

# What do nursing students contribute to clinical practice? The perceptions of working nurses

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“Where are we going to put them all?”

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# Background

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Academic centers must affiliate with clinical facilities

Limited availability of practice sites for clinical experiences

Relationships between staff and nursing students affects practice environments

Nursing turnover is related to workload and stress

# Study purpose

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Describe how staff nurses perceive students during clinical rotations and preceptor experiences



Our goal is to enhance the relationship between academia and clinical practice sites



# Methods

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Cross sectional descriptive study

Online survey

Emailed to about 3,700 nurses in Southeast USA

IRB granted exempt status

# Instrument - NSCCA

## Nursing Student's Contributions to Clinical Agencies

### Survey

The following questions apply to your most RECENT clinical rotation and senior rotation experience.

#### 1. Working with students

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Helps to lighten the workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes too much staff time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frees staff for other responsibilities and tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives respite from difficult patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stimulates staff intellectually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aids in the development and refinement of staff's skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposes staff to different perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allows opportunities for mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Threatens professional role development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenges staff's knowledge and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allows for reciprocal learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

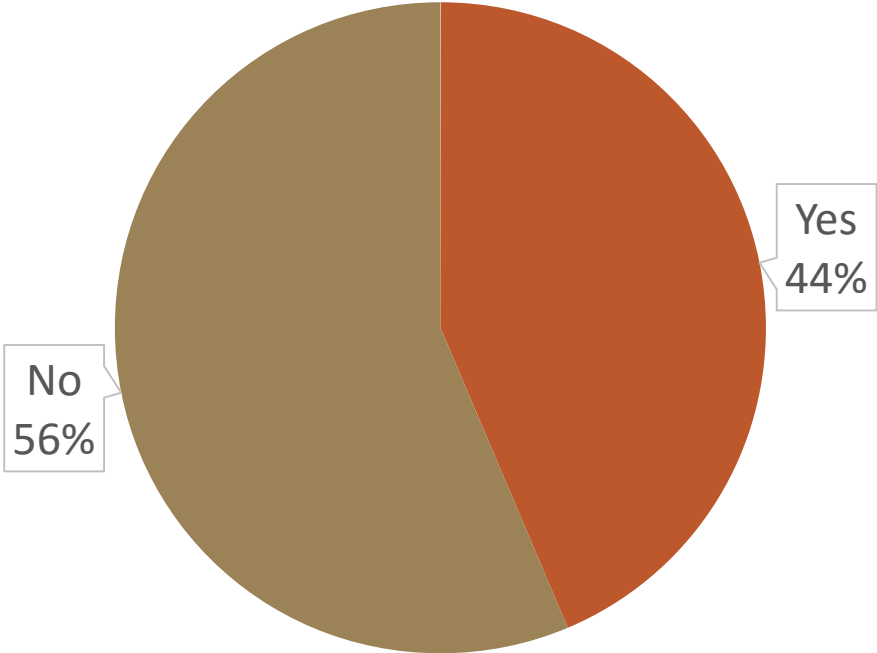
#### 2. Students

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Interact with patients and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor patient status more frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are less assertive with important patient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Results

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In the past year have you had a "senior rotation" student assigned to you?



<b>Characteristic</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>Range</b>
Age	47.8	12.04	22-71
Years of nursing experience	18.69	12.84	0-47
<b>Highest Nursing Degree</b>			
		<b>N</b>	<b>%</b>
Vocational (LPN or LVN)		5	1.7
Diploma		29	7.4
Associate		127	32.5
Baccalaureate		106	27.1
Masters		24	6.1
<b>Clinical Practice Area</b>			
Medical-Surgical Unit		142	49.1
Critical Care		46	15.9
Perinatal		51	17.6
Pediatrics		9	3.1
Outpatient		18	6.2
Emergency		15	5.2
Rehab (long- or short-term)		8	2.8
<b>Employment status</b>			
Full-time		247	85.2
Part-time		21	7.2
Per diem		12	4.1
Seasonal		10	3.4
<b>Country of original nursing license</b>			
U.S.A		267	92.7
Other		21	7.3
<b>Nursing position</b>			
Staff nurse (direct care)		270	94.7
Advanced practice nurse (direct care)		4	1.4
Non-direct care position		11	4



