Expectations	Number*	%*
An instructor should be with us	248	60.3
Practices should be fully demonstrated in person	315	76.6
Should defend my rights in difficult situations	349	84.4
Should direct constructive criticism just as much as negative ones	321	78.1
Should encourage me in practices	334	81.3
Should listen to me	266	64.7
Should not visit patients at the point of care	240	58.4
Should not ask for care plan every week	325	79.1
Should not offend me around patients and other healthcare professionals	313	76.2
Should not react to my usage a cell phone	139	33.8
Should provide a dressing room in the hospital	331	80.5
Should not only take the attendance list and leave	244	59.4
Should have enough knowledge	281	68.4
Should have high self-confidence	213	51.8
Rather than the mentor, the instructor should participate in practices	201	48.9
Should be open to communication	296	72.0
Should be tolerant when I am late due to valid excuses on my internship days	316	76.9
Should be a little flexible about my absentees for practices	265	64.5

*More than one option was selected.

The analysis of students' expectations from instructors in out of classroom settings reveals (**Table 4**) that the main expectations are "should evaluate me as a person, not as a student" (81.8%), "should be my guide/counsel" (80.3%) and "should communicate with me when we come across each other" (66.2%).

Table 4. Distribution of Students' Expectations from Instructors in Out of Class Settings (n:411)

Expectations	Number*	%*
Should try to help me when I am sad and worried	202	49.1
Should not easily get mad at me	234	56.9
Should evaluate me as a person, not as a student	336	81.8
Should be my guide/counsel	330	80.3
Should communicate with me when we come across each other	272	66.2
Activities to integrate students and instructors should be organized	268	65.2

*More than one option was selected.

DISCUSSION

In this section, students' evaluations about the efficiency of nursing education and their expectations from instructors in clinics, classrooms and out of classroom settings will be discussed under four subsections.

Students' perspectives on nursing education

Almost half of the students consider their theoretical education as partially efficient (*Table 1*). This is a puzzling situation for nursing education. Various studies point out instructors' lack of interest and knowledge (17%)¹³, instructors' lack of quality (85.5%)¹⁴, inability to care and value the students (%28,8)¹³ and insufficiency of communication between students and instructors.¹⁵ Also, a study conducted by Eti-İçli and Vural¹⁶ demonstrated that student's approval of all positive statements regarding education is below 50.0%. These results support the findings of our study.¹⁶

In the study, about half of the students consider the theoretical scope of classes "enough" (*Table 1*). In the studies conducted by Çelikkalp et al.¹⁰ 52.3%, by Yiğit et al.¹⁷ 62.3%, by Kuzu et al.¹⁴ 40.3% and by Ünsar¹⁸ 67.4% of the students consider their theoretical education "partially enough". These results in connection with our findings demonstrate that the theoretical scope of nursing education should be revised and improved to fulfill the expectations of students.

The study found that theoretical knowledge is not entirely applied in clinical settings (*Table 1*) and various studies have also indicated similar results.^{10,13,15,19} The creation of proper learning environments that enable theoretical knowledge to be applied in practical settings is often related to qualitative and quantitative efficiencies of instructors, the number of students and the infrastructures of practice settings.

In the study, around half of the students expressed they are "partially happy" in clinical practice settings (*Table 1*). People have expectations. They are happy when their expectations comply with their gains. People become unhappy when they can not reach their expectations and desired product or services that are in line with their expectations.¹³ Various studies presented negative cases in practical areas such as insufficient practice settings (20%)²⁰, inability to perform enough practice (35,5%)¹³, evaluation of students regarding practical education as "partially enough" (52.2%)¹⁸, excessive number of students in comparison to number of cases in practice settings (10,5%)²¹ and lack of opportunity for students to treat the patients (43,97%).²⁰ These can constitute some of the reasons for the unhappiness of the students. In line with the studies, the current situation should be revised, and new initiatives should be mobilized to enable students to feel happy in practice settings.

