

# **Clinical practice as a part of nurse education – A European perspective**

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**FINE Workshop 2015 in Turku**

# Content of the presentation comes from

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**My own work in developing the CLES (2002) and CLES+T (2008) scales**

**European wide study** (for validating the CLES+T scale)

Development of a **new sub dimension to Clinical Learning Environment and Supervision research instrument** (2007-09), the sample (N=1903) of the study was collected from 17 nursing schools in 9 old EU countries (Belgium, Cyprus, Finland, the Netherlands, England, Ireland, Italy, Spain and Sweden)

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# The structures of the CLES (2002) and CLES+T (2008) scales

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Background variables

n

+ 34 items using the 5-step continuum scale:

Items describing the **learning environment**

(pedagogical atmosphere, leadership issues on the ward, quality aspects of care)

17  
items

Item describing the **occurrence of supervision**

Items describing the **content of supervisory relationship**

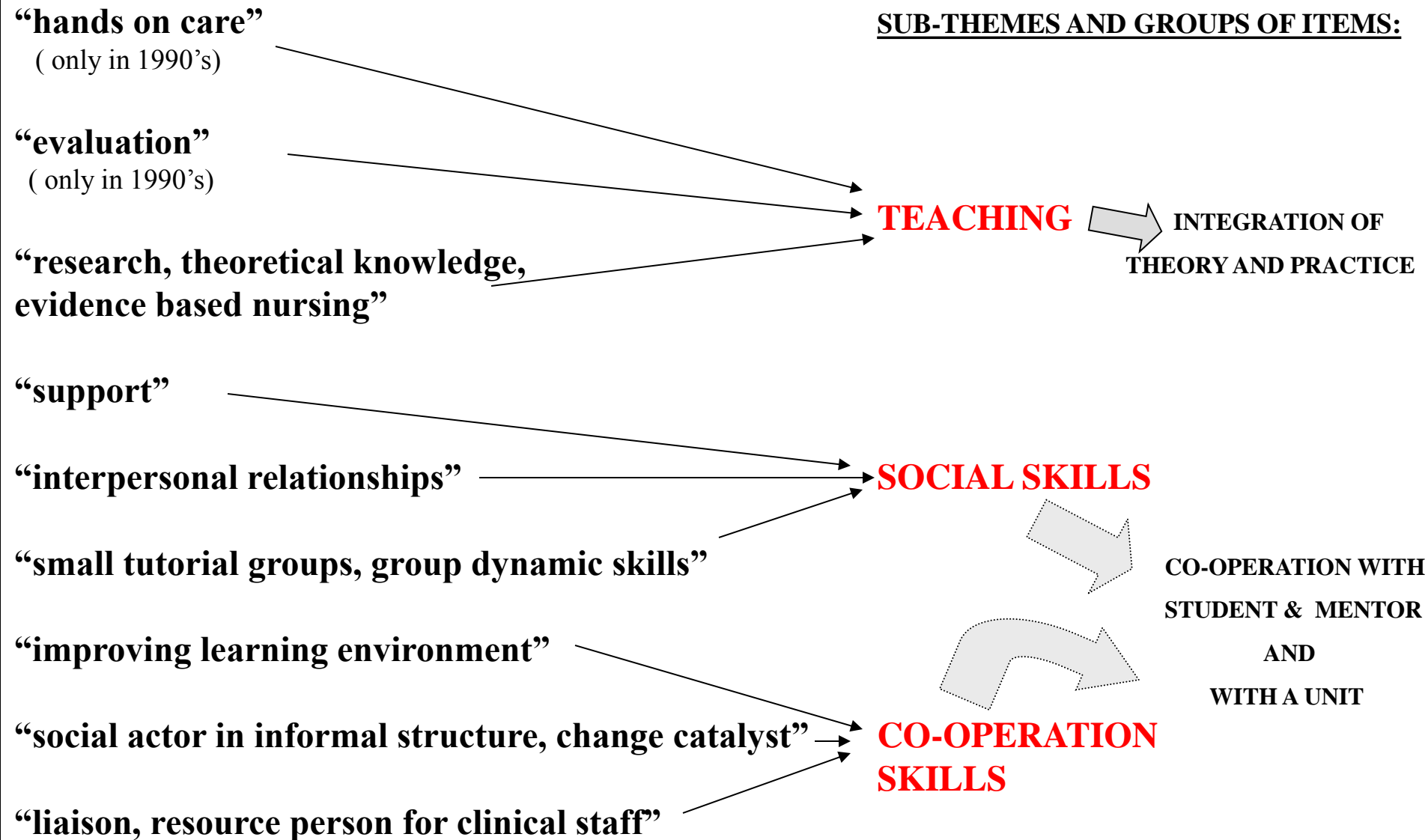
8  
items

(2008 ->)

Items describing the **role of nurse teacher**

9  
items

# Themes emerging from the empirical studies:



# Global situation of the CLES scales' using

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Until this moment (October 2015), I have done over 100 User agreements of the scales in **53 countries** and there are **29 different language** versions – approx. 4–6 new countries /year

