



## Lack of Role Description during Clinical Rotation and Stress among Nursing Students

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### ABSTRACT

Nursing is one of the principal disciplines of the healthcare profession and is accountable for providing the most part of uninterrupted care to patients in healthcare settings. Transitioning from academics to clinical practice can be very challenging for nursing students and novice nurses. Therefore, this study aimed to determine that lack of role description can lead to stress among nursing students during clinical rotations. A descriptive cross-sectional design was used to conduct the study and a self-administered questionnaire was utilized to explore the level of stress related to lack of role description 3rd year and 4th year students of BSc Nursing. A non-probability sampling method was used to select the 95 students who were studying in the 3rd and 4th year of BSN. After taking the informed consent, a self-administered questionnaire was distributed to the participants and they were requested to answer all the questions in the form and return it back upon completion. The recorded answers were added in the SPSS version 22 and descriptive statistics were calculated to interpret the association of lack of role description during clinical rotation with stress among nursing students. The majority of students (85%) agreed that they feel stress during clinical rotations and 88% agreed that they enjoy and learn more in theoretical classes which lays out a strong foundation for the hypothesis that lack of role description triggers stress among nursing students at clinical rotations. A coordinated effort is to stand in the need of the educators to change the nursing curriculum about clinical rotation, develop an association with the management and nursing staff of the hospital, and lessen the shortfall of clinical endowment in the nursing institutions.

**Keywords:** uninterrupted care, clinical practice, role description, self-administered, novice.

### Introduction

Nursing is one of the principal disciplines of the healthcare profession and is accountable for providing the most part of uninterrupted care to patients in acute, ambulatory, and long-term healthcare settings (Diaz, Staffileno & Hamilton, 2021). The continually varying and progressively dedicated healthcare system, more conversant patients as well as the strain between difficulties and resources mean that both nurses and nursing students brawl to uphold a professional benchmark (Amsrud, Lyberg & Severinsson, 2019). The shift from formal education to nursing practice is demanding for beginner nurses and those advancing into new specialized practice roles (Lin et al., 2020). Stress related to transition can result in the exhaustion of nurses eventually leading to more turnover for [registered nurses](#) (RN) and [advanced practice registered nurses](#) (APRN) (Crismon et al., 2021). The readiness of fresh graduate registered nurses for a challenging work surroundings and care practices usually begin to shape during nursing education which forced Norwegian nursing education to implement a set of basic physical assessment skills (B-PAS) in the nursing program in order to prepare nursing students for a challenging work atmosphere (Egilsdottir, Byermoen, Moen & Eide, 2019). Different approaches to contract with the unwanted results of stress at work are well-known, comprising of qualified trainers for fresh and beginner nursing academics; training in flexibility building for young instructors; supportive collegiate relations and plummeting intimidation; support for professional growth and research; (e) improved maintenance and resources to deal with cumulative demands at work; and more empowerment at work to increase job fulfillment (Singh, Cross & Jackson, 2019). Numerous interventions led by both faculty and students can help reducing student's stress during the clinical rotations (Cornine, 2020).

The study was aimed to determine that lack of role description can lead to stress among nursing students during clinical rotations.

### Methodology

**Research design:** A descriptive cross-sectional design was used to conduct the study and a self-administered questionnaire was utilized to explore the level of stress related to lack of role description among nursing students. This study was conducted among the 3rd year and 4<sup>th</sup> year students of BScN

**Research Setting:** This study was conducted at a private nursing institution in Lahore.

**Target Population and sample:** Students studying in 3<sup>rd</sup> and 4<sup>th</sup> year of Bachelor of Science in Nursing for girls, who were aged between 20 to 25 years were included as these students are exposed more to clinical areas to learn clinical skills.

**Sampling method:** A non-probability sampling method was used to select the sampling units.

**Sample size:** A total of 95 students were studying in the 3<sup>rd</sup> and 4<sup>th</sup> year of BSN and all of them were selected as sampling elements.

