

Satisfaction of clinical nurses with the formation of a university tutorial program

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Abstract

Degree in nursing from the Universitat Jaume I (UJI) maintains the continuity of learning with an integrated learning methodology (theory, simulated practice and clinical practice). The objective of this methodology is to achieve consistency between the knowledge, abilities and skills acquired in the classroom, laboratory and clinic to ensure skills related. Reference Nurse is a key figure in this process, you receive accredited training on Educational Methods, assessment of competence, and Evidence-Based Practice that plays the role of evaluating in conjunction with the subjects. It does not perceive economic remuneration. The main objective of this study is to determine the level of satisfaction of clinical nurses on the Nurses Training Program Reference in UJI (Castellon- Spain). A cross sectional study was performed and conducted on 150 nurses. 112 questionnaires were completed, collected and analysed at the end of training. The survey consists of 12 items measured with the Likert scale with 5 levels of response and two open questions regarding the positive and negative aspects of the course and to add in this formation. The training is always performed by the same faculty and it's used four sessions of 2012. We perform a quantitative analysis of the variables under study using measures of central tendency. The completion rate of the survey is 95.53% (n=107). Anonymity rate of 54,14% The overall satisfaction level of training was 3.65 (SD = 0.89) on 5 points. 54.2% (n = 58) of the reference nurses made a contribution in the open questions described in the overall results. The overall satisfaction level can be considered acceptable. It is considered necessary to elaborate a specific survey to detect areas of improvement of nurse training program reference and future recruitment strategies. The main objective of the present work is the selection and integration of different methodologies among those applicable within the framework of the European Higher Education Area to combine teaching methods with high implication from both lecturers and students.

Keywords: Active learning methods; teaching methodologies; European higher education area



1. Introduction

The creation of the European Higher Education Area (EHEA) by 2010 a new educational paradigm promotes student centered skills development and that enables the development of new educational models. (EHEA, 2010).

Following the recommendations of the Community Directive 2005/36/EC (European Union 2005) and the Order CIN/2134/2008, (Ministry of Science and Innovation, 2005) during the academic year 2011/2012, are implanted in the Universitat Jaume I (UJI), Castellón, Graduate Studies in Nursing, with an integrated methodology to ensure skills development from the continuity of learning.

This methodology promotes an integration of theory, practice simulated (simulation laboratory) and clinical practice (conducted in public and private hospitals in the province of Castellón and Primary Health Care Centres). This training sequence allows for the acquisition of knowledge from the classes of theoretical content exhibition, which are linked to the acquisition of skills in simulation rooms and finally the practical demonstration of learning to be evaluated in clinical spaces. (Macia Soler, Orts Cortes, Galiana Sanchez, Montenegro & Ors, 2013)

In the environment of the European Union, Nursing learning in the clinical area is 50% of the educational program, still be necessary clinical nurses mentoring students at clinic practice. Such authors as Jokelainen (Jokelainen, Jamookeeah, Tossavainen, & Turunen, 2013; Jokelainen, Turunen, Tossavainen, Jamookeeah, & Coco, 2011) and Ownby (Ownby, Schumann, Dune, & Kohne, 2012) emphasize the importance of the formation of clinical nurses that protect students during clinical practice and the need to participate in the assessment of competence with objective criteria. (Lain Entralgo Agency, 2009).



In the degree of nursing of the Universitat Jaume I (UJI) evaluation of competence in clinical practice, held jointly between the qualification faculty and clinical nurses who safeguard students using a guide to learning (Orts, Macia, 2012) and evaluation by objectives adjusted to learning outcomes and competencies of each subject.

To get an objective assessment of clinical learning, clinical nurses perform a training program called Reference nurses. This program is voluntary and free. This program consists of accredited training on Educational Methods, assessment of competence and evidence-based practice, taught by expert teachers on. In addition, maintain continuous contact with university faculty to evaluate the materials.

Reference nurses are fundamental elements in the curriculum to keep continuity between theory, simulated practice and clinical practice, being necessary to the training they receive meets their needs.

