

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**COLLEGE OF HEALTH SCIENCES**

**FACULTY OF ALLIED HEALTH SCIENCE**

**DEPARTMENT OF NURSING**

**DIPLOMA PROGRAMMES**



**RELEVANCE OF CLINICAL EXPERIENCE OUTSIDE THE SCHOOL SETTING FOR  
STUDENTS OF HOLY FAMILY NURSING AND MIDWIFERY TRAINING**

**COLLEGE- BEREKUM**

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**AFFILIATED TO KNUST, KUMASI**

**HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM**



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**2022**

## DECLARATION


We hereby declare that this submission is our own work towards the Diploma in Registered Midwifery and that, to the best of our knowledge, it contains no material previously published by another person nor material which has been accepted for the award of diploma of the University, except where due acknowledgement has been made in the text.

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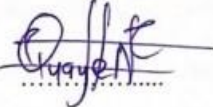
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## ABSTRACT

The study focused on the interest of students of Holy Family Nursing and Midwifery Training College, Berekum (HFNMTC) On Embarking on Clinical. A descriptive study design was used to collect in-depth information for the study. The sample population was obtained using a proportionate stratified sampling technique. A total of 50 students were sampled for the study. The data for the study was collected by administering the questionnaire to the participants.

The study found out that Unnecessary running of non-related errands 70% (35), Lack of accommodation for students 62% (31), Lack of access to some resources used at the ward 60% (30), Humiliation of students by nurses by nurses by patient's bedside 44% (22) were the challenges students face during clinical field.

The following were the responses given by respondents on the ways to improve their interest on the clinical field; Staff nurses should assist and supervise students when they are at the ward effectively 80% (40), Staff nurses should applaud students when they do an excellent work 74% (37), staff should give students the opportunity to improve on their skills 24% (12).

The following were the responds given by respondents on the importance of clinicals; It helps to improve students' knowledge and skills (100%), It helps students to gain more knowledge in order to help in their practice (100%), It helps students to sharpen their ability on the study (100%), It improves the confidence level of students (100%), Clinical helps students to be more technical (100%).

The study concludes that, clinical helps to improve students' knowledge and skill and clinical helps students practice their theoretical knowledge gained.

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## ABBREVIATION

|          |   |
|----------|---|
| N&MC     | Nursing and Midwifery Council                               |
| NASN     | National Association of School Nurses                       |
| NCSBN    | National Council of State Boards of Nursing                 |
| RGN      | Registered General Nursing                                  |
| RM       | Registered Midwifery  |
| PBM      | Post Basic Midwifery  |
| SPSS     | Statistical Package for Social Sciences                     |
| USDE/OCR | U.S. Department of Education & Office for Civil Rights      |
| HFNMTC   | Holy Family Nursing and Midwifery Training College, Berekum |

## **ACKNOWLEDGEMENT**

We would like to extend our deepest gratitude and praise to the Almighty God for providing us with strength and knowledge for this study.

We are much grateful to the Management and staff of the Holy Family Nursing and Midwifery Training College, Berekum for allowing us to conduct the study in the College.

We also thank the Department of Nursing of the Kwame Nkrumah University of Science and Technology for providing us with the guideline for the study.

Our deepest appreciation also goes to our supervisor, Martha Kyeremaa for her constructive criticisms, objective guidance, and direction for the study and the entire staff of the College for their support throughout the study.

We are grateful to all the respondents for their contributions and efforts. Without them, the study would not be possible. We also appreciate our parents for their financial, emotional, psychological, and spiritual support throughout our education.

Finally, our sincere appreciation goes to the authors and publishers of pieces of literature used in the study. Thank you all and God bless you.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background of the study**

Nursing care is pivotal in the health care services worldwide. The nurse serves as the main vessels that convey most interventions and care necessary for individuals utilizing health care services. For nurses to efficiently perform the myriads of duties, it depends on their ability to apply the theory to practice. Hence nursing training involves both theory and practical training. Each aspect of the training carries important weight (Nursing and Midwifery Council of Ghana, 2019).

Education is the process of receiving or giving systematic instruction, especially at school. Students gain knowledge and upgrade their skills by using the concepts which they newly learned from their respected educational institutes. There are various educational techniques by which educators deliver the lessons to the students and clinical is one of them.

The clinical learning environment is an important part of the nursing and midwifery training as it helps students to integrate theory into clinical practice. Clinical learning environment plays an important role in influencing student's learning behaviors and acquisition of nursing and midwifery clinical competencies.

There has been a paradigm shift in the teaching methods used by the present-day trainers. The mostly used and abused method of training namely the "Lecture Method" is not only method used now days by the trainers. There are more than 100 methods of training available to trainers. The choice of method adopted depends upon the objectives, the entry behavior, the resources

available and entry behavior of the trainee and so on. However, one of the methods available is known as “Clinical” (Jamshidi N, 2018).