In the study, more than half of the students stated that they do not meet with instructors outside of classrooms (*Table 1*). While no previous study about this specific topic has been found, other relevant studies can clarify the findings. In a study by Özbayır et al.²², 11.2% of students stated that when there is a problem they do not consider their supervisor as a source for help, 59.6% are not satisfied with the supervision they receive at school, and 20.8% stated that the reason for dissatisfaction is the unwillingness of the instructors to spare time for students. Communication of instructors with students in out of class settings is just as important as their communication with students in the classroom and clinics for the quality of nursing education.

The differences between students who study in different classes and their evaluation of efficiency of theoretical courses ($p=0.048$), opportunity to apply theoretical knowledge to clinical settings ($p=0.013$), their happiness in clinical settings ($p=0.000$) and the opportunity to meet instructors out of classroom ($p=0.008$), are statistically significant ($p<0.005$). In a study by Çelikkalp et al.¹⁰, statistically significant differences have been found between the evaluations of professional theoretical knowledge, classroom materials and instructors' facilitating the learning of complex class subjects by students studying in different classes. In a study from Keçeci and Arslan²³, which investigates communication skills of instructors, it has been indicated that as the years of study increase, the perspectives of students regarding instructors become more negative, reaching a peak point in their third year.

Expectations of students from instructors in the classroom

In our study, the students demonstrate high expectations from instructors in the classroom. Teaching and communication skills such as “should not only read the slides but should discuss the subjects”, “should be in charge of the class” and “should explain the subjects for all and not just for certain students” rank as the top three expectations (Table 2). “Should come to classes on time” is the last one among all expectations on the list.

The concept of expectation is defined as “a temporary belief in the probability of a certain action’s result in line with a motivation” by Vroom (1964). Expectations can be defined concerning their intensity. While the most intense expectation refers to a subjective certainty about a certain action’s result in line with a certain motivation, the least (zero) intense expectation refers to the action that will not result in-line with a certain motivation people have expectations.²⁴ They are happy when their expectations comply with their gains. People become unhappy when they cannot reach the desired product or services that are in-line with their expectations. In other words, they become unhappy when their expectations are not realized.¹³

In a study conducted by Akbaba et al.²⁵ the statements that were ranked by students according to their importance were listed as “instructors should have knowledge on the subjects they teach on courses” (avr=6,51), “instructors should always come to classes prepared” (avr=6,33), “instructors should have necessary communication skills” (avr=6,33) and “instructors should be respectful to students” (avr=6,33). The lowest on the list was “instructors should pay personal attention to students to make them feel special” (avr=4,69). In the same study, it was also found that knowledge levels and the kindness of instructors and their trustworthiness were the most influential factors on quality evaluations of students about instructors.²⁵

In a study conducted by Çelikkalp et al.¹⁰, around half of the students considered occupational theoretical knowledge of instructors, their ability to make classroom an active place and their actions to improve their trustworthiness as “partially enough”; class materials and equipment, facilitation of learning complex course subjects as “not enough”; and instructors’ ability to notice that the students are bored in the classroom as “enough”.

In a study conducted by Çınar et al.¹³, 28,8% of the students expressed the lack of value and importance placed on students, and 17% expressed insufficient course materials as the deficiencies of nursing education.

In a study conducted by Khorshid et al.¹⁵, students stated that they expect instructors to be tolerant, understanding and respectful, they should not treat students like primary school kids, should react positively to students’ mistakes and have confidence in them. The students considered course materials as not efficient and expressed that their communication with instructors was not enough.

In a study conducted by Özbayır et al.²², 79.6% of the students stated that their expectations about school are not fulfilled. The reasons for this dissatisfaction was attributed to a lack of effective communication by 13.9%, not being treated as university students by 11.9% and inadequate social activities by 11.2%.²²

In a study conducted by Atasoy and Sütütemiz²⁶, the students demonstrated very high expectations from instructors; “if necessary instructor should defend the students” and “instructors should have professional communication skills” were the top two expectations expressed by students.

