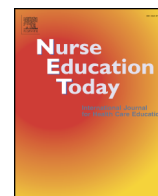




Contents lists available at ScienceDirect

Nurse Education Today

journal homepage: www.elsevier.com/nedt

Iranian staff nurses' attitudes toward nursing students

Masoumeh Aghamohammadi-Kalkhoran, Mansoureh Karimollahi*, Reza Abdol

ARTICLE INFO

Article history:

Accepted 13 September 2010

Available online xxxx

Keywords:

Attitude

Staff

Nursing

Student

Peplau

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.

© 2010 Published by Elsevier Ltd.

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,

* Corresponding author. Nursing and midwifery faculty, Ardabil University of Medical Sciences, Ardabil, Iran. Tel.: +98 9143530790.

E-mail address: Karimollahi@gmail.com (M. Karimollahi).

1992; Reutter et al., 1997; Frieburger, 1996). Such far-from-ideal situations could seriously challenge the quality of nursing profession.

The conceptual framework of this study is the interpersonal relations theory in nursing developed by Hildegard Peplau. The focus of Peplau's model is the relationship between the client and the nurse. The attitudes may have positive or negative effect on the development of rapport. Also, the attitudes of nurses and patients are the most significant factors in the length of the first stage of Peplau's theory. In this study, the student is considered as the client on the grounds that s/he is in need of knowledge and experience. So, for the development of rapport between nurses and students, the positive and negative attitudes should be recognized and attended to. Moreover, nurses should be conscious of their own feelings towards students.

The student/nurse relationship develops through four interpersonal procedures: orientation, identification, exploitation and resolution. Each stage requires the student and the nurse to carry out specific responsibilities. To facilitate meeting the student's needs, the nurses exhibit many roles, such as a stranger, a resource person, a teacher, a leader and a surrogate. At first, the nurses take on the stranger role when they accept the student without a preliminary evaluation.

Then, as a resource person, they provide answers to queries the students may have. The teaching nurse, a combination of all the roles, develops knowledge of the students' prior repertoire and their ability to process information. The leadership role entails the nurse to assist the student attain goals through a cooperative and active participant relationship. In the surrogate role, the nurse's attitudes and behaviors make feeling tones that reactivate feelings produced in a previous relationship (Jackson and Neighbors, 1988). Overall, it can be said that the nurse's roles are essential contributors to the development of interpersonal relationship between the students and nurses (Jackson and Neighbors, 1988).

According to Peplau, environment is composed of physiologic, psychological and social factors. Environment is in fact the context of relationship between nurse and the client (Cooke, 1996). When a positive environment is present, the interpersonal relationship is full of respect, trust and empathy. This could lead to learning, maturity and personality growth of the student and the nurse. On the other hand, a negative environment, which entails distrust and disrespect, could hamper learning and personal growth (Jackson and Neighbors, 1988). In Peplau's theory, the attitude of nurses and patients toward each other is a factor that affects the progress of their relationship.

Therefore, as Turkoski (1987) contends, the improvement of a positive student-staff relationship in clinical experiences is as significant as the acquisition of technical skills. In fact, the staff attitude is closely related to the success or failure of the students in the clinical setting (Forchuk et al., 1998).

It should also be noted that, according to Forchuk (1992), the nurses' and the clients' attitude is the most important factor in the first stage of the Peplau's theory. Therefore, we felt that in order to secure a blossoming relationship between nursing staff and the students, there is a need to probe into the current positive and negative attitudes between them. In addition, it seems that nurses should be aware of their own thoughts and feelings toward students and the possible consequences.

Methods

Aim

The interpersonal relationship, which is easily affected by environmental factors, will be explored in this research. Furthermore, because there are no published reports of application of Peplau's theory particularly in education (to our knowledge), this study was designed to probe into the attitudes of Iranian nurses toward nursing students based on Peplau's theory that can be a valuable source for instructors and authorities in understanding the current situation and attend to possible drawbacks.

Design

A descriptive cross-sectional design was used to investigate the nurse's attitudes about nursing students. The study was also planned to recognize factors that may influence or relate to the nurses' attitudes. Two teaching hospitals of Ardabil University of Medical Sciences (i.e. Dr. Fatemi and Imam Khomeini Hospitals) were chosen for data collection because only these two hospitals had the Medical and Surgical units.

Sampling

A consensus sample of 82 nurses who had the inclusion criteria (i.e., voluntary participation and having at least 6 months of experience in the clinical setting) was drawn from the population of 89 nurses who work in the medical and surgical units of the hospitals (two separate wards). These wards were chosen because students spend most of their clinical placements in these wards.

From 82 questionnaires, 72 of them were returned (response rate=85.4%) and included in the sample. Only 2 questionnaires completed by the nurses were excluded from the sample because of incompleteness. Thus, the final study sample consisted of a total of 70 participants. It is also worth to note that 47.14% of the subjects were in the age range of 25–30, 98.1% were female, 85.72% had a baccalaureate degree, and 25.71% had 1–3 years of experience in nursing.

