

### **A general approach to enhance the quality of teaching and the nursing students' contentment during their professional internship in cardiology and heart surgery in French-speaking Switzerland**

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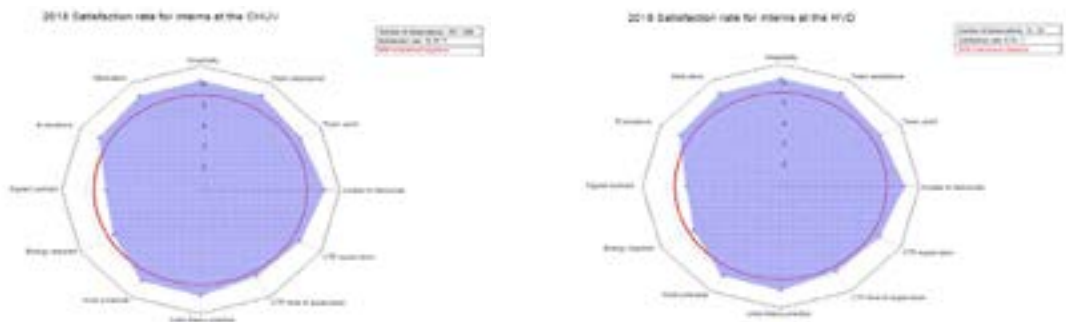
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In order to develop the workforce in the nursing health care environment, Switzerland has created a concept to facilitate learning by creating a pool of certified training practitioners (CTP) to supervise the students during their professional internship. This creation of teachers, according to a 1:1 ratio (student:CTP), has allowed the harmonization of the quality and the efficiency of training. In our units (cardiology and heart surgery) in the heart-vessels department (HVD) of the Vaud University Hospital (CHUV), our team has enriched this harmonization with a general approach optimizing the management of students preserving their interest in the profession. Our goal was to enhance the level of contentment, teaching quality, and professional autonomy by working on hospitality and personal motivation, as well as providing a specific training workshop, using Kolb's theory of learning styles. These were adopted to promote success, usefulness, and the best critical thinking experience.

**Methods:** The students receive an e-mail describing the type of patients treated and care provided in our units. Each student is tested using Kolb's survey to find out the preferred learning style to use. The students will be part of a specific training workshop in order to see, to manipulate, and to learn about the equipment as well as the care applied during the patient's stay. Each student is joined every day either by the CTP or a nurse-referral who takes into account their established internship objectives using a logbook and the student is directed to proceed to a self-assessment.

**Results:** To verify the impact of these adjustments on the quality of teaching and the satisfaction of students, they were subjected to an anonymous questionnaire analyzing the hospitality, the student's supervision, the links between school and work environment, the access to resources, and their motivation to pursue their career plan.

### Figures:



These figures illustrate an 8% increase in student satisfaction from the HVD compared to the CHUV. In both cases, we almost reach the 80% institutional objective, illustrated by the red circle, on all aspects measured.

**Conclusion:** As illustrated, so far the students are rather satisfied and we practically fulfill the goal of 80% student' satisfaction. However, the enhancements produced only an 8% increase in general contentment. This could be explained by the small sample size (2% of the total respondents). Therefore, the analysis requires further surveys to get more evidence-based data. On the other hand, the comments left by students confirm their enthusiasm for the nursing profession. Afterward, they do apply for a job in our institution maybe because of the unique chance to experience many disciplines (heart surgeries and cardiology interventions) during their internship. Through these innovations, we try to demonstrate that the quality of education in the workplace is crucial to facilitate learning and to ensure a motivated workforce with the new generation of nurses.

### Biography

Keiko Hattori completed her masters in Nihon Institute of Medical Science, Japan and she has published many articles in reputed International medical science journals.