A clinical experience is the experience one gains when they visit the clinical area or place of study. The purpose of this is to provide students an experience outside the class rooms or labs. It also provides an opportunity non experimental research and helps bring all the students to a common platform irrespective of their social, economic and cultural background. While on an educational tour/ field trip a student has the opportunity of interacting with different people which helps develop social behavior and create a social network, contacts and references. It gives them an opportunity to inculcate the habit of travelling alone and in groups and making them more empathetic towards fellow students. Clinical tours trip provides an opportunity of experiential learning to students of all streams. Nursing as an act and science has its primary purpose, working on the health needs of people and these field trips provides avenues for students to understand the different individuals they interact with during these trips (Garry & Reihab, 2018).

Clinical experiences are also beneficial for pre-service teachers because of opportunities the experiences provide for them to make real world connections and engage in an authentic learning process. Several studies demonstrate how field trips were used as a part of the learning process for pre-service teachers, including constructivism, reflection, and content knowledge (Cara & Nicole, 2020)

Clinical may be planned for some purposes and these include;

1. To provide firsthand experience,
2. To stimulate interest and motivation in science,

3. To add relevance to learning and interrelationships,
4. To strengthen observation and perception skills
5. To promote personal (social) development (Michie, 2018).

Clinical make students go to locations that is unique and cannot be duplicated in the classroom. Each student observes natural settings and creates personally relevant meaning to the experience. Interactive exhibits help students play with concepts; activities often not possible in the classroom. Earlier course content suddenly becomes relevant as students assimilate and accommodate new understanding and cognition (Lei, 2017a). The connection between the field trip venue and the classroom links the field trip's experiential learning with prior experiences and learning from the classroom (Lei, 2017b). To save money and time from preparation and traveling, some instructors choose to simply use the school computers and take digital field trips. Options are plentiful and students no doubt learn from the digital experience, but students only experience what the media thinks is important, and the students do not encounter a multidimensional activity in which all their senses are fully involved (Cara & Nicole, 2020).

Quality experiences lead to deeper learning and interest development. Kinds of Field Trips

Formal field trips consist of planned, well-orchestrated experiences where students follow a documented format. Government agencies, museums, and businesses offer excellent formal experiential learning activities and programs, which are usually run by the venue's staff. One student's experience is essentially the same as any other student's experience. Teachers find such programs comfortable because the students are bound to a choreographed agenda (Mahmoud & Ahmed, 2019).

However, there are minimal opportunities for students to personally interact and connect to the experience

According to Flott and Linde (2016), the clinical learning environment includes four attributes that impact student learning: the physical space, psychosocial and interaction factors, organizational culture and teaching and learning components.

In terms of learning, an educational field trip is one of the most fantastic ways for young students to learn through real life. It is true that the educational field trip is a perfect combination of sightseeing, learning, traveling and hands-on learning opportunities. These trips contribute significantly to the cognitive development of children mostly because educational travel allows students to witness authentic things beyond the theory of subjects by actually experiencing and seeing in real life. Obviously, there is no better way to learn something than to see or do it for yourself. Students will develop a sense of enjoyment and feel the subject closer without the pressure of doing exercises or being called to answer a question. It erases the boredom of classroom lectures and gives students the opportunity to visit new places and new environment which are good ways to awaken students' interest and learn by actually doing a hands-on experience.

Getting away from school a day is always exciting for students and gives students an opportunity to spend time with each other in a new environment. Most of the educational tours are organized with groups so it is beneficial for students to develop a sense of community. They can chat, observe and learn about each other.

The importance of educational tours for students can be better in various ways. First of all, this tour provides ample opportunity to exchange and learn many skills with each other. On educational field trips, students feel the sense of enjoyment which offers them to acquire a fresh perspective, learn new things and witness different sides of the country. This opens up endless

possibilities to understand the world. Going on educational tours means to have a major educational element including giving students the chance to build closer bonds with their classmates, experience a new environment and enjoy a day away from the classroom.

Obviously, it is highly beneficial for them to develop a sense of community and enhance their communication skills. Most importantly, it also helps the teacher meet certain objectives of the curriculum by designing tours suitable for specific requirements. Teachers need to choose the kind of experiences for students, which depend on ages, purpose or time. One of the most effective ways is to consult a professional educational travel company that can help you to have the best tour. Obviously, whether you are a student, a teacher or a curious parent, you should set up an educational tour for young people to save unforgettable memories as well as learn amazing things. This study tapped into the learning environment of the nursing and midwifery students of Holy Family Nurses and Midwifery Training College, Berekum in order to find out the relevance of clinical experience for nursing and midwifery students.

