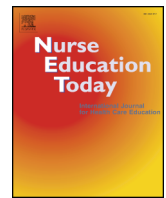




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Iranian staff nurses' attitudes toward nursing students

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SUMMARY

Introduction: Clinical education is an indispensable part of the nursing education. Clinical nurses play an important role in this teaching learning process. The quality and quantity of student–nurse interactions in the clinical area can either facilitate or hamper students' learning. The rationale of this research was to probe into staff nurses' attitudes toward nursing students within the context of clinical education in Iran. The nursing literature seems wanting in issues related to staff nurses' attitudes toward nursing students. Thus, we draw on Peplau's interpersonal relations in nursing to address staff–student relationship. That is, the nursing student was taken as the client.

Methods: A descriptive cross-sectional design was selected for this study. The entire staff nurses of Medical and Surgical units ($n = 82$) employed at Dr Fatemi and Imam Khomeini hospitals of Ardabil medical sciences university were selected. Stagg's questionnaire and a demographic tool were used to gather data. Attitudes were measured using a five-point Likert scale. Attitudes of staff nurses were inspected using cross tabulations and frequencies.

Findings: The results demonstrated that attitude scores toward nursing students were low and moderate. Some nurses (45.71%) believed that working with students is pleasant and most (98.57%) have thought that staff should have a good relationship with nursing students. Furthermore, staff nurses pointed out that there is a need to overhaul the educational system of nursing students (94.3%), that nursing students do not acquire the sufficient clinical skill (67.14%), and that the students are not prepared enough for the clinical task (51.43%).

Conclusion: According to the results of the staffs' feelings on the relationship between nurse and student, it seems that nurses should cultivate an atmosphere which ends to empathy, assurance and sincerity of nursing students.

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Introduction

Nursing practice is an indispensable part of the nursing education (Dunn and Hansford, 1997) and includes about 50% of the nursing syllabus, which provides chances for nursing students to practically experience their future career, and allows them to take their theoretical knowledge to the real world (Elcigil and Sari, 2008). For learning to occur, providing positive experiences for students during the practice process is essential. Learning experiences in the practice process considerably influences both the learning outcome and the acculturation of students into the nursing profession. Although learning outcome and acculturation are bound to the nature of the overall experience, a considerable role is assigned to the types of humanistic relations that are initiated and fostered between the nurses and the students (Atack et al., 2000).

The staff nurses have all experienced the student role and most of them have memories of clinical experiences which had been both stirring and disappointing. Because of their position in the clinical environment, staff nurses are precious contributors to the learning

experience of students. Professional and caring interactions between students and staff nurses are vital to augment not only student education, but also the outlook of nursing (Porter and Willing, 2001). Dunn and Hansford (1997) state, warm and sympathetic interpersonal relationships between staff nurses and student nurses are central to a constructive learning environment. Also Campbell et al. (1994) emphasize that to enhance the student's capacity to learn and his/her self-confidence the clinical setting should have appropriate interactions and positive feedbacks of the staff.

Similarly, Betz (1985) affirms that the standards, viewpoints and attitudes of the nursing staff have a notable impact on the behavior of the students and the growth of a professional nursing distinctiveness. Nurses should control their negative attitudes because the students form the future of professional nursing (Jackson and Neighbors, 1988). Nevertheless, nurses often harbor attitudes that damage students' learning (Stagg, 1992). Kramer (1974), cited in Hyland et al. (1988), argued that interpersonal support was robustly linked with work contentment. The best ambiance is guaranteed when the staff's behavior is considerate and compassionate toward students.

The nursing literature seems wanting concerning the studies that deal with staff nurses' attitudes toward nursing students. Nevertheless, it is regularly commented on the part of the students and nurses that both parties experience negative attitudes toward each other (Gillespie,

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