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ORIGINAL ARTICLE

Participation of clinical nurses in the practical education of undergraduate nursing students[☆]

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KEYWORDS

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Abstract

Objective: To evaluate the level of participation of clinical nurses from Castellón where Universitat Jaume I nursing students do their clinical clerkship. To identify the variables that may influence clinical nurses' participation in students' clinical mentorship.

Method: This observational, cross-sectional and descriptive study was conducted by applying the validated Involvement, Motivation, Satisfaction, Obstacles and Commitment (IMSOC) questionnaire. The variables collected were: age, work environment and previous training. The study was conducted between January and December 2014.

Results: The sample included 117 nurses. The overall mean questionnaire score was 122.838 (standard deviation: ± 18.692 ; interquartile range 95%: 119.415–126.26). The variable "previous training for mentorship students" was statistically significant in the overall score and for all dimensions ($p < .05$). Primary care nurses obtained better scores in the dimension implication than professionals working at other care levels.

Conclusions: The level of participation of the clinical nurses from Castellón is adequate. The previous training that professionals receive for mentoring students improves both their level of participation and primary care level. Extending this research to other national and international environments is recommended.

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PALABRAS CLAVE

Enfermería;
Educación en
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Tutoría

Participación de las enfermeras clínicas en la formación práctica de estudiantes de Grado en Enfermería

Resumen

Objetivo: Evaluar el nivel de participación de las enfermeras clínicas del entorno sanitario de la Universitat Jaume I de Castellón, donde realizan las prácticas los estudiantes de Grado en Enfermería. Identificar variables que pueden influir en el nivel de participación de las enfermeras clínicas en la tutela clínica de los estudiantes.

Método: Estudio observacional, transversal y descriptivo realizado mediante la aplicación del cuestionario validado Implicación, Motivación, Satisfacción, Obstáculos y Compromiso (IMSOC). Se recogieron las variables edad, ámbito de trabajo y formación previa para tutorizar estudiantes. El estudio se llevó a cabo entre enero y diciembre de 2014.

Resultados: La muestra fue de 117 enfermeras. La puntuación media global del cuestionario fue de 122,84 (desviación típica: $\pm 18,69$; intervalo de confianza del 95%: 119,4-126,26) puntos. Obtuvieron significación estadística en la puntuación global las variables ámbito de trabajo y recibir formación previa para tutelar estudiantes ($p < 0,05$). También se observó que las enfermeras de atención primaria obtuvieron mejores puntuaciones en la dimensión «implicación» que los profesionales de otros niveles asistenciales.

Conclusiones: El nivel de participación de las enfermeras clínicas de la provincia de Castellón es adecuado. La formación previa que reciben los profesionales para la tutorización de estudiantes, así como pertenecer al ámbito de atención primaria, mejora su nivel de participación. Se recomienda ampliar la investigación a otros entornos, tanto a nivel nacional como internacional.

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What is known?

Clinical practice comprises 50% of the total learning structure of undergraduate nursing studies, and it is therefore considered necessary to research the factors which influence professionals who tutor these students so they may be more participative.

What does this article contribute?

Previous training related to the development of mentorship and attendance level are factors which affect the professional participation level or those who accept student mentorship.

Introduction

The reform of European university systems, which began with the declaration of the Sorbonne in 1998, implies the promulgation of a university legislation each member state applies at a different rate, having to reform age-old institutions such as universities. The aim of reform is the free circulation of students in Europe between systems of comparable studies, and its focal point is a change in teaching methodologies and the structure of qualifications for this comparability¹

This educational paradigm is based on the comparison between educational levels and the acquisition of competences by students, who are the focus of the education. In this new paradigm, undergraduate nursing studies take place in university lecture halls and in real clinical environments where the acquisition of competences, comprising half of the educational experience, is consolidated in accordance with the corresponding community directive. This acquisition of competences in the clinical environment constitutes a close relationship between teaching nurses and clinical nurses in different centres and on different levels of care, and as a result, understanding the profile of the clinical nurses and their level of involvement in the mentorship of students is highly important for the training of future nurses.

The situation of clinical tutors in Spain is complex. Although they have always existed, there was traditionally little communication with the university of origin of the student, and on occasions, little information regarding the contents they received in their theoretical training.² However, their satisfaction is high when they receive training in mentorship material.³ This lack of connection may break with the flow of learning or lead to inconsistencies between theoretical content and clinical learning.⁴ Literature aimed at clinical professionals who tutor students does currently exist but few studies cover the theoretical-practical-clinical integration in study plans and the results of student evaluation.⁵ Several studies present the need to have professionals, both clinical and academic, who are involved and actively participate in the teaching-learning process,^{6,7} with both viewpoints being essential to create competent professionals.⁸ This function

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