The Factors and Countermeasures of Affecting the Clinical Practice of Nursing Undergraduates

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Abstract. This paper analyzes the factors that affect the clinical practice of nursing undergraduates from three aspects: nursing students themselves, clinical teachers and school education. The author points out that there are some problems such as lack of enthusiasm for learning, the contradiction of role conversion and the handling of internship and employment relationship; There are some problems, such as the existence of teaching methods, the lack of care for nursing students and the lack of training of students' humanistic quality; Pre-training and practical clinical nursing work is not high degree of fit. For these reasons, the author put forward the corresponding recommendations and measures aimed at improving the nursing students undergraduate clinical practice effect.

Keywords: nursing; clinical practice; effect; countermeasures

With the development of society and the improvement of economic level, health is an important indicator of people's quality of life, the American Nurses Institute (ANA) in 1980 defined care as: care is to diagnose and deal with human beings on existing and potential health problems The science of care, the purpose of nursing is to promote health, prevent disease, restore health, reduce pain, thus indicating that care in the maintenance of human health plays an irreplaceable role. So how to cultivate the high quality nursing talents needed by the society is an important subject facing the nursing educators. Nursing students' clinical practice is one of the important links of nursing higher education, which is the bridge of the nursing students from the school to working[1]. The clinical practice can combine nursing students' theoretical knowledge with nursing practice skills to cultivate the clinical adaptability of nursing students and play a key role in nursing students' career. Analyzed and put forward the corresponding solution strategy.
1 Factors influencing the internship effect of nursing undergraduates

1.1 Students themselves

1.1.1 Lack of enthusiasm for learning

One of the motivations of nursing students to choose nursing specialty is that the specialty is higher than that of other comprehensive university graduates [2], taking into account factors such as family and social competition, and so on. However, Do not love, lack of professional essential enthusiasm [3]; at the same time as most of the current nursing students from the impact of living environment, parents too much love or even spoiled way of raising, leading to nursing students for other people's sense of service is not strong, lack of dedication [4]; plus the undergraduate nursing students on the future career development expectations higher, outstanding performance is not going to engage in nursing after graduation or do not want to engage in certain departments of the work, so in the internship process, the enthusiasm of active learning is not high.

1.1.2 Role conversion conflict

Everyone has multiple roles in life, and different roles have different rights and obligations. These different powers and obligations tend to have different requirements for people's physical, psychological and social behavior [5]. When the individual assumes and develops a different new role, it will experience the process of role change. Nursing students have just left school to participate in clinical practice, to continue in the students, nurses and other roles in the conversion, in operation, due to their lack of experience, the face of their own lack of confidence, resulting in fear of fear of psychology, not very good Adapt to the clinical role, to a certain extent, affected the internship effect, thus affecting the professional confidence, resulting in professional tired of the psychological.

1.1.3 There is a contradiction between internship and employment

Nursing students graduation practice and career development at the same time, nursing students in the course of practice to always pay attention to employment information, scattered nursing students time and energy, and sometimes because of internships and employment units there are geographical differences, to participate in job fairs and Employment interview need to leave and make the appropriate preparation, thus affecting the internship hospital and teaching teachers on the overall impression of nursing students, and then nursing students have anxious mood, to take a deal with the attitude of the practice, affecting the quality of clinical practice; but if Putting the golden time on the internship will also affect the acquisition of employment information, resulting in the loss of employment opportunities.
1.2 To teach teachers
1.2.1 Teaching methods are more single behind
Teachers who spend their busy work and spend their time teaching work, in most cases to teach teachers will take the traditional operation of students to observe the teaching methods, this single teaching method is not conducive to cultivating practice nursing students’ autonomy Learning ability and hands-on ability, to a certain extent, affected the enthusiasm of nursing students.

1.2.2 With teachers to care for nursing students lack of care
Teachers can only focus on teaching students to teach the operation process and methods, few teachers can do at the same time pay attention to the personality characteristics of interns, observe the psychological changes in the practice of nursing students. As the teacher and nursing students to contact the time about three weeks or so, each other cannot produce the soul of communication, so that interns have questions cannot put forward, in the completion of teaching arrangements for teachers, the spirit of high tension, thus affecting the internship effect.

1.3 Nursing students in school education
1.3.1 Nursing students’ humane quality training is not ground gas
During the school period, the students’ humanistic quality training cannot be well matched with the professional course study, lack of coping situation and emergency coping ability. Some students cannot effectively deal with general care errors when they face the psychology of tension, fear and even escape from special patients, such as: how to communicate with patients after vein puncture failure. The face of the patient asked questions do not understand when they cannot grasp the effective communication skills, lack of confidence in dealing with nurse-patient relationship.