In Çimete’s study²⁷, the students pointed out that instructors focus on keeping up with the schedule rather than making sure the subject discussed is fully understood, and most of the instructors explain the subjects based on a single source.

When all these results are considered in connection with our study, the high expectation of students from instructors indicates that the rate of fulfillment for their expectations in classrooms is low. This situation can be linked to the inadequate number of instructors, the number, and variety of courses taught by instructors, personal characteristics and understanding of ethics, lack of awareness regarding learning requirements and a lack of initiation regarding personal development, the excessive number of students and insufficient infrastructure.^{10,13,15,22,25-27} In addition, it can be related to the fact that the students belong

to 'Y' generation. 'Y' generation, people born between 1980-2000, includes people who are intelligent, independent, educated, civilized, open for technology and technologically literate, able to access to knowledge sources and who try to discover the world.²⁸

Expectations of students from instructors in clinics

The study demonstrates that the students have high expectations from instructors in clinics. The top three expectations are “should defend my rights in difficult situations”, “should encourage me in clinical practice” and “should provide a change room in the hospital”. The expectation with the lowest percentage is “should not react to my usage of cell phone” (Table 3).

In a study conducted by Esmaili et al.²⁹, it was concluded that instructors have an essential role in students' experience with clinics and creation of effective education settings within clinics, they should improve theoretical knowledge and clinical skills of students and have necessary communication skills to communicate with their students. The same study also pointed out that instructors should be respectful, sensitive, confident and communicative toward the students and should ignore discouraging them for effective clinical education. According to students, the most important factor is friendly relations between students and instructors.²⁹

Atasoy and Sütütemiz's study²⁶ demonstrated that in students' perspectives the most significant problems are limited practice areas for students (20%), inefficient instructors (18.95%) and a lack of change rooms for students in hospitals (12.63%).

A study conducted by Karadağ et al.³⁰ revealed that very few of the students had an instructor with them during the practice (3.4%), more than half of them (55.7%) had some problems and expressed the primary cause of these problems as the inability of instructors to set a model (33.8%). They also stated that raising the number of instructors may solve the problems (45.6%). Besides this, the same study pointed out that the majority of the students do not want or are undecided about service nurses' being in charge of the students and their evaluations.³⁰

In a study by Çınar et al.¹³, 17.0% of the students stated that instructors focus on theory more than practice. In Aydın and Argun's study²⁰ 41.85% of the students expressed that instructor's do not set an example about care and treatment in practice settings. A study conducted by Khorshid et al.¹⁵ indicated that students establish the best relations with instructors in clinical settings. A study by Ecevit-Alpar et al.⁵ revealed that patients' acceptance of students to treat them is very high.

A study conducted by Mohamed Nebil Ismail et al.³¹ indicated that instructors often utilize their interpersonal skills such as explaining essential subjects, giving feedback about students' performances, having a sense of humor and being a useful guide. In other words, skills that are related to teaching.

In Çimete's study²⁷ students pointed out that instructors are not present in practice settings, students receive no support, none of the instructors actually show the applications in person, students have to practice by themselves, they feel incompetent as they are subject to constant criticism, they are offended during patient visits, the evaluations are subjective and very few instructors actually give them the opportunity to question, consult and discuss the subjects.

In consideration with the current and previous studies, it is evident that clinical education is of vital importance for the quality of nursing education. Despite the expectations and problems identified before, there are still on-going issues, and students still have high expectations. High expectation of students in clinical settings indicates that instructors do not efficiently satisfy expectations. This situation can be related to the inadequate number of instructors, their moral and personal characteristics, importance placed on theory rather than practice, workload of theoretical courses, lack of awareness regarding learning requirements, lack of initiation for personal development, excessive number of students, qualitative and quantitative inadequacy of practice settings, communication problems between students and instructors and the fact that students belong to generation “Y”.^{10,13,26-31} In addition, the expectation that scored the lowest “should not react to my using a cell phone” may also be in connection with the

characteristics of generation “Y” such as openness for technology and technological literacy, ability to access to knowledge sources and effort to discover the world.²⁸

Expectations of students from instructors in out of classroom settings

In the study, out of classroom expectations of students from instructors has been higher in comparison to their expectations in classroom and clinics (*Table 4*). A study conducted by Eti-İçli and Vural¹⁶ revealed that students’ approval of all positive statements regarding academic staff and supervisors was below 50.0%. In Çimete’s study²⁷, students stated that instructors know them by their names, but do not know them well enough since they only spend time together in theoretical courses but not in clinics or out of classroom settings.