**Research Tool:** A close ended structured questionnaire was designed with the help of faculty in the institution and after checking its cumulative validity index, it was used as research tool/instrument. The research instrument was comprised of the three parts; part A was asked regarding demographic variables, part B had questions related to factors determining the role description at the clinicals and part C how anxious they feel at the clinicals.

**Data Collection:** After taking the informed consent, a self-administered questionnaire was distributed to the participants and they were requested to answer all the questions in the form and return it back upon completion. To maintain anonymity each questionnaire was assigned a number and participants' names or any identifying information was not asked.

**Data Analysis:** The recorded answers were added in the SPSS version 22 and descriptive statistics was calculated to interpret the association of lack of role description during clinical rotation with stress among nursing students.

## Results

A total population of 95 students of 3<sup>rd</sup> year and 4<sup>th</sup> year were approached to participate in the study. All the participants were female as this study was conducted at a girl's college. The mean age of participants was between 22 to 23 years 72.6 % and 100 % of female no males were added to study. 36.8% of 3<sup>rd</sup> year and 63.2% of 4<sup>th</sup> year students.

Table 1. Demographic characteristics of participants

|       |                      | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| Sex   | Female               | 95        | 100        |
|       |                      |           |            |
| Age   | 20 & 21              | 13        | 13.7       |
|       | 22 & 23              | 69        | 72.6       |
|       | 24 & 25              | 13        | 13.7       |
|       |                      |           |            |
| Class | 3 <sup>rd</sup> year | 35        | 36.8       |
|       | 4 <sup>th</sup> year | 60        | 63.2       |

Participants' responses were mixed when enquired about preparation for their clinical rotation as only 55% of students agreed that their theoretical syllabus was completed before exposing them to clinical rotations but 87% and 88% agreed that their clinical objectives were defined and clinical placement rosters were well explained respectively. When asked about the provision of necessary equipment in the clinicals 34% remained neutral and 16% disagreed discretely. While answering a question related to learning opportunities in the clinical, 42% agreed and 41% agreed that the number of clinical instructors available to supervise the students is as per standard. Other issues on which students expressed relaxation concerned effective levels of mentor expertise and guidance, continuous feedback on their professional performance, frequent clinical conferences with their mentor, and the concurrence of clinical practice with theory. However, the degree of relaxation appeared to be influenced by the unique organizational atmosphere of each nursing ward, the duration of clinical placement, the years of study, and educational supervision. Table 2 below demonstrates the description of students' responses for each statement in the questionnaire. a question related to learning opportunities in the clinical, 42% agreed and 41% agreed that the number of clinical instructors available to supervise the students is

Table 2: Participants' responses for each item in the questionnaire

| Statements  | Strongly Disagree | Disagree | Neutral  | Agree    | Strongly Agree |
|---|-------------------|----------|----------|----------|----------------|
| Theory of the concerned subject is completed before going to the clinical area                      | 2 (2%)            | 24 (25%) | 17 (18%) | 37 (39%) | 15 (16%)       |
| Clinical objectives are given before starting the clinical rotation                                 | 2 (2%)            | 2 (2%)   | 4 (4%)   | 22 (23%) | 65 (69%)       |
| Clinical rosters are well explained about timings and places of duty                                | 2 (2%)            | 1 (1%)   | 4 (4%)   | 34 (36%) | 54 (57%)       |
| Clinical instructors provide the right amount of guidance and support according to my clinical role | 1 (1%)            | 6 (6%)   | 14 (15%) | 44 (46%) | 30 (32%)       |
| My department provides all equipment necessary to perform my duty                                   | 4 (4%)            | 11 (12%) | 32 (34%) | 39 (41%) | 9 (10%)        |
| I have adequate opportunities to build up my professional standards                                 | 5 (5%)            | 12 (13%) | 29 (31%) | 42 (44%) | 7 (7%)         |
| My theory is all the way integrated my clinical work  | 2 (2%)            | 8 (8%)   | 33 (35%) | 37 (39%) | 15 (16%)       |
| My clinical work hours are sufficient for me to learn my professional skills                        | 5 (5%)            | 17 (18%) | 21 (22%) | 35 (37%) | 17 (18%)       |