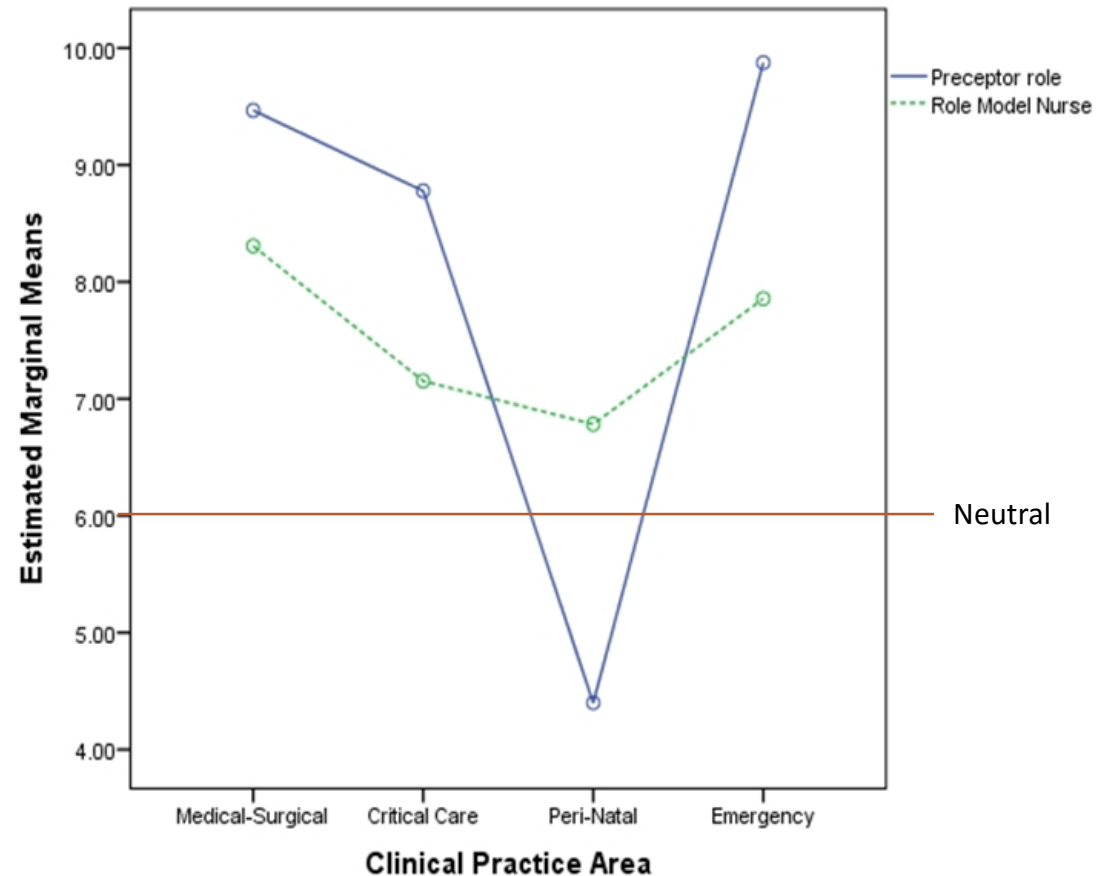
# Significant Differences between groups

	<i>N</i>	<i>M</i>	<i>p</i>
<b>All Participants</b>	281	8.06	
Emergency	15	8.93	<.001
Pediatrics	8	8.88	
Medical-Surgical	136	8.69	
Outpatient	16	7.93	
Critical Care	42	7.50	
Rehab	8	7.25	
Peri-natal*	51	6.55	
0 to 3 years of experience	35	9.26	<.001
3 to 10 years of experience	54	8.70	
> 10 years of experience *	168	7.66	
Student Preceptor	67	8.92	<.001
Clinical Rotation Role-model	177	7.75	

\* Significantly lower than Medical-Surgical, Pediatrics and Emergency ( $p < .05$ ).

