

THROUGH THE EYES OF THE STUDENT: BEST PRACTICES IN CLINICAL FACILITATION

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BACKGROUND

- Global Context
 - ✓ The 2016 Global strategy on HRH: workforce 2030
 - ✓ Underscored quality training of health professionals including nurses
 - ✓ To contribute to quality UHC
- South African Context
 - ✓ The 2020 HRH ,Goal 3: aim to produce competent and caring health care professionals
- In Nursing it is best practices in clinical facilitation that is key in producing competent and caring professionals
- Clinical facilitation is defined as the process of guiding students individually or in groups to work effectively to achieve their learning outcomes in the clinical clinical skills laboratory (***simulation***) and learning environment (***hospitals***)

WHO,2016 ; NDoH,2020; Bruce et al, 2011 ; SANC, 2014

WHAT IS KNOWN?

▪ Globally

- ✓ Clinical facilitation studies have focused on :
 - ✓ Qualities of good clinical facilitators
 - ✓ Clinical facilitators views on best practices
 - ✓ Bridging the theory practice gaps
- ✓ Consensus on the importance of consideration of learning styles in clinical teaching
- ✓ A student-centered teaching approach, with emphasis on inclusion of students in shaping their own learning

▪ In SA

- ✓ Clinical training takes place in clinical training laboratory (simulation lab & in hospital setting)
- ✓ Clinical training models and training standards are in place
- ✓ However, negative experiences of clinical facilitation continue to be reported
- ✓ Students continue to struggle with theory - practice integration

Kharb, 2013; Khallin ,2014; Rikhotso, 2014

Insufficient scholarly focus on:

Best practices clinical facilitation , as viewed by the students

RESEARCH QUESTION

What do undergraduate nurses believe is best practice with regard to their clinical facilitation?

AIM & OBJECTIVE

AIM: To explore the best practice clinical facilitation as viewed by the students, in order to contribute in shaping their learning

Objective: To determine what type of clinical facilitation undergraduate students believe should be offered by clinical facilitators in the clinical area in order to best facilitate their learning.

ETHICAL CONSIDERATION

- Researcher adhered to all required code of ethics in research
- Research ethics clearance was obtained at the University of the Witwatersrand
- Permission to conduct the study was obtained from the institution where the study was conducted
- Participants signed informed consent

METHODOLOGY

Study design
✓ QUALITATIVE
✓ EXPLORATORY

STUDY SETTING

A SELECTED
NEI



POPULATION & SAMPLING

N = 108 REGISTERED
NURSING STUDENTS

PURPOSIVE SAMPLING OF:
2ND, 3RD AND 4TH YEAR
UNDERGRADUATE NURSING
STUDENTS (N=24)

DATA COLLECTION METHOD



FOCUS GROUPS

- ✓ 3 Focus group interviews were conducted, one for each year of study.
- ✓ 8-10 participants per focus group

OPENING QUESTION

As student nurses what do you think constitutes best practices in your clinical practicum experiences regarding clinical facilitation?

Data
management

- Audio-recorded
- Transcribed
- Content analysis

TRUSTWORTHINESS

Lincoln & Guba's
criteria of
trustworthiness were
applied



FINDINGS

Themes	Subthemes
Facilitation of clinical learning in the simulation area	<ul style="list-style-type: none">• Pre-contact preparation• Optimizing group learning
Facilitation of clinical learning in the clinical learning environment	<ul style="list-style-type: none">• Standardisation of procedures• Support for students

VOICE OF THE PARTICIPANTS

- **Pre-contact preparation**

- “Ok, before you get to the Dem room (Clinical Skills Laboratory), its good that we have a guide telling you which skills that you going to do before we get to the class, that’s good.” (Participant 1, 2nd year)
- “with the skills for the Dem room (Clinical Skills Laboratory), if we may be given notes first, show the demonstration later, like what (name of the lecture) did when she taught us on suturing, like give lecture first” (Participant 2, 2nd year)

VOICE OF THE PARTICIPANTS

Optimizing small groups learning

“To have the facilitators either split us into smaller groups, or they come on, one-on-one with the students, this is how we will get to learn more in practical, because when we have twenty people all watching, some people can't see, some people get distracted so its smaller groups or one on one that helps because we are learning.” (Participant 2, 2nd year)

VOICE OF THE PARTICIPANTS

Standardization of procedures

“Best practice facilitation will be, whatever skill we learn in the department we actually do the very same process in the wards, because sometimes there is a big discrepancy, we learn it this way in the skills lab, and when we get into the ward the sister’s do it differently.” (Participant1, 3rd year)

VOICE OF THE PARTICIPANTS

Support for students

- “For the facilitator to teach the skill in the ward on an alive human being.” (Participant 7, 2nd year)
- “If you have a clinical facilitator that taught you theoretically and in the Sim Lab (Nursing skills Laboratory) and go with you in the hospital, You enforce principles there once you’ve worked with her in the Hospital then should someone else comes and work with you, you know you can show them the right way.” (Participant 1, 3rd year)

Discussion

- Although this was a small study, in a selected NEI
- It provided insights on best practices as viewed by the students
- The study was conducted before COVID-19
- The findings on pre-contact preparation, contributes to the students' role in shaping their own learning, as it requires them to prepare for the clinical lessons, based on the given programme, yet there is no guarantee that when its implemented students would prepare for these lessons, perhaps with some incentives attached.
- Small group learning could be implemented when there is sufficient human resources for facilitation, however COVID-19 has forced the small group learning
- Overcoming discrepancy between what is taught in a NEI and in hospital has been underscored as best practice, and requires urgent attention
- This can be done by focusing on Principle based teaching, and revising of clinical training standards in hospitals, and use of workshops to discuss clinical skills amongst NEI and registered nurses

CONCLUSIONS

- Lessons from the views of nursing students on what constitute best practice in clinical facilitation of their learning is a contribution by students on shaping their success in clinical learning
- Clinical training coordinators and NEI managers should take lessons, on shaping their policies, from these lessons.

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