

THEIR EXPECTATIONS AND EXPERIENCE IN CLINICAL PRACTICE SETTINGS

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ABSTRACT

Introduction: According to European Union directives on education, clinical learning is a very important component of nursing education. For this purpose, half of the bachelor's program is dedicated to clinical practice, with the aim of developing the professional competencies of students. Completing the standards requires higher education institutions where nurses and midwives are trained to reorganize the relevant programs and curricula.

Purpose: To understand student expectations and their fulfillment during clinical practice at QUT.

Methodology: A descriptive qualitative study was selected to collect the data. Second and third year students of the BA level, nursing branch, who study at FSHMT, participated in the study. Data were collected during the period October 2023-January 2024. A standardized self-administered questionnaire was used to collect the data. Data were documented and analyzed with SPSS software.

Result: Nursing students' expectations and experiences of the clinical setting were mixed. Findings indicated the need to modify student expectations as well as reorganize the clinical learning environment to improve student learning. In the clinical practice period, several factors influenced the students' learning expectations to decrease. One of the influencing factors was the lack of clear coordination between the faculty and staff of the pavilion.

Conclusion: To further enhance learning in clinical practices, students need a practice instructor who has the necessary skills and competence to support students during clinical learning, as well as in more advanced reflection and critical thinking in care situations.

Keywords: *clinical practice; clinical learning; competence; instructor.*