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Challenges faced by upgrading nursing students in clinical placements at Kenya Methodist University

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Abstract:

Nursing training involves a combination of theoretical and clinical training to build professional competence, master fundamental skills, and socialise in the nursing profession. Globally, nursing degree training institutions have increased, following the directive by the World Health Organization (WHO) to increase the proportion of nurses to a degree or higher level of training. Despite the increase in degree-nursing training globally, studies reveal that though graduate nurses had knowledge and adequate clinical psychomotor skills, they lacked clinical reasoning skills to deliver safe, effective care within the first one year, which may be attributed to the negative experiences in clinical training. Thus, the purpose of this study was to explore challenges faced by the Bachelor of Science in-service nursing (RN-BScN) students which has paucity of information regarding their experience as undergraduate nursing students. The study was conducted among RN-BScN students studying at Kenya Methodist University during the September–December trimester of the 2021/2022 academic year. A descriptive cross-sectional survey design was adopted where 67 students who met the eligibility criteria were identified through purposive sampling. Voluntary sampling was done among the senior class to participate in Focus Group Discussion. Data was collected through interview guide and focus group discussion guide. The data was analysed by the use of NVivo, content analysis was used to analyse qualitative data. The challenges experienced by the students during clinical training were: inadequate resources (30%), inadequate supervision (27%), curriculum challenges (18%), lack of support by hospital staff (15%), and personal challenges (10%). This study recommends the need to closely supervise students in clinical area and the identification, recruiting, and training of mentors in clinical sites. For clinical placement sites, this study recommends more collaboration with the institutions and encourages the incorporation of evidence-based practise and critical thinking skills into nursing practise. Furthermore, this study recommends more studies be done among experts with the use of different data collection methods to avoid bias.

Keywords:

Clinical placements, supervision, curriculum challenges, clinical competence, specialist areas