The main objective of our study is to determine the level of satisfaction of clinical nurses who have completed the training program for Nurses Reference UJI.

2. Methodology

An observational, cross-sectional descriptive of a population of 150 clinical nurses from the three health departments in the province of Castellon (Vinaros, Castellon and La Plana) on a voluntary participating in the Nurses Training Program Reference is made based on the satisfaction survey performed by nurses at the end of training.

The survey is homemade from the related literatura. It's a questionnaire with 12 Likert type items with 5 levels of response (1 = very low, 2 = very low, 3 = Average, 4 = high, 5



= very high) and two open questions related to the positive and negative aspects of the course and to add in this training aspects.

2.1: Inclusion and exclusion criteria:

All nurses attending the training program and completed are included in the study.

Nurses who do not complete the training are excluded.

Regarding records, all surveys collected at the end of training are included.

The records that are missing any item for completing are excluded.

2.2. Variables studied:

GLOBAL OUTCOMES:

- Sex of the participants.
- Department of health of origin of participants. (Vinaros, Castellon, La Plana).
- Rate of filling in surveys: surveys filled out to 100.
- Rate of anonymity of surveys: surveys that do not have any signs of identification except work center.

QUESTIONS WITH LIKERT STUDIED:

- Relevance of the course.
- Quality of the course content.
- Organization and structure of the content.
- Teacher expository clarity. Motivational skills showing teachers.
- Proficiency content having the teacher.
- Appropriateness of the materials used.



- Encouragement of participation and motivation.
- Relationship of the monitor with attendees.
- Acquisition of new skills.
- Possibility of practical application.
- Adequacy to the program objectives.
- Level of overall satisfaction with the course.

OPEN QUESTIONS:

- The number of surveys is studied with contributions in the comments section.

2.3: Data collection:

Data collection is performed in the first course of nurses available for reference, was conducted between March and October 2012, with 4 editions. The training consisted of 3 training sessions of 4 hours each. The sessions consisted of Educational Methods accredited training, competency assessment, and evidence-based practice.

2.4: Data analysis:

A descriptive analysis of quantitative variables with measures of central tendency, variation coefficient, maximum and minimum and 95% for the average of each variable is performed. To perform the analysis SPSS v21 used for iMac.

3. Results

SEX OF PARTICIPANTS: We conducted an analysis of the sex of the participants of the 4 sessions nurses reference, where 82.93% (N = 124) were female and 17.07% (N = 26) were men.



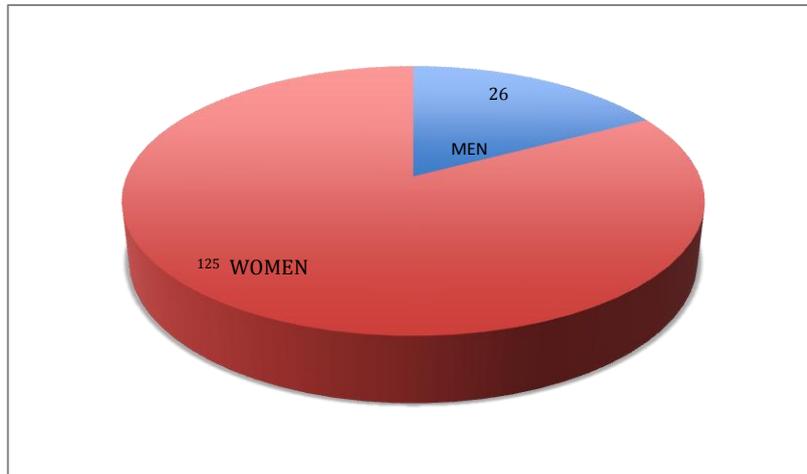


Figure 1: sex of participants.

