



Research Articles

IMPACT OF STRUCTURED CLINICAL SUPERVISION ON NURSING STUDENTS

*Avani Oke, Mohd Atif and Ranitha, K.

K.J. Somaiya College of Nursing, India

Received 18th August 2019; Accepted 14th September 2019; Published online 25th November 2019

Supervision is the basis of learning for nursing students. Unlike other professions, nursing profession strives to prepare efficient nurses through the planned and comprehensive curriculum. The researchers felt that providing a direction and having a format could help in improving the clinical supervision and 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 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 nursing. Convenience sampling technique was used. The Data collection- tools were Observation checklist And Ward test and technique was Self reflection. 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 the 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 results that there was no difference among task accomplishment of the supervisors, there was better performance in the ward test in the experimental group. The knowledge was much better in the experimental group. The clinical supervision was similar in both the groups; but the supervisors felt that the structured supervision helped them better and assisted them in ensuring that they complete the posting as per the plan.

Clinical supervision, students, nursing, teachers

INTRODUCTION

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 declining. There are various factors that have directly or indirectly affected 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.

Study:

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

Statement of the problem

To assess the impact of structured clinical supervision on 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 3 students
- 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 3 students
- Medication card and nurses notes of all students
- Nursing rounds of 2 patients of each student

Day 6 –

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

Day 7 –

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

Day 8 –

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

Day 9 –

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

Day 10 –

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

Delimitations:

- This study is delimited to selected students of 1st 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 stu

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 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:

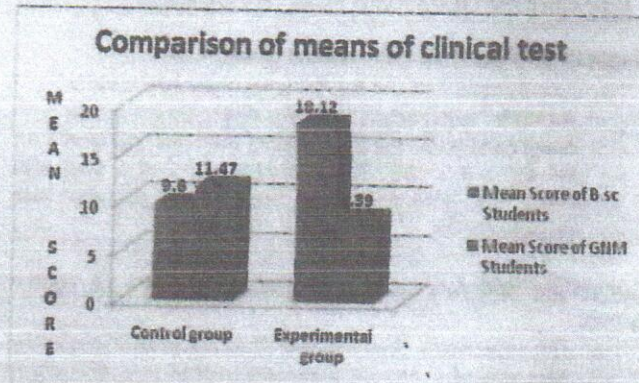
Comparison of feedback of clinical posting among students in control and experimental group

		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

Task accomplishment:

As 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 supervisors perform their duties diligently, sincerely and in an orderly manner.

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.