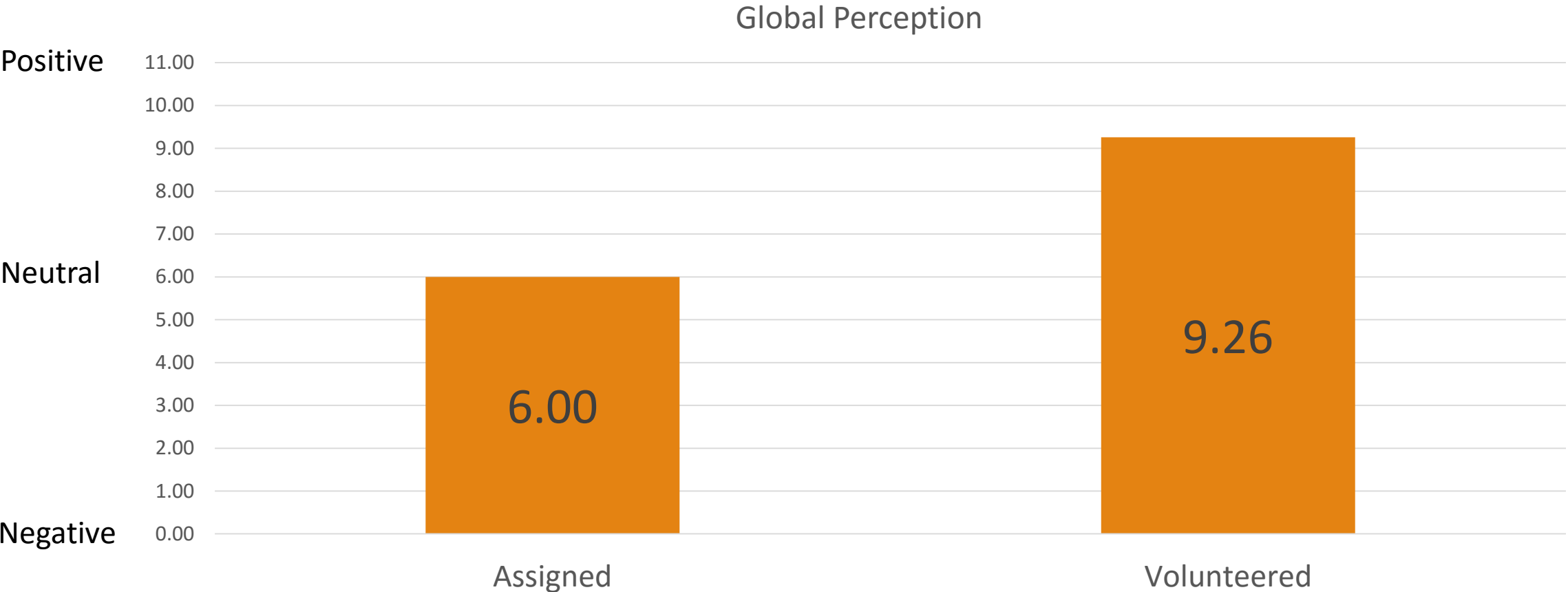
Scale 1 = most negative, 6 = neutral, 11 = most positive

# Interaction Effects of Clinical Area and Preceptors



# How Preceptors are Selected Matters

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# NSCCA Items with Highest and Lowest Mean Scores

<u>Highest Rated Items</u>			<u>Lowest Rated Items</u>		
	<i>N</i>	<i>M</i>		<i>N</i>	<i>M</i>
Working with Students allows opportunities for mentoring	293	3.05	Working with students threatens professional role development	291	0.87
Students are able to assist with patient care	290	2.87	Student participation allows for cost containment by decreasing overtime pay	290	0.94
Student participation allows nurses to participate in the student's professional development	290	2.84	Student participation makes staff insecure about their knowledge and skills	291	0.99
Student participation enhances the clinical setting as a learning environment	289	2.83	Students do not appreciate support of staff nurses	287	1.09
Students interact with patients and families	291	2.81	Students are not received well by patients	289	1.13
Student participation becomes a source for recruitment	290	2.77	Assistive personnel are threatened by students	289	1.17
Problem students can be frustrating	289	2.76	Student participation impedes the sharing of ideas	287	1.26
Student participation increases the nurses' sense of professionalism	290	2.72	Working with students frees staff for other responsibilities and tasks	292	1.35
Working with students allows for reciprocal learning	290	2.70	Staff are invited to attend student presentations	286	1.48
Working with students stimulates staff intellectually	292	2.70	Working with students gives respite from difficult patients	292	1.51

Scale 0 = disagree completely, 4 = agree completely

# What preceptors want

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	<i>N</i>	Percent
No Reward	13	5.7%
Acknowledgement on personnel file	55	24.1%
Access to school library	20	8.8%
Token (i.e. pen, pin, book)	27	11.8%
Tuition discount or free class	37	16.2%
Journal subscription	36	15.8%
Financial reward (honorarium)	40	17.5%

# Conclusions

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RNs believed nursing students made positive contributions to clinical practice.

Fewer years of experience for RNs correlated higher ratings of nursing students.

Staff RNs felt working with nursing students enhanced the RNs' professional growth.

Working with nursing students takes time and effort, but it is a rewarding experience.