One indicator of the “CLES-framework” is citing numbers of the articles which have reported scale's versions (2002 and 2008):

<http://scholar.google.fi/scholar?hl=fi&q=m+saarikoski&btnG=>

The main article of the **CLES (2002)** and the PhD-study have been cited approx. **in 250 articles** and **CLES+T (2008) in 100 articles**

A new text book chapter (2014) published by *Blackwell & Wiley*  
Contacted by Derek Milne and Ted Watkins (Editors of the book):

<http://onlinelibrary.wiley.com/doi/10.1002/9781118846360.ch19/summary>

## **Purpose and aims of the study**

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**The overall aim of the study was to take a comparative view of learning in clinical practice as a part of nurse training programmes in nine Western European countries**

**In particular the study looked at:**

- (1) the nurse education system and occurrence of clinical practice in these nine countries,**
  - (2) how nursing students experience their clinical learning environment,**
  - (3) the supervision provided by nurses in clinical practice and**
  - (4) the level of intervention with their nurse teacher**
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# The sample

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The purposive sample (N=1903) has three attributes:

- (1) Educational level of the schools is same;** all 17 schools are traditional Western European nursing schools, which have offered tertiary level training programmes for RGN studies over many decades.
- (2) Geographically they represent Northern Europe** (5 schools), Middle Europe (6 schools) and Southern Europe (6 schools).
- (3) Eight of the schools represent polytechnics** (810 respondents) whereas the other nine schools (1093 respondents) reflect university colleges in the European system.

# Respondents of the study by the education models

Ed. model	age (mean)	classified age:			male	
		under 25 y	25-35 y	36 <	n	%
Polytechnic	23.4 years	637 (78%)	128 (16%)	45 (6%)	62	(8%)
University college	25.5 years	689 (63%)	277 (25%)	127(12%)	150	(14%)
Total	24.6	1326 (79%)	405 (21%)	172 (9%)	212	(11%)



# Some features of the sample by the countries (European study)

Country	age	male	Duration of the placement		Supervision system			Meeting freq. of the NT (during the placement)	
	(mean)	(%)	mean	variation	Group	Individ.	Other	Mean	min. - max
Belgium	23.7	7%	4.9 wk	(1 - 23 wk)	<b>59%</b>	<b>25%</b>	16%	2.5 times	(1 - 4)
Cyprus	20.1	21%	8.2 wk	(4 - 13 wk)	23%	53%	24%	<b>3.6 times</b>	(1 - 4)
Finland	23.8	9%	5.0 wk	(3 - 8 wk)	15%	69%	16%	2.5 times	(1 - 4)
NL	21.7	4%	15.8 wk	(4 - 43 wk)	40%	46%	14%	2.8 times	(1 - 6)
England	29.8	8%	7.3 wk	(3 - 14 wk)	13%	74%	13%	<b>1.6 times</b>	(1 - 4)
Ireland	22.4	6%	3.9 wk	(2 - 20 wk)	34%	44%	22%	3.6 times	(1 - 4)
Italy	24.6	22%	6.1 wk	(1 - 10 wk)	18%	63%	19%	3.1 times	(1 - 4)
Spain	22.9	9%	4.6 wk	(3 - 28 wk)	52%	23%	25%	2.9 times	(1 - 4)
Sweden	30.2	8%	7.9 wk	(3 - 20 wk)	<b>9%</b>	<b>81%</b>	10%	2.8 times	(1 - 4)
<b>Total</b>	<b>24.6</b>	<b>11%</b>	<b>6.4 wk</b>	<b>(1 - 43 wk)</b>	<b>25%</b>	<b>60%</b>	<b>15%</b>	<b>2.7 times</b>	<b>(1 - 6)</b>

# Total satisfaction of the students were estimated with three 'picked' items

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## Two statements:

- (1) The ward can be regarded as a good learning environment (scale 1 - 5)
- (2) Overall I am satisfied with the supervision I received (scale 1 - 5)

## One question:

- (3) How satisfied are you with the clinical placement that has just ended?  
(1) *Very dissatisfied* - - - - - (3) - - - - - (5) *Very satisfied*

**The alpha value of this combined sub-dimension was 0.79**

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# Total satisfaction of the students were considered with all background variables

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The relevant background variables (age, gender, studying year) did not have correlation with the 'Total satisfaction'.

Only the 'Education model' (*polytechnic or university college*) had a weak connection.

