

NURSING EDUCATION SUPPORTIVE CLINICAL LEARNING ENVIRONMENT*

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ABSTRACT

This study was planned as a review with literature review and it was aimed to give information about the clinical learning environment supporting nursing education in the study. As a result, in providing the appropriate clinical learning environment; it is thought that the approach of the healthcare team, institutions, faculty / college and teaching staff is valuable.

Keywords: *clinical learning, nursing, environment*

ÖZET

Bu çalışma, literatür taraması yapılarak derleme olarak planlanmış olup, çalışmada hemşirelik eğitimini destekleyici klinik öğrenme çevresi hakkında bilgi vermek amaçlanmıştır. Sonuç olarak, uygun klinik öğrenme çevresi sağlanmasında; sağlık ekibinin, uygulama yapılan kurumların, fakülte/yüksekokul ve Öğretim Elemanlarının yaklaşımının değerli olduğu düşünülmektedir.

Anahtar kelimeler: *klinik öğrenme, hemşirelik, çevre*

INTRODUCTION

In Education; In all areas of life there is a process in which both knowledge and skill are transmitted (BAHAR, 2015). In education, there is a deliberate and willful behavior with through one's own experience change in someone's behavior (ERTÜRK, 2015). Every discipline configures the perception of education in the way people perceive (GURBETOĞLU, 2015). The main purpose of nursing education is to become nurse and teach this practice (KARAÖZ, 2003).

This study was planned as a review with literature review and it was aimed to give information about the clinical learning environment supporting nursing education in the study.

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GENERAL INFORMATION EDUCATION AND NURSING

Education is a social science and it also includes health, helping, goodwill, friendship, happiness, peace, tolerance, peace, patience and success. There is a change of behavior, intentionality, preference, experience and process through in education (GURBETOĞLU, 2015). In the definition of nursing, according to the International Council of Nurses (ICN); "It is a group of professions that helps protect and develop the health of the individual, the family and the community and participates in the rehabilitation and therapy of the disease state. The nurse is also involved in the development and participation of the healthcare team's therapeutic and educational plans "(BIROL, 2009). As it is understood from this definition the nursing education is quite extensive. There is education that are including cognitive, emotional and psychomotor learning areas in nursing education. The purpose of this training is to connect the theoretical knowledge with the approaches to the application, to solve the problem, to look at it with a critical point of view (BAKIR, ÜNSAL ATAN, 2016, BİROL, 2009). It is important that educate nurses who have autonomous nurses who are aware of their responsibilities in the educate of students, who know that their care, treatment, coordination, who understand and implement their independent functions, who are apply of nursing care plan and ethical values (BİROL, 2009). Also, in nursing education, there are caregiver, decision maker, advocate, manager, rehabilitative, relaxing, communication provider, educator, career developer, investigator, therapist, counselor roles (ÖZTUNÇ, 2014). In addition to these roles, there are roles of specializations. For example, the different roles of the pediatric nurse have such as primary roles such as caregiver, advocate, educator, investigator manager / leader. Nurse have such as secondary roles such as coordinator, collaborator, communicator, consultant. The pediatric nurse has differentiated implementation roles such as clinical care coordinator, care manager, clinical nurse. In addition, pediatric nurses have advanced care roles such as clinical practitioner, specialist clinical nurse, case manager (CONK, BAŞBAKKAL, YARDIMCI, 2013). In nursing education, in the elements to be given to students, that are the students have to be sensitive to the health needs of the individual / community and to the protection of global health, to be develop a holistic approach, to have ethical values, to take an approach that gives importance to the independence of the individuals they serve, to use effective communication methods, to develop entrepreneurship and leadership, to work in teams, to have focus on professional development and to have enjoy in the life (TAŞOCAK, 2014), empathy, self-recognition and solution of conflicts must take place (DİL , ÖZ , 2011).