DEPARTMENT OF ORIGIN OF THE PARTICIPANTS:

On the origin of the department get involved:

- 31.33% (N = 47) of participants come from the “Departamento de Vinaros”
- 32% (N = 48) of participants come from the “Departamento de Castellón”
- 36.66% (N = 55) of participants come from the “Departamento de La Plana”

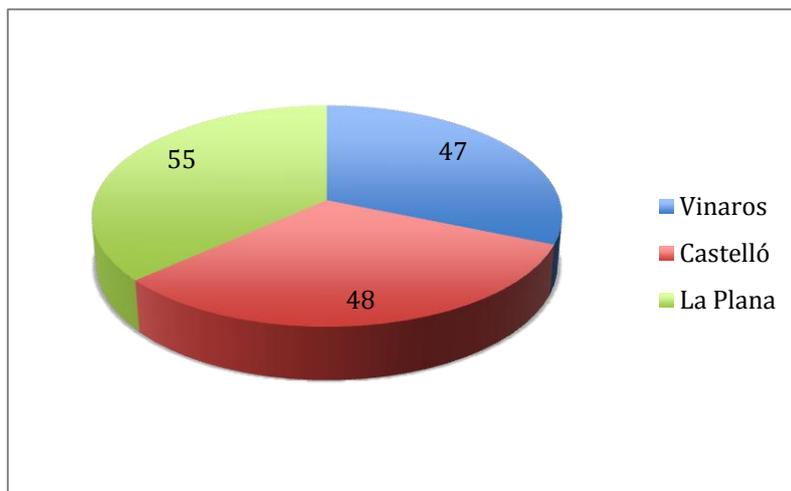


Figure 2 : Department of origin of the participants

COMPLETION RATE:

A total of 112 surveys were collected, representing a completion rate of 74.6% of the total population. Of the 112 questionnaires, we discard five which are not completed the total questionnaire items, so we analyze 107

RATE OF ANONYMITY:

Rate the anonymity of the survey is 55.14%. (N = 107).

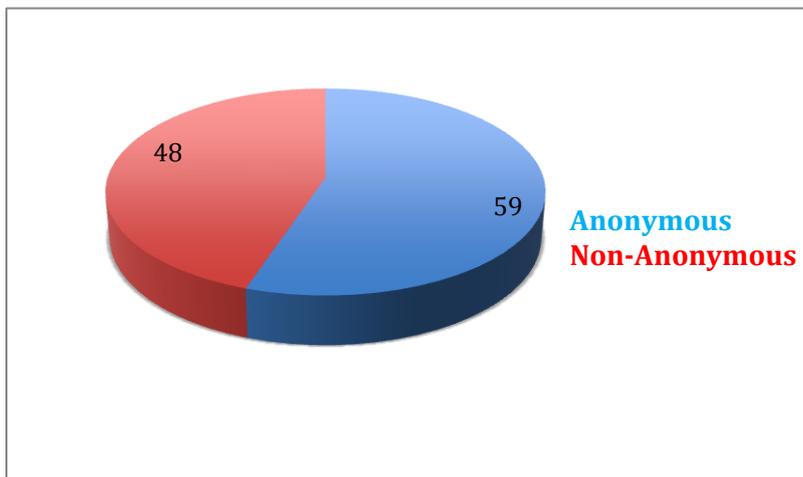


Figure 3 : Rate of anonymity.

LIKERT QUESTIONS:

In the analysis of quantitative variables of the questionnaire it is observed that the best average score obtained the domain of content by the rapporteur 4.48 (SD + / -0.649) and motivational skills by the rapporteur 4.21 (SD + / - 0.749)

It is also observed that the lowest average score obtained rests on the possibility of practical application 3.65 (SD + / - 0.848)

The average score of the overall course is 3.65 (SD 0.891)



MEASURES OF CENTRAL TENDENCY.
Table 1. Measures of central tendency.

