

Experience of Nursing Students in Clinical Practice

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Introduction

In nursing education, clinical practise is an indispensable educational field. Nursing students prepare for careers as nurses by integrating theoretical and practical nursing practises in clinical settings [1]. However, as they progress into the clinical practise stage, nursing students experience emotional shock in the clinical environment, which differs from the theoretical learning environment. Four categories derived from nursing students' experiences of transition shock were identified as "an unbearable reality", "feeling the difference between learning and applying nursing care", "disappointment at the diminished presence", and "fear of becoming a nurse" [2,3].

Description

Recently, the advancement of medical technology, changes in population structure, and healthcare policies have necessitated the need for healthcare workers to quickly adapt to changes in the medical field while maintaining a professional role. Nursing educational institutions also aim to educate professional nurses to solve health problems through theoretical and practical training. Clinical practise allows students to apply the theoretical concepts they have learned in school in a hands-on setting. It is a method for students to integrate and participate in knowledge and practise. Clinical practise is critical to gaining a better understanding of the transition to professional nursing. However, many nursing students become nervous during clinical practise because of the unfamiliar hospital environment, the difference between theoretical content learned in school and clinical practise, and an immature role performance and lack of confidence due to insufficient knowledge. In the same way that new nurses experience transition shock, nursing students' clinical practise must be understood as a transition process [4].

When moving to a new environment, transition shock refers to feelings of anxiety, instability, and inadequacy in roles, responsibilities, relationships, knowledge, and expectations. Nursing students place a high value on clinical experience. For effective practical education, it is necessary to confirm nursing experiences when transitioning from a familiar environment to a new clinical practise environment. Furthermore, it is critical to find a way to alleviate and prevent transition shock in the clinical practise setting by confirming the shock's characteristics [5].

Conclusion

There are, however, significant differences in the roles and responsibilities of nursing students and professional nurses. Existing tools do not take into account the characteristics of nursing students because their questions assume that nurses, as members of the workplace, are licenced to perform medical practises. Nursing students, on the other hand, typically practise observation, and existing tools measure excessive work. As a result, it is questionable whether previous quantitative studies accurately measured nursing students' transition shock. As a result, it is critical to concentrate on the unique experiences of nursing students experiencing transition shock through clinical practise. Furthermore, when transitioning from a familiar to a new clinical practise environment, it is necessary to understand how to deal with transition shock. The goal of this study is to better understand the nature and meaning of transition shock experienced by nursing students in clinical practise, as well as to collect data for the development of clinical practise conversion shock tools for nursing students.

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