### **1.1 Problem statement**

Varieties of teaching methods play an important role in nursing students' acquisition of competencies during their clinical rotations. Clinical experience is the experience students get outside the lecture halls which is designed to achieve certain objectives, which cannot be achieved by using other means (Mahmoud & Ahmed, 2019).

Students are the main clients of higher education and they are also the central part of learning process. Therefore, they do not only require quality education but also effective and latest means of learning. Field trip as one of the teaching methods was introduced in 1827 by George Shillibeer for a Quaker school at Abney Park in Stoke Newington, London, United Kingdom.

Field trip was considered as a flexible approach to providing meaningful learning opportunities in the community (Mahmoud & Ahmed, 2019).

A key element of experience-based learning is that learners analyze their experience by reflecting, evaluating and reconstructing it in order to draw meaning from it in the light of prior experience. In the present scenario Experienced Based Learning supports a more participative, learner-centered approach, which places an emphasis on direct engagement, rich learning events and the construction of meaning by learners. It is most useful in higher education learning and it encompasses incidental and lifelong learning. Specifically, fieldwork can have a positive impact on long term memory due to the memorable nature of the fieldwork setting. Effective fieldwork and residential experience in particular, can lead to individual growth and improvements in social skills. More importantly, there can be reinforcement between the affective and the cognitive, with each influencing the other and providing a bridge to higher order learning (Malarvizhi, Glory, Rajeswari, & Vasanthi, 2020).

This study thus seeks to assess the positive influence field/clinical have among nursing and midwifery students in Holy Family Nursing and Midwifery Training college, Berekum of the Bono Region. Since an implementation of an effective program for educational/field trips would necessitate an understanding in modern nursing education.

## **1.2 General Objective**

To identify the relevance of clinical experience outside the school setting for students of Holy Family Nursing and Midwifery Training College- Berekum

## **1.3 Specific Objectives**

- To assess the challenges students of HFNMTTC Berekum encounter during clinical.

- To identify ways to improve interest of students of HFNMTC, Berekum on embarking on clinical.
- To assess the knowledge of students of HFNMTC, Berekum on the importance of clinical.

#### **1.4 Operational Definition of terms**

**HFNMTC:** abbreviated form of Holy Family Nursing and Midwifery Training College, a catholic health training school in the Berekum, within the Bono Region of Ghana.

**Berekum:** This is one of the towns in the Bono Region of Ghana

**Clinical:** Relating healthcare students' observation and treatment of actual patients outside the school setting.

**N&MC:** Abbreviated form of Nursing and Midwifery Council, the professional governing body of nursing and midwifery education in Ghana.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The study used both empirical and theoretical literature. The former consists of various researches done on related topics on Clinical experience and its relevance.

#### 2.1 Global Overview

The classroom is an effective simulation of the real world however experiential learning argues that when learning is shifted into to a real-life situation it becomes more powerful in individuals. This supports the idea that in order to prepare students effectively for life we need to give them memorable experiences such as an international school trip (Garry & Reihab, 2018).

Science and technology are not the only fields that witnessed an overhaul. The education sector also observed a paradigm shift from theoretical learning to practical learning. In today's increasingly competitive environment, it becomes important for students to have an extra edge to succeed. The need for students to excel in critical thinking, problem-solving, leadership, decision making, collaboration, and communication has taken learning out of classroom walls.

Diversified service-learning experiences during clinical benefit both the students and the hospital. With structured preparation and student reflection, these service learning or clinical present an opportunity for students to develop civic engagement skills, organizational skills, and interpersonal skills (National Council of State Board of Nursing, 2017).

clinical have reshaped in the last few years, where the students step out of the observation zone and take active participation in community service and environmental preservation through various activities.

The experimental and learning clinical not only build positive relationships with the community but also connect students' experiences to academic subjects.

Involving students in learning activities organized in the field develops their knowledge, skills and values, contributing to environmental education and education for sustainable development (Nuwagaba, et al., 2018)

In America, the outcomes of these activities have moved the policymaker's environmental observations. The 'Teaching outside the Box' concept paved the path for service-learning trips, where students can proactively experience cultural elements, learn community and society and educationists, spell-bounding them to incorporate clinical in their curriculum. Until a few years ago, school trips were monotonously related only to historical or structures, and develop a deeper understanding of their interest fields and evolve themselves. The thought of holistic development of students has compelled educational institutes and parents around the world to opt for service learning, which eventually resulted in increased participation of students in foreign clinical (U. S. Department of Education & Office for Civil Rights, 2016).

In Australia, the Queensland Government Department of Education and Training policy documents state that "School excursions aim to maximize students' learning experiences" (Alexandra, 2015).

