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Tomorrows workforce: factors influencing nursing students' development of nursing assessment & clinical skills

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Abstract
Research Design - The aim of this research was to: • Describe student nurses experiences undertaking nursing assessments on clients in clinical practice. • Identify factors influencing the students’ ability to perform assessments. • Determine the types of nursing assessments undertaken by students and the frequency of these. • Identify student involvement in completing assessment documentation on nursing assessments.

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Tomorrows workforce: Factors influencing nursing students development of nursing assessment & clinical skills

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The aim of this research was to:

• Describe student nurses experiences undertaking nursing assessments on clients in clinical practice.
• Identify factors influencing the students’ ability to perform assessments.
• Determine the types of nursing assessments undertaken by students and the frequency of these.
• Identify student involvement in completing assessment documentation on nursing assessments.
Research Design

• A qualitative approach.
• Focus group and individual semi structured interviews.
• Sample - Graduating class of third years at the University of Wollongong.
• Data Analysis:-
  – Thematic analysis
  – Basic statistics (Demographics)
Key Findings

• Explanatory Model
  – Learning
  – Clinical practice
  – Opportunities
  – Self
  – Confidence and Competence
Developing Nursing Assessment (DNA) Model

Confidence and Competence

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SELF

Clinical Practice

Learning

Opportunities
Learning

“Learning something and not following through in practice. Taught a new skill then practicing the new skill learnt”. (FG1 11:50)

“Simulation centre is helpful but does not build confidence & you need to repeat the skill and assessment to gain mastery” (II1 24:30)
Clinical Practice

“ED exposes you to all types of assessment & the staff allowed for the SN to take charge and the RN would prompt”. (FG1 14:00)

“University does not teach you everything. University exposes you to many nursing assessments” (II1 26:55)
Opportunities

“Not the ability to undertake the complex assessment learnt, on a critical or unwell patient” (FG1 10:30)

“Younger RN, where a positive influence, show assessment, stand back and watched the SN perform the assessment”. (II4 2:09)
DNA Model

Confidence and Competence

Research Design  Key Findings  Model  Implications  References
Self

“Trying to get the most out of your university and clinical experience” (FG1 9:20)

“Feedback from other RN’s and staff has helped build both my confidence and competence”. (II7 19:35)
DNA Model

Confidence and Competence

Research Design | Key Findings | Model | Implications | References
Confidence and Competence

“Staff are encouraging for the student nurse to continue to practice”. (II1 4:27)

“Confidence within those skills only happen whilst on clinical practicum”. (II3 6:17)

“The amount of practical experience has grown confidence, however there is room to grow and develop”. (II3 8:13)
Implications & Where to Next

• Curriculum development

• Determining the design in the curriculum to cover all clinical areas

• Preparation of students for clinical practice

• Further research

