

8th INTERNATIONAL CONFERENCE ON
GLOBAL HEALTHCARE

May 10, 2022 | Webinar

Received Date: 06-04-2022 | Accepted Date: 08-04-2022 | Published Date: 18-05-2022

Perceived Constraints to Effective Clinical Assessment of Nursing Students Competencies among Nursing Students and Educators in Southwest Nigeria

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Background: The study explored the perception of nursing students and nurse educators on the constraints to effective clinical assessment of nursing students' competencies as well as to ascertain possible solutions to the identified constraints in Lagos, southwest Nigeria.

Methods: In this descriptive cross sectional study, purposeful sampling technique was used to recruit 209 participants from five randomly selected nursing schools, a triangulation approach of qualitative and quantitative methods were employed for data collection and analysis. A self-administered Questionnaire was utilized to collect quantitative data from 173 nursing students and 49 nurse educators with a response return rate of 93% and 94% respectively. Focus Group Discussion (FGD) was employed for qualitative data among 12 nursing students and 11 nurse educators in two nursing schools. Relative importance index (RII) and its ranking (R) was utilized to establish the relative importance of the various constraints identified as responsible for effective clinical assessment of competencies.

Result: The result revealed as rated by the nursing students the two most profound constraints to effective clinical assessment of nursing student's competences as; lack of confidence of the students in carrying out procedures in clinical setting and lack of materials and instruments for clinical practice with equal ranking (RII=0.78; R=1.5), while the educators rated; Lack of confidence by the students in carrying out procedures in clinical setting (RII=0.74; R=1.0) as a key constraint. The Mann Whitney U test showed no statistical significant differences in the perception of the two groups both on the constraints and probable solutions to the identified constraints ($p>.05$) respectively. FGD revealed: lack of clear objectives for each clinical posting as a major constraint as both students and clinical assessors do not have clear idea of what competence they are to acquire and assess.

Conclusion: The researchers recommend that clinical placement objectives should be set and communicated to the students, educators and assessors to direct nursing students' clinical practice and school administrators to provide clear assessment formats for evaluating clinical skill acquisition.

Recent Publications

1. Ike et al (2020) Perceived Constraints to Effective Clinical Assessment of Nursing Students Competencies among Nursing Students and Educators in Southwest Nigeria
2. Oseni O.M, Ike, E.C, Onwochei, D, A, Esievo N. J. (2020) Constraints to Effective Clinical Teaching and assessment of Nursing Students' Competences in Nigeria: A Qualitative Approach
3. Ike et al (2018). Work related musculoskeletal disorders among health workers: A cross sectional survey of National Orthopaedic Hospital Enugu

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Biography

Edith Chinonyelum Ike is a self-motivated and committed registered nurse with strong passion for knowledge acquisition, evidence-based practices, care of patient, teaching and clinical researching. She seeks to contribute to the growth of the profession by leveraging on her experiences and knowledge that satisfies the patients and societal needs as well as that of nursing practice. To ensure growth, she is a fellow and clinical Preceptor with the West African College of Post graduate Nursing and Midwifery and an examiner with the Nursing and Midwifery Council of Nigeria. She is friendly, and keen to learning new skills, meeting people and striving to go the line in order to overcome new challenges and achieve set goals. PhD Nursing in view, MSc. Nursing, BSc. Nursing, RON, RNE, RM, and RN with over twenty years' experience in teaching, researching and providing care to patients.

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