Evidence from studies conducted in Ghana and South Africa through an educative field trip education show that, there is a disconnection between nursing colleges and healthcare facilities in providing clinical education for students' practical learning experiences. This is sufficiently demonstrated by the seeming failure of nurse educators from nursing colleges and preceptors as

well as clinical nurses from the healthcare facilities to collaborate in preparing an educated nursing workforce (Agana & Gohman, 2017)

## **2.2 Challenges Faced During Field/ Clinical**

Considering the already busy schedules teachers have, the extra work and responsibility associated with educational travel deter many from organizing these types of travel opportunities. It is understandable why teachers often dedicate certain periods in their careers to educational travel. And while some teachers travel with students throughout their careers, this usually involves significant breaks between trips. A teacher's ability and willingness to organize clinical are also affected by inhibitors stemming from education paradigms (Mahmoud & Ahmed, 2019). These challenges on the part of teachers to organize or assist students in such activities become burden for most students who have interest in field trips.

According to Alexandra (2015), a study conducted by Orion in (2010) put the challenges of these trips rather bluntly when he said that schools seldom viewed field work and school camp activities as an integral part of the curriculum. After reviewing the educational literature Orion recognized that one of the underlying reasons was that many teachers were unfamiliar with out of classroom learning environments.

Part of the challenge to teachers lies in the diversity of field trips and school camp activities, and the need to tailor these activities to the abilities and aptitudes of the different types of learners. Nonetheless, part of the challenge also stems from the logistic limitations within schools. Indeed, field trips and school camps can range from observation (be there) to participation (be involved), and from dependency (staff led with allocated activities) to autonomous involvement (independent group project). The observational – dependency approach is comparatively easy to

organize compared to the autonomous – participation model, but obviously will not serve the needs of all students or learning outcomes (Alexandra, 2015).

A study conducted in Nigeria and South Africa revealed; out of 996 students who answered positive that they have ever been too clinical and deem it beneficial, they also came out with the following challenges and suggested of ways to help resolve these challenges.

**Table 1: Challenges facing students on the clinical field**

| <b>Challenge</b>         | <b>Recommendations</b>  | <b>Percentage of Students that answered to negative challenge with suggestions.</b> |
|--------------------------|---|---|
| ➤ Chaos/Over stimulation | <ul style="list-style-type: none"> <li>➤ Use pre-visit lessons specifically related to the (museum) topics.</li> <li>➤ Plan trips that introduce moderate novelty; use pre-trip orientation to reduce the novelty of new settings.</li> <li>➤ Prepare for novelty: cognitively, geographically, psychologically</li> <li>➤ Students show better retention when the content is linked to the curriculum</li> </ul> | 55 % of respondents   |
| ➤ Limited Time           | <ul style="list-style-type: none"> <li>➤ Incorporate science standards in lesson planning</li> <li>➤ Limit the number of exhibits students visit to improve learning</li> </ul>   | 20 % of respondents<br><br>25% of respondents                                       |

|  |  |  |
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| <p>➤ Tools (such as tasks, worksheets, or prompts)</p> | <p>➤ Allow time for small group exploration</p> <p>➤ Consider students' input, interests, and abilities in planning your trip</p> <p>➤ Give students choice in exploring</p> |  |
|--|--|--|

(Rebar & Enochs, 2018)

### 2.3 Improving Interests in Field/ Clinical

Field trips and school camps should be in the best interest of every teacher and student since its more or less an integral part of the student's education or training. More often students or teachers, loose interest in these activities due to one challenge or the other. Challenges are seen in different perspective depending on how developed an institution or an education system is. Field or Clinical experience should be provided with the following in other to build students' interest:

- Exposure of students to unfamiliar environments, and hands on real-world experiences.
- Assistance integrating theoretical and practical concepts.
- Students can become more engaged and more motivated.
- Abstract topics and higher-level concepts may be easier to teach.
- Improved socialization between students, and between staff and students

(Cara & Nicole, 2020).

According to Emmanuel-Christian (2019), effective learning cannot be expected just because students are sent to the field but rather Newsletter compliments and other tools available to teachers seeking to develop effective school camps and field trips should be trusted.

Identifying relevant variables that affect (and reduce) student outcomes are the keys to increasing their interests (Garry & Reihab, 2018).

Good field trips can provide an integral part of the learning experience if they are planned well and effective field trips are excellent in providing contextualized knowledge and if this knowledge can then be easily transferred to work in the classroom will lead to improvement in health delivery among nursing students (Mahmoud & Ahmed, 2019).