1.3.2 Pre-job training and the actual clinical nursing work fit is not high
Pre-job training projects to take the focus of the school during the assessment of the operation of the assessment, to review and explain it, but the training project and the actual clinical care operation fit is not high, by explaining the students after the practice of self-operation project teacher guidance and examination, The prevalence of nursing students is the problem in the teaching of people who handy, into the clinical practice of patients with changes in the situation, the service object changes, showing panic, cannot complete the care operation independently, so as to reduce the teacher to the nursing students The degree of trust, internships during the hands-on operation is relatively reduced

2 Countermeasure
2.1 Cultivate nursing students’ active participation awareness and professional identity
With the deepening of the internship process, the interns have a better understanding of the clinical working environment, staff and work content, their psychological needs and knowledge desire to enhance the enthusiasm of learning generally increased, the clinical work is full of interest \[6\]. The At this time to teach teachers should give nurses hands-on operation opportunities, and give positive encouragement, and in their own work with patience, confidence, sense of responsibility to win every patient's praise, so as to develop nursing students occupational identity\[7\], at the same time should tell the importance of active growth of nursing students, so that the independent discovery of problems and solve the problem, in the appropriate time to encourage, so as to cultivate the active participation of nursing students consciousness.

2.2 To guide nursing students to deal with the relationship between clinical practice and employment

First of all, clinical practice should be parents or forums before the way, so that parents and nursing students for internships and previous graduates to do a good job in the direction of employment, and the employment of nursing students will be based on unit needs, geographical integration Analysis, the school provides more conducive to student employment practice units, do the practice of hospital allocation. Second, during the internship during the nursing students, should be on the phone or micro-credit group actively concerned about the dynamic changes in nursing students, try to meet the reasonable requirements of nursing students, while schools should strive for nurses to provide employment information channel, Build a job platform to reduce the nursing students need to find employment information in a waste of time and effort, so as to reduce the anxiety during nursing internship practice, improve the internship effect.

2.3 To establish a sound and reasonable system of education

2.3.1 To teach teachers to choose

The choice of teachers should be selected by the department assessment and reported to the nursing department for approval. Should choose work experience, in charge of the nurse and above titles, serious attitude, strong sense of responsibility, comprehensive knowledge of care, skilled operation, good psychological quality, good communication skills, good language skills for nurses to teach teachers.

2.3.2 According to the specific circumstances of the hospital clearly instructed teachers

The practice of nursing students and the undergraduate training program requirements, make specific arrangements, and often check the completion of the training program; training care To cooperate with other staff to guide the nursing students to use nursing procedures to work; to assist the nurse to
organize new nurses and nursing students to participate in teaching rounds, small lectures, case discussions, etc\(^8\).

2.3.3 To carry out training to enhance the ability to teach

To teach teachers to carry out teaching methods training, such as problem-based teaching method, discussion teaching method, so that students develop the habit of independent thinking, able to have the ability to find problems and solve problems, and can improve the enthusiasm of students\(^9\). The Teach teachers often talk about the clinical case of nursing students, exercise students will learn the theoretical knowledge and practice combined.

2.4 To strengthen the management of nursing students, strict clinical practice examination

During the internship, the hospital should keep in close contact with the parents of the school and practice nursing students. The strict attendance management, sick leave and leave should be communicated with the school and the parents to ensure the safety of the students as part of the examination.

Nursing students in the various departments after the end of the internship should be out of the examination, including skills assessment and theoretical assessment of the two parts, and the examination results will be handed over to the nursing department backup, and can stay in hospital after work internship, according to Comprehensive performance of nursing students regularly selected excellent interns and give appropriate incentives to improve the enthusiasm of internship students to learn.

2.5 To improve the pre-job training and practical clinical care fit

First, pre-job training should be based on the internship hospital with different focus on the group of training; secondly, should strengthen the nursing students in the course of basic nursing skills training, such as nursing paper writing, including self-care ability assessment form\(^{10}\). The basic physical operation can quickly win the trust of teachers, so as to win more hands-on exercise opportunities; at the same time, in pre-job training, should use a variety of Teaching methods, such as the use of situational simulation teaching methods, the introduction of standard patients, shooting scenes, etc., the design of comprehensive nursing skills training path\(^{11}\), so that our pre-job training closer to the clinical practice of fitness.

3 Summary

With the development of nursing career and progress, people's thinking has also undergone tremendous changes, the quality of nurses in all aspects of the requirements have also been improved to some extent, the most in clinical practice nurses and nurses role of convergence, but also nursing students The first lesson of leaving the campus in contact with social work plays a key role in every caregiver's career. In the process of solving the problem, the nursing students themselves, teachers and undergraduate nursing educators should look for Their own problems, nursing students should be full of enthusiasm
into the clinical practice, take the initiative to the book to learn the theoretical knowledge and clinical nursing practice, and more communication with the teachers and their predecessors, so that all aspects of their ability to adapt to social Nurses demand; as a clinical teacher, should be more energy into their own clinical teaching work, so that nursing students can become passive to take the initiative to learn; as undergraduate nursing educators, nursing students should be more during the internship students and teaching hospital has made communication, try to meet the reasonable demands of nursing students, providing employment information, employment platform to build, do a solid student nurses Backing.

References