|   |           |           |          |             |             |
|---|-----------|-----------|----------|-------------|-------------|
| <b>My clinical environment is comfortable and adequate to fulfil the needs of the program</b>             | 4<br>(4%) | 16 (17%)  | 35 (36%) | 32<br>(34%) | 8<br>(8%)   |
| <b>I have adequate opportunities to build up my professional standards</b>                                | 7<br>(7%) | 21 (22%)  | 27 (28%) | 27<br>(28%) | 13 (14%)    |
| <b>My clinical instructor supervise me during whole time</b>  | 5<br>(5%) | 15 (16%)  | 17 (18%) | 40<br>(42%) | 1<br>(1%)   |
| <b>My work is evaluated by the clinical supervisors during work performance in hospital</b>               | 2<br>(2%) | 14 (15%)  | 14 (15%) | 49<br>(52%) | 16<br>(17%) |
| <b>I feel free to communicate with all members present in management</b>                                  | 3 (3%)    | 19 (20%)  | 37 (39%) | 29<br>(31%) | 7<br>(7%)   |
| <b>Evaluation about clinical performance was constructive and provide better opportunity for learning</b> | 5<br>(5%) | 3<br>(3%) | 23 (24%) | 44<br>(46%) | 20<br>(21%) |
| <b>Number of clinical instructors are sufficient according to the number of students in clinical area</b> | 5<br>(5%) | 25 (26%)  | 24 (25%) | 26<br>(27%) | 15 (16%)    |
| <b>Clinical instructor clear all queries during clinical learning in respectful manners</b>               | 3 (3%)    | 16 (17%)  | 14 (15%) | 51<br>(54%) | 11 (12%)    |
| <b>Evaluation about clinical rotation are given honestly</b>  | 3 (3%)    | 2<br>(2%) | 19 (20%) | 48<br>(50%) | 22 (23%)    |
| <b>Clinical nurse's behaviour is very supportive toward me</b>  | 3 (3%)    | 9 (10%)   | 31 (33%) | 38<br>(40%) | 14 (15%)    |
| <b>Supportive behaviour of ward nurses encourages me to learn accurately and efficiently</b>              | 1<br>(1%) | 5<br>(5%) | 30 (32%) | 44<br>(46%) | 15 (16%)    |
| <b>Instructors made good contributions to enhance knowledge of the students</b>                           | 3 (3%)    | 10 (11%)  | 16 (17%) | 50<br>(53%) | 16 (17%)    |

Responding to the part C if the questionnaire form which comprised of questions to determine the stress level of students, majority 85% of them agreed that they feel stress during clinical rotations and 88% agreed that they enjoy and learn more in theoretical classes which lay out a strong foundation to the hypothesis that lack of role description trigger stress among nursing students at clinical rotations. Table 3. Shows the subjects' response regarding their stress level and preferences.

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| Statements                                     | Strongly Disagree | Disagree | Neutral | Agree    | Strongly Agree |
|--|-------------------|----------|---------|----------|----------------|
| <b>I feel anxious at the clinical settings</b> | 5 (5%)            | 8 (9%)   | 1 (1%)  | 44 (46%) | 37 (39%)       |
| <b>I enjoy more in the theoretical classes</b> | 3 (3%)            | 5 (5%)   | 4 (4%)  | 46 (48%) | 38 (40%)       |
| <b>I learn more in the theoretical classes</b> | 4 (4%)            | 6 (6%)   | 4 (4%)  | 45 (47%) | 37 (39%)       |

## Conclusion

The findings of the present study showed that more than half of the participants were unhappy with clinical learning environment, ineffective communication between staff and less encouragement by the supervisor lead to great amount of stress among nursing students which can affect their confidence and ability to learn the skills required to be registered as nurse.

A coordinated effort is to stand in the need of the educators to change the nursing curriculum about clinical rotation, develop an association with the management and nursing staff of the hospital and lessen the shortfall of clinical endowment in the nursing institutions. Failure to do so can result in plummeting the fortunate of producing highly skilled, knowledgeable, and professional nurses for the future.

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