

Qualitative and Quantitative Descriptive Analysis of Difficulties in Clinical Learning Environment: Nursing Administrators-Instructors Perspective

الخلاصة

Background: The clinical learning environment is crucial for helping students develop fundamental skills and linking theory to practice. The clinical instructors are considered the most important factor in the clinical learning environment. They offer guidance and support to help students improve their clinical expertise, decision-making skills, and ability to safely and effectively care patients.

Objectives: To identify and describe the perceptions of nursing administrators and instructors regarding the difficulties encountered in the clinical learning environment, as well as determine the extent of these difficulties and their relationship with instructor's factors.

Methods and Materials: A concurrent triangulation mixed methodology was used. A qualitative phenomenological design using a semi-structured interview, purposive sampling, and thematic analysis was conducted with 12 participants from Mosul, Nineveh, and Telafer Colleges of nursing. A quantitative cross-sectional design was adopted using a constructed online questionnaire and included 215 clinical administrators and instructors who were selected non randomly from all governmental nursing colleges in Iraq. The study period runed from 21st of September, 2022, to 15th of March, 2023.

Results: The results show that clinical organizational difficulties and student related difficulties have the highest frequency, with a total of 149 (69.3%). Hospital difficulties follow close behind, with a total of 147 (68.4%). While lab's difficulties have a total of 135 (62.7%). Administration difficulties have a total of 104 (48.4%), and clinical instructor difficulties have the lowest frequency with a total of 78 (36.3%).

Conclusions and Recommendations: Four themes emerged: ineffective clinical instruction; ineffective clinical administration; ministerial difficulties; and student-related difficulties. Clinical education requires strong cooperation between nursing colleges and hospitals. Clear communication and constructive feedback should be established through regular meetings. Students should be adequately prepared for their work with nurses and health care teams through resources such as textbooks and lectures, as well as practical experience.