In a study conducted by Özbayır et al.²² 65.8% of the students expressed that they are “partially satisfied” with instructors, 11% do not consider their supervisors as a source of help in case of a problem, 59.6% are not satisfied with supervisors, and the major reason for this is inadequate time allocated to students (20.8%). The major areas for which students demand supervision were education, economy, personal matters, and health. Many other areas were expected to be covered under supervision by almost 100% of the students. However, such expectations were met only in 50% of the cases.²²

It is a noteworthy finding that students’ expectations from instructors in out of classroom settings are higher when compared to in classroom and clinics. This finding may lead us to think that expectations of students in the classroom and clinics are more satisfied when compared with their expectations in out of classroom settings. In consideration of this study and previous ones, the lower rate of satisfaction for the expectations of students about out of classroom settings when compared with in classroom and clinics may be related to the low number of instructors, course loads, personal characteristics of instructors, excessive number of students and communication problems between students and instructors.^{16,22,23,27}

CONCLUSION

It has been found that half of the students consider theoretical courses “partially efficient”, around half of them consider theoretical scope in courses “enough”, three-quarters have “partial” opportunity of applying theoretical knowledge they acquire in courses to clinics, around half of them feel “partially happy” while working in the clinics and more than half of them do not meet instructors in out of classroom settings.

The study found that students, in general, have expectations from their instructors in classrooms, clinics and out of classroom settings about knowledge, skill, communication, and supervision and that their expectations in out of classroom settings are higher than in classroom and clinics.

The analysis of students’ expectations from instructors in classrooms has indicated that the top three expectations are “should not only read the slides but should discuss the subjects”, “should be in charge of the class” and “should explain the subjects for all, and not only for certain students”. The expectation with the lowest score has been “should come to class on time”.

The analysis of students’ expectations from instructors has demonstrated that the top three expectations are “should defend my rights in difficult situations”, “should encourage me in practices” and “should provide a dressing room in the hospital”. The expectation with the lowest score is “should not react to my usage of cell phone”.

The top expectations of students from instructors in out of classroom settings are “should evaluate me not as a student, but as a person”, “should be my guide/counsel” and “should communicate with me when we come across each other”.

The instructors constitute vital importance for the creation of compelling educational environments in clinics, classrooms and out of classroom settings. They are expected to value students, be sensitive and respectful towards them while transmitting knowledge, skills, and attitudes regarding nursing.

RECOMMENDATIONS

Based on the results;

- In order to increase the quality of nursing education, instructors, course materials, and physical infrastructure should be revised, while relevant improvement in quality and quantity should be undertaken.
- The theoretical scope should be revised and improved to reach necessary standards for the nursing profession.
- The reasons for instructors' inability to apply theoretical knowledge to clinics should be investigated, and theory and practice should be in harmony.
- The reasons for the lack of communication between students and instructors in out of classroom settings should be investigated, and relevant communication settings should be created.
- Initiations intended for improving the quality and quantity of instructors to increase effective education environments that would meet the expectations of students in classroom and clinics should be applied.
- Environments, where instructors can develop their teaching, evaluation, nursing and communication skills, in addition to improving their personality, should be provided and supported (In-service training, conventions, conferences, workshops, symposiums).
- In order to meet students' expectations in out of classroom settings, meetings about supervision should be held both for students and instructors, while in-service training should be organized for instructors about supervision.

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DISCLOSURE

The authors declare no conflict of interest.

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