Bachelor of nursing: student experience of undertaking nursing assessment in clinical settings

Andrew Horne
*University of Wollongong, ahorne@uow.edu.au*

Patrea Andersen
*University of Wollongong, patreaa@uow.edu.au*

Follow this and additional works at: [https://ro.uow.edu.au/hbspapers](https://ro.uow.edu.au/hbspapers)

Part of the Arts and Humanities Commons, Life Sciences Commons, Medicine and Health Sciences Commons, and the Social and Behavioral Sciences Commons

**Recommended Citation**

Horne, Andrew and Andersen, Patrea: Bachelor of nursing: student experience of undertaking nursing assessment in clinical settings 2011.

Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au
Bachelor of nursing: student experience of undertaking nursing assessment in clinical settings

Abstract
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.

Disciplines
Arts and Humanities | Life Sciences | Medicine and Health Sciences | Social and Behavioral Sciences

Publication Details

This conference paper is available at Research Online: https://ro.uow.edu.au/hbspapers/3609
Exploring Bachelor of Nursing students’ experience of undertaking nursing assessments on clients in the clinical setting

Authors: Mr. Andrew Horne
Associate Professor Patrea Andersen & Mr. Roy Brown
Acknowledgement

• Associate Professor Patrea Andersen
  – Primary Supervisor

• Mr. Roy Brown
  – Secondary Supervisor

• Professor Patrick Crookes
  – Dean, Head of the SNMIH @ UOW

• School of Nursing, Midwifery and Indigenous Health for their ongoing support
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.
Methodology

• A qualitative design was chosen for this study. Focus group and individual interviews were conducted and semi structured interview were used to collect the data.

• Ethics was approved in October 2010.
Sample

• Graduating class of third years at the University of Wollongong.

• It was an expectation that they would have undertaken client assessment in the clinical setting.

• This cohort was also in the final stages of the Bachelor of Nursing programme and entered the workforce this year as clinical practitioners.
## Participants Demographic Profile

<table>
<thead>
<tr>
<th>GENDER</th>
<th>n</th>
<th>%</th>
<th>PREVIOUS NURSING EXPERIENCE</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>21.43%</td>
<td>Yes</td>
<td>7</td>
<td>50.00%</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>78.57%</td>
<td>No</td>
<td>7</td>
<td>50.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDY WORKLOAD</th>
<th></th>
<th></th>
<th>PREVIOUS NURSING EXPERIENCE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>10</td>
<td>71.43%</td>
<td>Enrolled Nurse</td>
<td>3</td>
<td>42.86%</td>
</tr>
<tr>
<td>Part time</td>
<td>4</td>
<td>28.57%</td>
<td>Assistant in Nursing</td>
<td>4</td>
<td>57.14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Carer</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEARS WITHIN THE BACHELOR OF NURSING PROGRAMME</th>
<th>CURRENTLY EMPLOYED IN THE NURSING/HEALTH FIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Year</td>
<td>Yes</td>
</tr>
<tr>
<td>Two Years</td>
<td>No</td>
</tr>
<tr>
<td>Three Years</td>
<td>Assistant in Nursing</td>
</tr>
<tr>
<td>Four Years</td>
<td>Enrolled Nurse</td>
</tr>
<tr>
<td></td>
<td>Enrolled Nurse</td>
</tr>
<tr>
<td></td>
<td>Carer</td>
</tr>
<tr>
<td></td>
<td>Other - Endorsed Enrolled Nurse</td>
</tr>
</tbody>
</table>

### Background

- **n =**
- **%**

### Methodology

- **n =**
- **%**

### Results

- **n =**
- **%**

### Implications

- **n =**
- **%**

### References
Data Analysis & Results

• Analysis
  – Thematic analysis
  – Basic statistics

• Key findings
  – Explanatory Model
  – Learning
  – Clinical practice
  – Opportunities
  – Self
  – Confidence and Competence
Learning
Clinical Practice

Clinical Practice

Learning

Background | Methodology | Results | Implications | References
Opportunities

Clinical Practice

Learning

Opportunities
Confidence and Competence
Implications

• Curriculum development and the design

• Clinical supervision & teaching models

• Preparation of students for clinical practice
Limitations & Where to next

• Sample size

• Further research
References


QUESTIONS

Andrew Horne -
abh935@uowmail.edu.au