According to Rebar and Enochs (2019), in order to release these challenges among students and teachers in the sphere of field/ Clinical the following suggestions can help ease challenges in these trips which can build individuals' interest;

- **Using pre-visit lessons specifically related to the topics to be studied on;** Field/ Clinical are organized to help students explore their course contents practically and also interact with reality outside the walls of their lecture halls. Teachers before planning Clinical should embark on some pre visits so as to enlighten students on the core to their educational/field trips in order to build students' interests in such organized activities (Cara & Nicole, 2020).
- **Plan trips that introduce moderate novelty; use pre-trip orientation to reduce the novelty of new settings;** Students to embark on such field/ Clinical are new to places of such study. History, stories and reports from such places should help moderate the newness of students at such places. For example, a research conducted by Bindu and Akmar (2015), concluded that 35% nursing students from a school for nurses in Delhi, in India failed to attend to a Clinical at the Apollo Hospital, a mental hospital in Mumbai because stories had reached them that patients at this facility were aggressive. It was believed that the male patients at this facility had sexually abused four female staff and students who had gone for their attachment.

- Prepare for novelty: cognitively, geographically, psychologically; There must be adequate preparation on all the being of students to prepare them out of novelty (Bindu & Akmar, 2015).
- **Students show better retention when the content is linked to the curriculum;** Students are of greater interest if their trip is curriculum based to help them learn not out of context but in an experienced based manner.
- **Incorporate science standards in lesson planning;** Nursing is science and art. Planning educational/field trips for students must be scientifically based. Science is basically the anchor of nursing and including students in these scientific standards will build their skills (Cara & Nicole, 2020).
- **Limit the number of exhibits students visit to improve learning;** if possible, educational visits of shorter duration must not be planned with many students. Embarking on these trips with greater number of students does not help majority of them since their number on its own can serve as a distraction to others. Smaller numbers on such trips contributes to effective supervision (Cara & Nicole, 2020).
- **Allow time for small group exploration during such trips;** Apart from the curriculum-based planning for field trips, students should be given the opportunity to explore the environment of such trips. These will help students to learn about the indigenous people within such localities. This can also accrue to the benefits students get in their training.
- **Consider students' input, interests, and abilities in planning these trips;** Field/ Clinical are organized with the intention of improving teaching and learning. In this regard, in planning for Clinical, teachers are to consider students' interests. Thus, will enable students to fully participate in all activities since it is of their interest (Agana & Gohman, 2017).

- **Give students choice in exploring;** It is much better to give students ample time to choose on what specific course they would want to explore in their field/ Clinical (Rebar & Enochs L. G., 2018).

## **2.4 Knowledge on the Importance of Clinical**

Moving on to the discussion of the benefits that accrue to the students themselves, two studies contribute useful insights. A 2002 publication on a longitudinal study of alumni of study abroad programs run by the Institute of International Education of Students reported that 98% of respondents believed study abroad helped them to understand their own cultural values and biases better, and 82% felt that the experience gave them a more sophisticated way of looking at the world. For 94% of the alumni, the study-abroad experience continued to influence their interactions with people from different cultures. The choice of subsequent educational experiences was influenced by the study abroad experience for 87% of respondents; nearly half of all respondents went on to international work or internships (usually in offices) and/or international volunteerism. The second study, the Erasmus Impact Study, reported that most respondents felt that their future career paths were influenced by the skills acquired during their study abroad period. The study also reported that companies are willing to hire students who studied at foreign universities, because they feel that this kind of experience would have helped them acquire transversal skills important for the world of work (Jamshidi N, 2018)

School-sponsored trips may be common occurrences in the educational lives of students and can be some of their most enjoyable. School districts that receive federal funding are legally bound to assure that all students have access to these opportunities (USDE/OCR, 2016), regardless of disability or healthcare needs. It is the position of NASN that the school nurse's role is critical in the planning, coordination, and education of staff, families, and students. Providing appropriate

care and protecting the needs and rights of all students, allows for a safe, enjoyable educational experience for each person participating in these trips. Depending on state regulations, the school nurse may be able to consider delegating some tasks required during the trip to a non-nurse staff member, such as a teacher (Bobo, 2014). The school nurse will utilize appropriate principles of nursing delegation as described in the national guidelines written by The National Council of State Boards of Nursing (NCSBN, 2017), the state Nurse Practice Act, and other state school nurse delegation guidelines. If the school nurse determines that medical care cannot be legally or safely delegated, the school nurse will need to determine and coordinate the nursing staff required to accompany the student (NCSBN, 2017).

## **CHAPTER THREE**

### **MATERIALS AND METHODS**

#### **3.0 Introduction**

This chapter details, the study area and study population, study design, sampling techniques, data collection method and instrument, data analysis techniques, ethical consideration, and the limitations of the study.

#### **3.1 Study area**

The study was carried out at the Holy Family Nursing and Midwifery Training College, Berekum. The College is located in the western part of Berekum, on the premises of The Holy Family Hospital. The college was established in the year 1957 by Sr. Catherine (Patrick) Shean of the Medical Mission Sisters. The College has a student population of 688 students comprising 100 males and 588 females. There are 29 teaching staff and 55 non-teaching staff. The College runs three Diploma programs; Registered General Nursing (RGN), Registered Midwifery (RM), and a two-year Post Basic Midwifery (NAP/NAC). The College has a school bus which takes students on educational trips, funerals, weddings and other social gatherings related to the college. The most spoken languages on campus are English and Twi.

