

Problems Facing Training Students In The Nursing Specialty For The Diploma Program

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Abstract

Background: The field training course for nursing specialization is considered one of the important courses that provide students with specialized practical skills, so the study aimed to reveal the problems faced by training students in the nursing specialty for the diploma stage.

Materials and Methods: The researchers used the descriptive survey method through the electronic questionnaire tool. The study sample consisted of (78) students registered for the field training course in the nursing specialty during the second semester of the academic year 2023 -2024, at Ajloun University College, Al-Balqa Applied University (Jordan).

Result: The results of the study for the specific answers showed that the most prominent problems facing nursing major students during the field training period were: the field training period being insufficient, the lack of a clear and announced training program during the training period, the students' poor possession of professional skills during study, the distance between the place of study and the place of training, financial difficulties in reaching the training place, administrative difficulties in obtaining training approvals, and lack of students' awareness of the importance of the nursing profession. The results of the study, according to the open question, from the student's point of view, showed that the problems related to the large number of students in the training place, which limits the benefit from the training, the lack of cooperation of the nursing staff, the small number of training days, the students' low possession of the skills necessary for specialization while studying, and the lack of cooperation of patients with Students.

Conclusion: The results of the study showed that there were problems among students during field training in the nursing specialty for the diploma stage. Therefore, the two concerned researchers recommend finding solutions to the problems faced by field training students in order to achieve the desired goals of the field training course.

Key Word: Nursing Specialty, Diploma Program, Training.

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I. Introduction

Al-Balqa Applied University in the Hashemite Kingdom of Jordan is working to develop specific specializations that suit the needs of the local and international labor market. Among these specializations is the nursing specialization for the intermediate university degree (diploma) stage, where the study plan for obtaining the Associate nursing specialization consists of (72) credit hours, as follows: (general skills: 12 credit hours, operating skills: 6 credit hours, supporting sciences: 6 credit hours, in addition to specialized skills: 48 credit hours (Al-Balqa Applied University, www.bau.edu .jo).

The Associate Nursing specialty is considered one of the applied medical specialties that seeks to prepare students qualified scientifically and practically to provide medical services to the patient to maintain health, prevent, and treat diseases, in addition to improving the lifestyle of the individual and society. The associate nurse is prepared to deal with all age groups and various medical conditions. The associate nurse works in all hospital departments, such as pediatric, gynecological, obstetrics, surgical, and internal medicine departments. It also includes home care, palliative care, and mental health (Philadelphia University, www.philadelphia.edu.jo).

II. Theoretical Framework

Field training for nursing specialization

The field training course represents one of the courses for the nursing requirement within the specialized skills. It is allocated (3) hours: 140 training hours, in which the student trains in hospitals and health centers. This course provides students with the opportunity to integrate into clinical and theoretical education and acquire

practical skills in the field of specialization. After completing the field training course, the student is expected to achieve the following outcomes: (Utilizing research results to improve nursing care for individuals, families, and communities, working as a change agent with clients to meet changing health needs, demonstrating clinical competence throughout the life within the scope of the nursing associate, Demonstrating the ability to Use effective communication and collaboration skills with patients, families, and health care team. Use effective decision-making skills when developing a patient care plan and even delegating patient care. Demonstrate accountability for ethical and professional responsibilities related to the practice of nursing. Identify risks that threaten the personal safety of patients, families, and others and implement crisis measures. To prevent infection, implement necessary measures to prevent nosocomial infections, and integrate concepts of the professional role in patient care (American Nurses Association; TIWAKEN, CARANTO & DAVID, 2015; ROB & CALLAHAN, 2011).

The nurse associate's duties vary depending on his or her workplace, such as adult or childcare homes, mental health, and learning disability centers. Among its most prominent tasks are focusing on clinical tasks such as ECG and venipuncture. Recording clinical observations, such as blood pressure, temperature, breathing, and pulse, maintaining patients' privacy and safety, providing moral support to individuals and families when there are undesirable news and health changes for the patient, providing information related to the patient, whether his health condition, activity, behavior, or degree of response to treatment. Recognizing issues related to the protection of children and older people at risk. Cleaning and dressing wounds. Providing medications to the patient, performing the injection task, maintaining hygiene principles, and managing the risk of infection (ELCIAL & SARI, 2007; PARVEEN, 2017; & INAYAT).

Given the importance of the associate nurse possessing professional competencies, this study came to reveal the most prominent problems facing field training students in the nursing specialty, as the field training course in the nursing specialty represents one of the most important courses through which the student acquires the skills of the profession. After the researchers reviewed the educational literature and previous studies, and within the limits of their knowledge, they did not find studies that examined the subject of field training in the polytheistic nursing specialty. However, some studies examined the problems facing nursing students in universities. Suleiman (2018) conducted a study on the problems facing students. Nursing at Tishreen University. The study sample consisted of 200 students. The study concluded that students face the problem of lack of calm in the library, the teacher not hearing students' questions during lectures, the lack of supervisor presence during practical training hours, and the lack of cooperation between student affairs and the college. Radwan, Al-Ajez, Atef, and Al-Jaish (2007) conducted a study entitled "Problems Facing Students of Nursing Colleges in the Gaza Governorates." The study sample consisted of (167) male and female students. The study concluded that nursing college students suffer from many problems related to their theoretical studies and practical applications, and the problem was more They face the difficulty of obtaining specialized books, which was (83.2%), and the least of which is the problem of the large number of students in lectures, which was (40%). George (2011) conducted a study entitled The Effect of Using the Problem-solving Method in Developing Practical Training Skills among Nursing Education Students in community colleges and their attitudes towards practical training. The study members consisted of (61) male and female students, and the results showed a statistically significant effect in the degree of The skill performance of students related to taking and measuring vital signs who received the practical training material using the problem-solving method compared to the students who received the practical training material using the regular method. The results also showed that there were no statistically significant differences in the students' attitudes toward the practical training material.

