

Research Articles

IMPACT OF STRUCTURED CLINICAL SUPERVISION ON NURSING STUDENTS

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ABSTRACT

Clinical supervision is the basis of learning for nursing students. Unlike other professions, nursing profession strives to prepare efficient nurses through the planned coordinated and comprehensive curriculum. The researchers felt that providing a direction and having a format could help in improving the clinical supervision and thus have a positive impact on learning of the students. Thus the statement of the problem was "A study to assess the impact of structured clinical supervision on nursing students in selected nursing institute. Two group post test only control group design was implemented for students studying in second yr GNM and second yr BSc. Non-probability convenient sampling technique was used. The Data collection- tools were Observation checklist And Ward test and technique was Self Reporting method. It was seen that the clinical supervisors were able to complete all the tasks that were assigned during the clinical posting for the control as well as experimental group of students. Thus, it shows that the instructors perform their duties diligently, sincerely and in an orderly organized pattern. It was evident from the study that though there was no difference among task accomplishment of the supervisors, there was better performance in the ward test in the experimental group. Thus clinical knowledge was much better in the experimental group. The clinical supervision was similar in both the groups; but the supervisors felt that the structured plan guided them better and assisted them in ensuring that they complete the posting as per the plan.

Keywords: Clinical supervision, students, nursing, teachers

INTRODUCTION

Clinical supervision is the basis of learning for nursing students. Unlike other professions, nursing profession strives to prepare efficient nurses through the planned coordinated and comprehensive curriculum. Recently, it is observed that the standard of nursing is diminishing. There are various factors that have directly or indirectly influencing the standard of care. Nursing educators with less clinical experience, students attitude, no actual in-service for effective clinical supervision are some of the reasons that affects the supervision. The researchers felt that providing a direction and having a format could help in improving the clinical supervision and thus have a positive impact on learning of the students.

Need of the study:

1. Clinical supervision is a base for nursing care
2. Clinical teaching provided to students' bridges the gap between theory and practice.
3. It has been noted by clinical nurses that the gap between theory and practice is widening.
4. The students preparation needs to be uplifted and educationalist requires to plan better
5. Few studies done on actual implementation of supervision.
6. There are many teachers who lack in clinical skills.

Statement of the problem

"A study to assess the impact of structured clinical supervision on nursing students in selected nursing institute.

Objectives:

1. To assess the clinical supervision among nursing students belonging to control group.
2. To assess the structured clinical supervision among nursing students in experimental group.
3. To compare the clinical supervision and structured clinical supervision among nursing students.
4. To compare the impact of clinical supervision. on students learning in control and experimental group

Hypothesis:

H_0 – There is no impact of Structured clinical supervision on student learning

H_1 – There is impact of Structured clinical supervision on student learning

❖ Operational definitions:

ASSESS: In this study assess means to identify the effectiveness of structured clinical supervision verses regular clinical supervision on the learning of nursing students.

IMPACT: In this study impact refers to the effectiveness of structured clinical supervision which would be assessed through students learning supervisors opinion and task accomplishment.

STRUCTURED CLINICAL SUPERVISION: Refers to the format created and implemented by the researcher for a period of 2 weeks (10 days) in medical wards of a selected hospital.

NURSING STUDENTS: Refers to students of 2nd year BSc and GNM students belonging to selected institute

❖ **Research methodology**

Research approach: Quantitative experimental

Research design: Two group post test only control group design

Setting of the study: The setting of the study is K.E.M hospital

Population of the study: Nursing student's of Basic B.Sc. and GNM Nursing course

Sample and Sample size: The sample will consist of students studying in 2nd year BSc nursing and 2nd year GNM nursing

Sampling technique: Non-probability convenient sampling

❖ **Inclusion criteria:**

- 2nd year BSc and GNM Nursing students will be included.
- Posting in medical ward.
- Students willing to participate in the study.

❖ **Exclusion criteria:**

- Other students
- Students those who are not willing to participate in the study

❖ **Data collection- tools and techniques:**

Tool : Observation checklist

Ward test

Technique: Self Reporting method.

Structured clinical supervision plan

Day 1-Understand the objectives and explain to the students, orientation to the ward set up, allotting dates of submission/presentation.

Day 2 – Assisting with procedure 3 students

- Medication card and nurses notes of all students
- Nursing rounds of 2 patients of each student

Day 3 –

- Identification of problems
- Assisting with procedure 3students
- Nursing care plan of two students
- Medication card and nurses notes of all students
- Nursing rounds of 2 patients of each student

Day 4 –

- Nursing care plan of two students
- Assisting with procedure 3 students
- Medication card and nurses notes of all students

- Nursing rounds of 2 patients of each student

Day 5 –

- Nursing care plan of two students
- Assisting with procedure 3students
- Medication card and nurses notes of all students
- Nursing rounds of 2 patients of each student

Day 6 –

- Case presentation
- Assisting with procedure 3students
- Medication card and nurses notes of all students

Day 7 –

- Case presentation
- Assisting with procedure 3students
- Medication card and nurses notes of all students

Day 8 –

- Case presentation
- Medication card and nurses notes of all students
- Assisting with procedure 3students

Day 9 –

- Case presentation
- Medication card and nurses notes of all students
- Assisting with procedure 3students

Day 10 –

- Ward test
- Feedback
- Medication card and nurses notes of all students
- Assisting with procedure 3students

Delimitations:

- This study is delimited to selected students of particular year in a specific clinical posting of selected institute.
- Impact is seen only at the end of clinical posting.

