

Clinical Placement Experience, Supervision, and Nursing Career Aspirations of Undergraduate Nursing Students in Sarawak, Malaysia

Mohammed Rasheedan Ellin^{1*}, Dayang Zuraina Abang Haji Kashim²

¹ Clinical nursing instructor, Department of Nursing, Faculty of Medicine and Health Sciences, Universiti Malaysia Sarawak, 94300 Kota Samarahan, Sarawak, Malaysia

² Nursing lecturer, Department of Nursing, Faculty of Medicine and Health Sciences, Universiti Malaysia Sarawak, 94300 Kota Samarahan, Sarawak, Malaysia

* Corresponding Author: emrasheedan@unimas.my

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Abstract: *This study aimed to explore nursing students' perceptions of the clinical learning environment and mentorship during their clinical placement in hospitals and how these factors relate to their intention to work as a nurse upon graduation. A survey was conducted among nursing students who had completed at least 12 months of clinical practice in hospitals located in Kuching, Sarawak, between January 2022 and February 2023. Data were analysed using percentages, frequencies, mean, standard deviation, t-test, Pearson's correlation, ANOVA, and regression analysis. Our findings revealed a significant correlation between the sociodemographic characteristic such as age of students and year of study towards clinical learning experience. Student perceived ward as good learning environment, clinical teacher teaching expertise, and clinical teacher ability to integrate between knowledge and practice rated the most satisfying element in students' clinical experience. Our study established a significant correlation between student age, year of study, and their clinical learning experiences. Students found the ward environment, clinical teacher expertise, and knowledge-to-practice integration to be highly satisfying elements in their clinical education.*

Keywords: *Nursing students, CLES+T, clinical experience, Intention*

1. Introduction

Nursing education comprises both theoretical and practical components. Clinical practicum, which makes up 50% of the educational experience, is an essential part of nursing training. The theoretical component takes place in classrooms and labs, and involves lectures, case studies, and discussions. This aspect of nursing education provides students with opportunities to enhance their knowledge, skills, attitudes, and values. Complementing the theoretical component, clinical practice allows students to develop clinical knowledge and skills, integrate theory into practice, gain insight into the roles of practicing nurses, and strengthen their expectations of their future professions (Liu et al., 2022).

The clinical learning environment (CLE) is an interactive network of factors within a clinical setting that affects students' learning outcomes and their satisfaction with the nursing profession (Saarikoski & Strandell-Laine, 2018). It also influences their practicum preparation. The new framework provides students with an opportunity to apply practical skills and