	Mean	Median	Moda	Standard deviation
Relevance of the course to work.	3,65	4,00	4	,802
Quality of course content.	3,72	4,00	4	,724
Organization and structure of content.	3,54	4,00	4	,780
Clear exposition of the speaker.	4,07	4,00	4	,743
Capacity motivational speaker.	4,21	4,00	4	,749
Rapporteur content mastery.	4,48	5,00	5	,649
Appropriateness of the materials used.	3,98	4,00	4	,789
Stimulating participation / reflection.	3,90	4,00	4	,776
Relationship speaker attendees.	4,17	4,00	4	,693
Acquisition of new skills and knowledge.	3,65	4,00	4	,848
Possibility of practical application.	3,47	3,00	3	,914
Relevance to the objectives of the program.	3,53	4,00	4	,974

GLOBAL	3,65	4,00	4	,891
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Completion of the open questions:

Of all the surveys analyzed, it is observed that 54.2% (n = 58) made a contribution in terms of the open questions related to positive and negative aspects and improve the course.

4. Discussion

Particularly striking is the high share of clinical nurses in a program that reported to them and prestigious work without any financial incentive. The attendance rate of participants in the three health departments in the province of Castellón indicates the interest shown by these nurse professionals, for tutoring and assessing students.

It could argue that, at clinical nurses are concerned about the training of their future work colleagues and they do not move their money to professional advancement.

The prestige factor is described in the quality programs in business services, as a clear incentive against an economic incentive promulgated by other currents. However not used in public health facilities.

In the environment of Castellón and the rest of Spanish universities, there is the figure of the nurse / tutor, responsible, or supervisor .. But what distinguishes this figure of reference nurse is participation in student assessment.

As Gray asserts & Donalson (2009), the successful practice of classification depends on the preparation of mentors nurses to properly use the evaluation tool, which means having to educate nurses on how tutors use that tool.

In other studies in UK, Heaslip & Scammell (2012) has been observed that the not correctly perform the evaluation of students, can get to the point that a student can get



incompetent to serve as a nurse, I that would cause a deterioration in the quality of care by what appears essential to conduct training for clinical care nurses who are going to mentoring students, and are able to identify underperforming students in order to to take corrective measures for the acquisition of the competition.

The importance involves the assessment of the nurses on the total of the course involves the development of theory-practice integration, trust between different profiles of the profession and finding the reality of EU directives.

In a study by Staykova & Huson (2013) observed that during the period of the internship, students have the opportunity to learn about the dynamics of the unit in which they are immersed, while under the supervision of an experienced nurse . This allows for an integrity of the theory and practice.

We must bear in mind that as described in other studies by Marja Kaihlanen & Lakanmaa (2013), the role of the tutor in clinical practice is a key figure, and guiding the process of clinical learning and professional growth, so it is essential to understand its importance in student learning.

The training provided by the department of nursing at the University Jaume I of course "Nurse Reference" may observe the high rate of assistance from nurses from the health departments of the province. Particularly striking is the high female participation in completing this course.

In relation to the rate of completion of questionnaires administered after completion of the course , we can see that there have been some loss of data, only 74.6 % of the participants responded to the questionnaire , this suggests we change the strategy the time of the survey.



In the analysis of the variables we can see that the most valued part by assistants, are items related to faculty responsible for training .

Particularly striking is the review of clinical nurses on the item " Possibility of practical application " because it is the one that gets the lowest score of the questionnaire. In this regard it is to reinforce the concept of clinical nurses new educational paradigm centered learning and skills acquisition after the creation of the European Higher Education Area (EHEA) which is developing a new educational model.

In overall satisfaction level of the course can be considered acceptable , so the results obtained from this survey encourage us to keep working on this project .

5. Conclusions

- It would be advisable establishing clear criteria and a selection process for tutors nurses.
- The skills of reference nurses in the management guides competency assessment should be reinforced in classrooms and require a joint review by faculty and clinical nurses during supervised clinical practice.
- Preparation of clinical nurses who will act as mentors nurses needed.
- No losing continuity between theory and practice may provide benefits in terms of the training of nursing students to be future professionals, obtaining with it a high quality nursing care.
- It is considered necessary to develop and validate a specific questionnaire to detect areas for improvement of nurse training program reference and future recruitment strategies.

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