Major Findings of the Study:

Section 1 : Findings related to demographic profile of students:

N= 37			
Variable	Component of variable	Frequency (f)	Percentage (%)
Course	GNM	17	45.9
	B.Sc	20	54.1
Group	Control	18	48.6
	Experimental	19	51.4

Section 2: Comparison of clinical supervision among control and experimental group:

A) Feedback of supervisor:

Comparison of supervisors regarding the clinical posting

Sr.no	Statement	Control group N=2	Experimental group N=2
1	Objectives of the clinical posting were clearly explained to all the students	2	2
2	The clinical objectives of the posting were met for all students	0	2
3	The posting was well organized	2	2
4	Individual attention was provided to the students during the clinical posting	1	1
5	The students are able to correlate theory with practice	2	2
6	The students were able to complete and submit the assignments on time	2	1
7	The students were able to provide the nursing care to the patients according to the nursing care plan	1	2
8	Nursing rounds during the clinical posting were conducted along with all the students.	2	2
9	Nurses notes were assessed at the bedside along with the students	2	2
10	Procedure performed by the students were observed and procedure feedback provided immediately to all students from the batch	2	2
11	Feedback was provided individually to each students at the clinical posting	1	1
12	Students have developed confidence in providing nursing care to the patients.	2	2

Feedback of students:

Comparison of feedback of clinical posting among students in control and experimental group

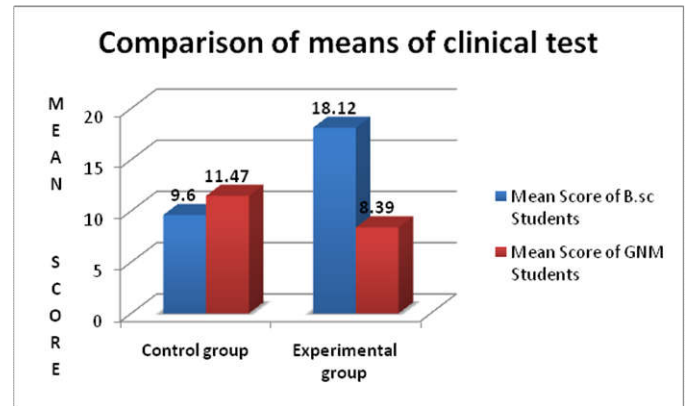
N=37

Sr.no	Statement	Control group N=18		Experimental group N=19	
		F	%	F	%
1	Objectives of the clinical posting explained	18	100	19	100
2	Were the clinical objectives of the posting met	18	100	19	100
3	Was the posting organised	18	100	19	100
4	Was individual attention given to you	18	100	18	94.7
5	Were you able to correlate theory with clinical practice	18	100	19	100
6	Were you able to complete assignment on time	17	94.4	15	78.9
7	Were you able to give nursing care according to plan	17	94.4	19	100
8	Nursing rounds were organized during the clinical posting	18	100	17	89.5
9	Have you developed confidence in giving nursing care to patients	18	100	19	100
10	Nurses notes were checked at the bedside by the clinical supervisor	18	100	19	100
11	Did you receive immediate feed back after the procedure were observed	18	100	18	94.7
12	Was the feedback provided individually on the last day of our your clinical posting	18	100	19	100

B) Task accomplishment:

It was seen that the clinical supervisors were able to complete all the tasks that were assigned during the clinical posting for the control as well as experimental group of studentd. Thus, it shows that the instructors perform their duties diligently, sincerely and in an orderly organised pattern.

Section 3: Comparison of student's performance in ward test:



Section 4: Impact of structured clinical supervision on knowledge among nursing students

N=37

Control Group N=18		Experimental Group N= 19		T value	Significance
Mean of ward test	S.D	Mean of ward test	S.D		
10.43	3.51	13.51	5.88	-1.92	P<0.0312 Significant at 0.05

The above table indicates that there was significant difference in the knowledge score of students among experimental group. They scored higher than the students in the control group.

Discussion: It was evident from the study that though there was no difference among task accomplishment of the supervisors, there was better performance in the ward test in the experimental group. Thus clinical knowledge was much better in the experimental group. The clinical supervision was similar in both the groups; but the supervisors felt that the structured plan guided them better and assisted them in ensuring that they complete the posting as per the plan.

❖ **Scope of the study:**

- The study provide a guide to improve teaching
- Bridges a gap between theory and clinical
- Gives a direction for clinical supervision and student's learning
- Quality time could be provided in a guided way by supervisors for all students.
- Effective use of the principles of teaching learning process
- Ensures assignment submission on time
- Efficient and wider exposure for clinicals among students.

❖ **Suggestions :**

Suggestion of students from control group

- The students from the control group suggested to have case presentation in a more organized way.
- At least once in a week group discussion should be there in clinical area along with supervisor.

- Drug presentation should be initiated and some students also pointed out that time is not sufficient for the completion of assignment and are over burden with the assignments.

Suggestion of students from experimental group:

- The students from the experimental group had opportunity to correlate theory with practical and were able to complete their assignment on time and the posting were well organized from the day one to day 10 and sample also had a clear idea about the clinical posting like nursing rounds case presentation etc.

Suggestion and feedback of clinical supervisors of control group:

- The supervisors gave feedback that Students of one group were posted in two different wards resulting in difficulty to supervise the procedure. Some also lacked initiative to do procedure and comprehensive care for patient. Smaller group of students for clinical supervision would enable better supervision.

Suggestion and feedback of clinical supervisors of experimental group:

- The supervisors suggested supervising students in clinical area in a planned way is very good initiative. Students and supervisors have a clear guideline about their posting and task accomplishment. Drug presentation to be included in this structured clinical. It was also suggested to post the students together in one area for better Supervision.

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