A review of previous studies showed that some studies focused on the problems facing nursing college students, such as the studies of Suleiman (2018); Radwan, Al-Ajez, Atef, and Al-Jaish (2007), and some studies focused on using teaching strategies to develop field training skills, such as the study of George (2011). The current study differs from previous studies in that it attempted to investigate the problems facing diploma students in the nursing specialty during field training.

The study problem and its questions

The nursing specialty is considered one of the important medical specialties because it is the link between the doctor and the patient. Medical institutions are interested in appointing holders of an intermediate diploma, whose studies range from two years. Among the student's plans while in college is a course concerned with field training in medical institutions. This course is concerned with the student practicing a profession. Nursing in medical institutions to acquire the competencies of the nursing profession and apply theoretical knowledge practically. Therefore, this study attempted to answer the following main question: **What problems do field training students in the nursing specialty face for the diploma level?**

III. Material And Methods

The researchers used the descriptive survey method through the electronic questionnaire (https://docs.google.com/forms/d/e/1FAIpQLSeGAN0f7fuRnn72ZlpXY8y6I9NCzN8INbAf5d74DRX4SdThrw/viewform?usp=sf_link), To collect data and information from students registered for the field training course at Ajloun University College, Al-Balqa Applied University (Jordan) for the second semester of the academic year 2023/2024. To find the validity and reliability of the instrument it was presented to five arbitrators of nursing specialists to ensure that the study's questions were appropriate for its objectives. The reliability coefficient was found over time, as the questionnaire questions were asked to 10 students, after two weeks had passed, the questions were asked to them again, and the results were identical by 100%. The study population consisted of (99) students enrolled in field training in medical institutions. The electronic questionnaire was designed using Google Form. It was sent to five students to ensure that the paragraphs were appropriate and that there were no defects. After that, the electronic questionnaire was sent on a WhatsApp group for field training students in the nursing specialty to answer it. were obtained to answer the study questions. The study sample consisted of (78) students who were selected using the availability sample method, and frequencies and percentages were found to answer the study questions.

IV. Result

To answer the main question: What problems do field training students in nursing specialty face for the diploma level? The students were asked specific-answered questions and an open-ended question about the problems faced by field training students in the nursing specialty. Table 1 shows the problems facing the students as they were identified for them, and Table 2 shows the problems facing the students from their point of view.

Table no 1 Frequencies and percentages of problems faced by students during field training as identified to them

n	problem	frequencies	Percentage	Rank
.1	The lack of a clear and announced training program during the field training period	39	%52	2
2.	Low number of visits by the training supervisor to evaluate ourselves	13	%16	9
3.	Financial difficulties in reaching the training place	24	31%	5
4.	Administrative difficulties in obtaining training approvals	20	%26	7
5.	Lack of cooperation from workers in the profession during training in terms of answering the inquiries we raise	23	%30	6
6.	The distance between the residence and the training location	27	%36	4
7.	The training period is insufficient	47	%62	1
8.	My lack of professional skills during my studies	34	%45	3
9.	My lack of awareness of the importance of nursing	16	%21	8

Table no 2 Frequencies and percentages of problems faced by students during field training from their point of view

n	problem	frequencies	Percentage
1.	The large number of students in training places reduces the opportunities to benefit from training	9	%29
2.	Training days are not enough	8	%26
3.	Lack of cooperation from the nursing staff	7	%23
4.	Lack of sufficient skills and training	3	%19
5.	There is no room for the doctor's explanation inside the training place	2	%6
6.	Lack of cooperation from patients for training	2	%6

V. Discuss The Results

The results of the study showed that the most prominent problems faced by students specializing in nursing for the diploma stage during field training were the order: The period of field training is not sufficient. The researchers attribute the result to the fact that the professional level of students specializing in nursing for the intermediate university degree stage is technical (technician), and students need to possess Practical skills are more than theoretical, and the hours allocated for field training are (3) hours, meaning 140 training hours. This is not consistent with the medical specialty and professional level, which requires an increase in training hours. The problem of the lack of a clear and announced program for students during the training period ranked second, and the researchers attribute that Some students do not have awareness of the nursing profession, in addition to some of them not being informed of the course description and objectives in advance before the training process. The problem of weak patients' cooperation with the training students ranked third, and the researchers attribute this to the lack of trust of some patients in the trainee students for fear of medical errors occurring. The results also showed that among the most prominent problems facing field training students in the nursing specialty are the students' poor possession of professional skills during study, the distance between the place of study and the place

of training, financial difficulties in reaching the training place, weak cooperation by medical staff with the student trainees, and administrative difficulties between The educational institution and training places, the large number of students in the training place, which reduces students' acquisition of professional skills. The researchers attribute these results to the social and cultural conditions of the family and society and the absence of comprehensive coordination between educational institutions and training venues. The results of the study are consistent with the findings of the study of Soliman (2018); Radwan, Al-Ajez, Atef, and Al-Jaish (2007), and George (2011).

VI. Recommendation

Considering the study results, the researchers recommend the following:

1. Emphasizing in medical institutions that receive field training students in the nursing specialty the necessity of paying attention to nursing students and facilitating their acquisition of skills related to the specialty under the supervision of the medical staff.
2. Emphasis on medical institutions providing rooms for the field training supervisor to meet with nursing students to explain the necessary information and skills related to field training.
3. Emphasis on educational institutions that grant diploma degrees in the nursing specialty by increasing attention to practical laboratories and theoretical courses and providing the necessary cadres and supplies to achieve the program's outcomes in a manner commensurate with the needs of the labor market.

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