#### **3.2 The study population**

The target population is the nursing and midwifery students of Holy Family Nursing and Midwifery Training College, Berekum whereas the accessible population is all final-year students of the College.

### **3.3 Study design**

A descriptive study design was used for the study. This design was used for the study because there was the need to describe the characteristics of the phenomenon being studied. The design also allows for us to observe the students in their natural and unchanged environment. The data collection in descriptive research allows for the gathering of in-depth information about the research problem.

### **3.4 Sampling technique and Size**

The proportionate stratified sampling technique was used to select samples for the study. This was chosen because sampling is made from all the strata thereby making the overall sample unbiased as well as ensuring that equal proportions of each stratum are well represented.

The accessible population for the study is all final-year students with a population of 236. They were grouped into their various classes (stratum), that is RGN 22 (98 students), RM 17 (85 students), and PBM 4 (53 students). The sample size for the study was 50 students. The total number of students from each class was obtained by dividing the sample size of the study by the population size and multiplying the result by the total number of students in each class. A lottery method was used to recruit 21 students from RGN 22, 18 students from RM 17, and 12 students from PBM 3.

### **3.5 Data collection methods and instruments**

Data collection was done through the use of structured questionnaires consisting of both closed-ended and open-ended questions for easy expression of views and ideas. This was chosen as the method of data collection because it is relatively cheaper, avoided embarrassment on the part of the respondents, and the complete anonymity of respondents. Questionnaires were shared with

the students in their various classrooms during the class period. We explained to them how the questionnaires were to be filled. Each student used a maximum of 20 minutes to complete the questionnaire.

### **3.6 Data analysis techniques**

The data obtained from the study were checked for accuracy, utility, and completeness. The data were coded and analyzed using SPSS version 27 and the results were presented in tables or figures.

### **3.7 Ethical consideration**

An introductory letter was obtained from the College before we conducted the study. The respondents were well informed about the purpose of the study and their consent was sought. Respondents were assured of anonymity and confidentiality by not providing any form of identification on the questionnaire. However, identification codes were used to represent the respondent according to their chronologic entry into the study. Respondents were allowed to participate and withdraw from the study voluntarily at any time without any penalty.

### **3.8 Limitation of the study**

The limitations to this study were, the limited time with which we had to complete the study and the smaller sample size that was chosen for the study. Because the sample size was small, we could not generalize the study findings.

## CHAPTER FOUR

### DATA ANALYSIS AND RESULTS

#### 4.0 Data Presentation & Analysis

This chapter deals with the analysis of data collected from the field of study and the results obtained on the analysis. The study findings are presented in tables or figures.

#### 4.1 Demographic Profile of Respondents

The study recruited 50 students from various programs. In trying to find out the age distribution between the respondents, it was found that, 44% (22) were aged between 23-27 years, less than half 22% (11) were aged between 28-32 years. Few of the respondents 20% (10) were aged between 18-22 years and 14% (7) were aged above 32 years. In soliciting for sex, it turned out 70% (35) were females and 30% (15) were males. In assessing the program of study of the respondents 42% (21) were Registered General Nursing students, 36% were Registered Midwifery students and 22% (11) were Post Basic Midwifery students.

**Table 2: Age Distribution of Respondents**

|         | Categories | Frequency (n) | Percentage (%) |
|---------|------------|---------------|----------------|
| Age     | 18-22      | 10            | 20             |
|         | 23-27      | 22            | 44             |
|         | 28-32      | 11            | 22             |
|         | Above 32   | 7             | 14             |
| Sex     | Male       | 15            | 30             |
|         | Female     | 35            | 70             |
| Program | RGN        | 21            | 42             |

|  |     |    |    |
|--|-----|----|----|
|  | RM  | 18 | 36 |
|  | PBM | 11 | 22 |

#### **4.2 Challenges students face during Clinicals**

In trying to know the challenges students face during clinical respondents were asked to mention at least five (5) challenges student nurses and midwives face during clinicals. The following were responds solicited; Unnecessary running of non-related errands 70% (35), Lack of accommodation for students 62% (31), Lack of access to some resources used at the ward 60% (30), Humiliation of students by nurses by nurses by patient’s bedside 44% (22).

#### **4.3 Ways to improve students’ interest at the clinical field**

In soliciting the ideas on ways to improve students’ interest at the clinical field, respondents were asked to mention two (2) ways to improve the interest of students at the clinical setting. The following were the responses given; Staff nurses should assist and supervise students when they are at the ward effectively 80% (40), Staff nurses should applaud students when they do an excellent work 74% (37), staff should give students the opportunity to improve on their skills 24% (12).