CLINICAL LEARNING ENVIRONMENT IN NURSING

There is a process in clinical learning that allows students to transfer their theoretical knowledge to practice, to acquire their professional identity, and to learn by practicing what they know (AKYÜZ, TOSUN, YILDIZ, KILIÇ, 2007). In this

process, the concept of environment is also encountered. The environment according to Florence Nightingale; covers all external conditions (BIROL, 2009). The clinical learning environment, on the other hand, the characteristics of the working environment affecting the professional development of nurses (KARAÖZ, 2003). Clinical education is an effective place for students to develop critical thinking, analyzing, developing managerial approach, enhancing psychomotor skills and communication skills, and enhancing self-confidence in fulfilling their profession, in relation to students' knowledge, skills and attitudes about nursing profession.

It is very important to remove the obstacles that prevent the learning of the learners by arranging the clinical environment which is very important for nursing education to be beneficial for the students (KARAÖZ, 2003). The factors that can be perceived negatively in the students' clinical learning environment;

- the fact that theoretical knowledge and practice are not compatible,
- students can not get enough practice (ÇINAR, ALTUN, KÖSE, 2011)
- communication between student and teacher can not be developed sufficiently and time pressure (ALTIOK ÖNER, ÜSTÜN, 2013), time is short (KARAÖZ, 2003)
- Too many students (DİL, UZUN, AYKANAT 2012),
- the student is in an unfamiliar environment,
- the healthcare team's approach to the student is not at the desired level,
- the physical conditions of the hospital are not suitable for practice,
- the lack of tools necessary for patient care, (SARI, KHORSHID, 2001). As regards these factors, approaches can be developed to suggest solutions for the clinical learning environment that support nursing education.

APPROACHES TO CREATE NURSING EDUCATION FOR SUPPORTING CLINICAL LEARNING ENVIRONMENT

Establishment of approaches for the formation of clinical learning environment supporting nursing education can be evaluated in terms of teaching staff, physical environment and student. In this scope; it should aimed to creating a positive work environment. Positive working environment; however by transferring the theoretical knowledge in nursing to practice occurs by the formation of the environment and it occurs with qualified patient care. Training programs can be created for this (DİL, UZUN, AYKANAT, 2012). It is important to create appropriate application areas because of the possibility of having many role models that the student could consider as an example in the clinical applications which are very important in nursing education and also because of the possibility of effective time passing (ÇALIŞKAN, AKGÖZ 2005).

In the aspect of providing effective physics environment; it is very important to establish a business union. It can be summarized as to improve the education quality of students, benefits obtained within the collaborative approach; providing nurse's benefit and strength in care services, maximizing existing resources, enabling clinicians in the clinic, enabling evidence-based patient-centered care to occur, allowing caregivers to develop, and cooperating with nurses, physicians and

other health team members (GÜRISOY, ŞAHİN, DAANACI, ARI, 2017) In addition, in the regulation of the clinical setting; it is important to create an environment in which to support the student, to provide professional and personal development, to prepare a proper care plan, to carry out the scientific problem solving logic and care services, to exhibit a professional approach and to be a role model (AKYÜZ, TOSUN, YILDIZ, KILIÇ, 2007).

In the dimension of teaching staff, to be given to students, accurate determination of objectives and subject content, the use of effective teaching methods, establishment of appropriate learning environment, to correctly assess the dimension of reaching the desired target at each step are important (KARAÖZ, 2013). Also, because the development of professional identity in the students is important, the educator is also responsible for role modeling (ALTIOK ÖNER, 2016).

However, regarding the clinic, the fact that the working conditions of nurses are heavy, the teaching staff is non-clinical staff in business life, fewer nurses per patient in the clinic and the communication between lecturers and nurses is not effective enough. However, especially in the education of students, mutual positive communication between hospital and school and the use of common language can take place as a factor in creating a positive environment (GÜRISOY, ŞAHİN, DAANACI, ARI, 2017).

RESULT

As a result, it is important to establish a clinical learning environment to support nursing students' quality education. In the quality education of the student, it is valuable that a positive and collaborative approach the all in the environment.

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