Two clear connections were found:

(1) Duration of the placement: the students who had longer clinical placements were more satisfied (mean 4.16) than students who had had shorter ones (mean 3.92) – p-value in ANOVA .006

(2) Occurrence of supervision: the students with successful Mentorship experience were more satisfied than students with Group supervision, most unsatisfied students had had a some type of unsuccessful experience of supervision

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# Duration of the placement was used as independent variable in consideration of the CLES+T scale's sub-dimensions

Sub-dimensions:	Students with <b>1-6 wk</b> p-ments (n=1307)		Students with <b>7 or more</b> wk (n=574)		Alpha value	p-value in ANOVA
	mean	SD	mean	SD		
Pedagogical atmosphere	<b>3.86</b>	0.93	<b>4.00</b>	0.90	0.92	<b>0.002*</b>
Leadership style of WM	<b>3.59</b>	1.00	<b>3.61</b>	0.94	0.86	0.621
Nursing care on the ward	<b>3.78</b>	0.86	<b>3.84</b>	0.84	0.93	0.175
Supervisory relationship	<b>3.84</b>	1.09	<b>4.05</b>	1.01	0.96	<b>0.001*</b>
Role of Nurse Teacher	<b>3.33</b>	0.96	<b>3.34</b>	0.95	0.92	0.949

**\*) = p-value statistically significant**

# **Total satisfaction of the students were considered with all background variables**

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**The relevant background variables (age, gender, studying year) did not have correlation with the 'Total satisfaction'.**

**Only the 'Education model' (*polytechnic or university college*) had a weak connection.**

**Two clear connections were found:**

**(1) Duration of the placement: the students who had longer clinical placements were more satisfied (mean 4.10) than students who had had shorter ones (mean 3.97) - p-value in ANOVA .006**

**(2) Occurrence of supervision: the students with successful Mentorship experience were more satisfied than students with Group supervision, the most unsatisfied students had had a some type of unsuccessful experience of supervision**

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# Summary of the results

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There are lots of structural differences between the countries (e.g. duration of placements, occurrence of supervision, working model of NT)

Many similarities were also to be found:

**(1) Role of clinical staff has increased and correspondingly the role of NT has changed more indirect** (from '*hands-on-care*' model to '*liaison*' model)

**(2) There was a clear trend from Group supervision model toward a Mentorship model**

Typical case of a satisfied student: She or he studied at a university college and had had at least 7-weeks placement with individualized Mentorship relationship

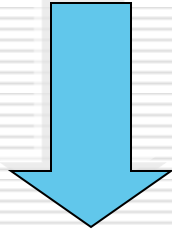
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# Interpretations and conclusions

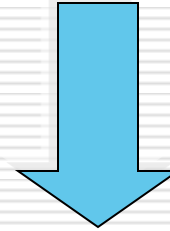
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## Two important elements:

**Duration of the placement**



**Supervisory relationship**



**During short placements, students can learn technical skills but may get fewer opportunities to integrate those skills and develop psychosocial aspects of their professional development**

**“Learning nursing” in clinical practice is multidimensional process that requires sufficient time being spent with patients and a supportive supervisory relationship**

# European wide study – undertaken in the 9 Western European countries 2007-2009

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## The main publications:

Warne T, Johansson U-B, Papastavrou E, Tichelaar E, Tomietto M, Van den Bossche K, Vizcaya-Moreno MF & Saarikoski M. 2010. **An exploration of the clinical learning experience of nursing students in nine European countries.** Nurse Education Today 30; 809-815.

Saarikoski M, Kaila P, Lambrinou E, Pérez Cañaveras RM, Tichelaar E, Tomietto M & Warne T. 2013. **Students' experiences of cooperation with nurse teacher during their clinical placements: An empirical study in a Western European context.** Nurse Education in Practice 13; 78-82.

1. Johansson et al. 2010. **Psychometric evaluation of the Swedish version of Clinical Learning Environment, Supervision and Nurse Teacher evaluation scale.** Journal of Advanced Nursing 66(9); 2085-2093.
2. Tomietto et al. 2012. **Clinical Learning Environment and Supervision plus Nurse Teacher (CLEST) scale: testing the psychometric characteristics of the Italian version.** Giornale Italiano di Medicina del Lavoro ed Ergonomia, 34, 3, B72-89.
3. Tichelaar et al. 2012. **Dutch student nurses' experience with clinical learning environment: a challenge for the changing role of the nurse teacher.** Nursing Education, Research, & Practice 2, 55-61.
4. Bos et al. 2012. **Validation the clinical learning environment, supervision and nurse teacher CLEST instrument in primary health care settings using confirmatory factor analysis.** Journal of Clinical Nursing 21; 1785-1788.
5. Bergjan & Hertel. 2013. **Evaluating students' perception of their clinical placements – Testing the clinical learning environment and supervision and nurse teacher scale (CLEST scale) in Germany.** Nurse Education Today 33; 1393-1398.
6. Vizcaya-Moreno et al. 2015. **Development and psychometric testing of the clinical learning environment, supervision and nurse teacher evaluation scale (CLEST): The Spanish version.** International Journal of Nursing Studies 52 (1); 361-367.



**5th CLES Symposium will be kept in Helsinki 29-30th August 2016:**

<http://www.utu.fi/fi/yksikot/med/yksikot/hoitotiede/cles2016/Sivut/home.aspx>

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**Comments, Questions?**