Respondents were asked to indicate ways to prevent inappropriate errands by staff. Most of the students answered as follows; Students should refuse non-work-related errands 90% (45), Students should engage themselves with ward activities 82% (41).

#### **4.4 Knowledge on the importance of Clinical**

In trying to know the knowledge on the importance of clinical a scale of 1-5 was used. With "5" been the highest, how that clinical help students practice their theoretical knowledge gained by

respondents are as follows; 56% indicated scale 5, 34% indicated scale 4 and 10% indicated scale 3.

In soliciting for ideas on the additional knowledge gained during clinical by respondents 50% indicated scale 5, 30% indicated scale 4 and 20% indicated scale 3.

In assessing to know how clinical improves the motor skills of students by respondents 46% indicated scale 5, 28% indicated scale 4, 24% indicated scale 3 and 2% indicated scale 2.

In trying to know how clinical bring innovation by respondents 48% indicated scale 5, 30% indicated scale 4, 18% indicated scale 3 and 4% indicated scale 2.

**Table 3: Knowledge on the importance Clinical**

| Variable   |        | 1 | 2 | 3  | 4  | 5  |
|--|--------|---|---|----|----|----|
| Clinical helps students to practice their theoretical knowledge gained | Number |   |   | 5  | 17 | 28 |
|  | %      |   |   | 10 | 34 | 56 |
| Students gain additional knowledge during clinical                     | number |   |   | 10 | 15 | 25 |
|  | %      |   |   | 20 | 30 | 50 |
| Clinical improves the motor skills of the students                     | number |   | 1 | 12 | 14 | 23 |
|  | %      |   | 2 | 24 | 28 | 46 |
| Clinical bring innovation  | number |   | 2 | 9  | 24 | 15 |
|  | %      |   | 4 | 18 | 48 | 30 |

Respondents were asked to indicate importance of clinical. The following were the responds; It helps to improve students' knowledge and skills (100%), It helps students to gain more knowledge in order to help in their practice (100%), It helps students to sharpen their ability on

the study (100%), It improves the confidence level of students (100%), Clinical helps students to be more technical (100%).

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter provides an in-depth look at the major findings that emerged out of the research, comparison of the analyzed data with findings from other literature, conclusion, and recommendations.

#### **5.1 Discussion**

##### **5.0.1 Challenge's students face during Clinicals**

In soliciting for the challenges student nurses and midwives face during clinicals. Majority of the responds were; Unnecessary running of non-work-related errands, lack of accommodation for students, lack of access to some resources used at the ward and Humiliation of students by nurses and educators by patient's bedside. These findings are in line with a study conducted by Orion in (2010) which says, the challenges students face during clinical includes, poor working environments with limited resources and materials to work with. Some facilities do not have the required materials and equipment to work. Unnecessary running of non-work-related errands makes students uncooperative and unresponsive to their workplace.

##### **5.0.2 Ways to improve students' interest at the clinical field**

In trying to know ways to improve the interest of students at the clinical setting. Most of the responds were; staff nurses should assist and supervise students when they are at the ward, staff nurses should applaud students when they do an excellent work, staff should be patient with students even when they make mistakes, staff should give students the opportunity to improve on their skill.

These findings are in line with a study conducted by Emmanuel-Christian (2019), “effective learning cannot be expected just because students are sent to the clinical field but rather effective teaching and supervision by staff Nurses and provision of adequate tools and equipment enhances effective clinical studies. Identifying relevant variables that affect (and reduce) student outcomes are the keys to increasing their interests”.

In finding out the ways to prevent inappropriate errands by staffs. the students should refuse non-work-related errands, Students should engage themselves with ward activities. These findings are in line with a study conducted by Rebar and Enochs (2019), in order to release these challenges among students and teachers in the sphere of field/ Clinical the following suggestions can help ease challenges in these trips which can build individuals’ interest; Students should refuse non-work-related errands and students should engage themselves with ward activities

### **5.1.3 Knowledge on the importance of Clinical**

In trying to know the knowledge on the importance of clinical a scale of 1-5 was used. With "5" been the highest, how clinical help students practice their theoretical knowledge gained by respondents are as follows; 56% indicated scale 5, 34% indicated scale 4 and 10% indicated scale 3.

In soliciting for ideas on the additional knowledge gained during clinical by respondents 50% indicated scale 5, 30% indicated scale 4 and 20% indicated scale 3.

In assessing to know how clinical improves the motor skills of students by respondents 46% indicated scale 5, 28% indicated scale 4, 24% indicated scale 3 and 2% indicated scale 2.

In trying to know how clinical bring innovation by respondents 48% indicated scale 5, 30% indicated scale 4, 18% indicated scale 3 and 4% indicated scale 2.

Respondents were asked to write one importance of clinical. Most of the respondents wrote; it helps to improve students' knowledge and skills, it helps students to gain more knowledge in order to help in their practice, it helps students to sharpen their ability on the study, it improves the confidence level of students, Clinical helps students to be more technical. These findings are in line with a study conducted by Jamshidi N (2018), reported that most respondents felt that their future career and skills to work were influenced by the skills acquired during their study at the clinical field. The study also reported that companies are willing to hire students who are good at both the theoretical and clinical field because they feel that this kind of experience would have helped them acquire transversal skills at the health facility.

Again USDE/OCR (2016), conducted a study which was contrary to this study, "clinical is a waste of time for students because when students go the work, they take it as a means to feel relaxed and an escape of classroom duties".

## **5.2 Conclusion**

The following conclusions were drawn from the study; challenges students face at the clinical field pertain to accommodation and resources to work with at the ward, clinical helps to improve students' knowledge and skill and clinical helps students practice their theoretical knowledge gained.

## **5.3 Recommendations**

Based on the findings of the study, the following recommendations are made.

1. Students should be shared among staff in smaller groups.
2. Staff nurses and midwives should be educated on the need to train students and engage them in busy schedules when they come to the field.

3. Non- work-related errand should be stopped among students as it impedes students learning at the ward.

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# APPENDICES

NATIONAL CATHOLIC HEALTH SERVICE (DIOCESE OF SUNYANI)  
**HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE  
BEREKUM**



**BANKERS:**

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P. O. Box 21,  
Berekum, B/A  
Ghana, W/Africa  
Tel. 0352222124  
Fax: 0352222474

November 21, 2022  
Date .....

Martha Kyeremaa  
Holy Family NMTC  
Post Office Box 21  
Berekum

Dear Ms. Kyeremaa

**PERMISSION TO CONDUCT RESEARCH**

With reference to your Memorandum dated November 15, 2022, I write to notify you that the students listed below have been granted permission to conduct their research in the College on the topic "An exploratory study to assess the relevance of Clinical experience outside school setting for students at Holy Family Nursing and Midwifery Training College, Berekum"

1. Quaye Naa Dedei Celestina
2. Amoabeng Priscilla
3. Ayiwa-Boateng Theresah

Thank you.

Yours faithfully

**Rev. Sr. Maragret Arifa**  
Academic Coordinator for Nursing  
For: Principal

ACADEMIC CO-ORDINATOR - NURSING  
HOLY FAMILY NURSING & MIDWIFERY  
TRAINING COLLEGE, BERKUM

## QUESTIONNAIRE

**HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM**

## QUESTIONNAIRE

### INTRODUCTION

Dear Respondents,

We are students of the above institution researching on the topic; **An exploratory study to assess the relevance of clinical experience outside the school setting for students of Holy Family Nursing and Midwifery Training College-Berekum.**

Kindly answer the under-listed questions by ticking (√) the appropriate box or writing in the space provided. Any information you provide is confidential. Your opinion is neither considered right nor wrong. You can choose to withdraw your participation at any time. It will take approximately 20 minutes to answer this questionnaire.

Thank you.

**PLEASE TICK [√] THE APPROPRIATE BOX WHERE APPLICABLE**

### **SECTION A: Demographic Data**

1. Age: A. 18-22 [ ] B. 23-27 [ ] C. 28-32 [ ] D. Above 32 [ ]
2. Sex: A. Male [ ] B. Female [ ]
3. Program: a. RGN [ ] b. RM [ ] c. PBM [ ]

**PLEASE TICK [√] THE APPROPRIATE BOX WHERE APPLICABLE**

**SECTION B: Challenges Nursing and Midwifery Students face during clinical**

4. Give at least five (5) challenges student nurses and midwives face during clinical?

Except financial constraints.

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....

**SECTION C: How to improve Student’s interest in clinical**

**Select the most appropriate**

5. Mention 2 ways to improve the interest of students at the clinical setting

- a. ....
- b. ....

6. In your own opinion mention 2 ways to prevent inappropriate errands by staff

- a. ....
- b. ....

**SECTION D: Importance of Clinical**

**In the scale 1-5 indicate your opinion about the following questions where one is the smallest and 5 is the highest**

7. Clinical helps students to practice their theoretical knowledge gained

1. []      2. []      3. []      4. []      5. []

8. Students gain additional knowledge during clinical

1. []      2. []      3. []      4. []      5. []

9. Clinical improves the motor skills of students

1. []      2. []      3. []      4. []      5. []

10. Clinical brings innovation

1. []      2. []      3. []      4. []      5. []

11. Mention one other importance of clinical to students

.....  
.....  
.....