Data collection

Data were gathered using a demographic data sheet and a questionnaire constructed by Stagg (1992). The demographic data sheet extracted personal data from the registered nurses. The personal data consisted of age, sex, university degree, years of nursing experience, the ward, and hospital the nurse worked in. The questionnaire collected information about attitudes that nurses had toward nursing students. Stagg's questionnaire, on the other hand, consisted of 41 questions to be answered on a five-point Likert Scale. The response choices ranged from *strongly agree* to *strongly disagree* with *undecided* as the midpoint. The items attended to attitudinal factors included time, motivation, knowledge, personal issues, professional issues, instructor/student relationship and the background comparisons.

The questionnaire was translated to Farsi (Iran's official language) and the translation validity was assessed by doing back translation. To find the questionnaire (content) validity, 7 nursing instructors responsible for the clinical teaching of nursing students reviewed it for duplicate or unclear questions and also important areas not probably addressed. The validity of the questionnaire was 87.3% in simplicity, 80.8% in relevancy and 79.42% in clarity. In addition, the reliability of the questionnaire determined 89.28% through the Alpha-Cronbach Coefficient.

Data analysis

In order to look at staff nurses' attitudes, completed questionnaires were coded and the data were entered into SPSS for analysis. Frequency distributions were made on factors related to time, motivation, knowledge, professional issues and instructor/student relationship. The responses were collapsed into three categories: agree, disagree and undecided because of the low distribution of other responses. Moreover, to decide the association, cross tabulations and non-parametric statistical test of chi-square (with significance level of 0.05) were employed to find the relationships between the overall attitude scores and the variables of age, university degree, years of nursing experience, and length of employment. Also, the overall attitude of the subjects was calculated separately for each participant (ranged 41–123) and was categorized to three levels (low, moderate, high). However, because of

Table 1
Time factors.

Items	Frequency and percentage		
	Agree	Undecided	Disagree
4. With nursing students who are new on the unit, nurses have time to do other things.	35 (50%)	19 (27.14%)	16 (22.85%)
6. With nursing students who are familiar with the unit, nurses have time to do other things.	26 (37.14%)	8 (11.43%)	36 (51.43%)
13. There is too much to do to have to worry about students.	2 (2.85%)	2 (2.85%)	66 (94.3%)
31. Nursing students are more trouble than they are worth.	32 (45.72%)	24 (34.28%)	14 (20%)
32. I would not have to spend extra time with nursing students, if the instructor would supervise the nursing students.	6 (8.57%)	11 (15.72%)	53 (75.71%)
34. Nursing students have time to attend to patients needs.	8 (11.42%)	14 (21%)	48 (68.57%)

the lower rate of responses in low group, the categories of low and moderate were combined (scores 41–95) and compared with the high group (scores 96–123).

Ethical consideration

This paper is the report of a research study approved by the University's Human Research Ethics Committee. Of course, the committee required that the participation should be voluntary, which was strictly observed.

Results

Items 4, 6, 13, 31, 32 and 34 of the questionnaire were about factors correlated to *time*. Approximately, all participants (94.3%) in the study agreed to the statement “there is a lot more to do with nursing students” and the statement “I would not have to spend extra time with nursing students if the instructors would supervise the students” was followed with 75.71% agreement. On the other hand, less than half of participants (45.72%) disagreed to the statement “nursing students are more of a trouble than they are worth” and 34.28% were undecided in this regard as appears in Table 1.

Nursing student *motivation* was the area of focus in items 10, 18, 35 and 36. Most participants (87.15%) believed “nursing students do only what they are assigned to do” and disagree with the statement “nursing students willingly help staff nurses to get things done” (54.30%). And, only 50% believed that “students are eager to learn” as it can be seen in Table 2.

The staff nurses' account of nursing student *knowledge* was the emphasis in items 8, 14, 23, 26, 28, 30, 37 and 41. The majority of responses (67.14%) favored the statement “students are not experienced enough”. Also, most of the participants (74.28%) disagreed with the statement “you cannot tell nursing students anything because they know everything”. Moreover, 55.72% disagreed with the

Table 2
Motivation factors.

Items	Frequency and percentage		
	Agree	Undecided	Disagree
10. Nursing students willingly help staff nurses to get things done	38 (54.3%)	16 (22.85%)	16 (22.85%)
18. Nursing students help other students to get things done	18 (25.71%)	25 (35.72%)	27 (38.57%)
35. Nursing students are eager to learn	19 (27.14)	16 (22.85%)	35 (50%)
36. Nursing students do only what they are assigned	3 (4.28%)	6 (8.57%)	61 (87.15%)

Table 3
Knowledge factors.

Items	Frequency and percentage		
	Agree	Undecided	Disagree
8. You cannot tell nursing students anything because they know everything	52 (74.28%)	7 (10%)	11 (15.72%)
14. Nursing students ask too many questions	31 (44.29%)	15 (21.42%)	24 (34.29%)
23. Nurses learn new information from nursing students.	38 (54.29%)	24 (34.29%)	8 (11.42%)
26. Today's nursing schools provide quality education	39 (55.72%)	14 (20%)	17 (24.28%)
28. Decisions are made too hastily by nursing students	8 (11.42%)	29 (41.43%)	33 (47.15%)
37. Nursing students ask good questions	19 (27.14)	27 (38.57%)	24 (34.29%)

statement “today's nursing schools offer quality education”, and 54.29% disagreed with the statement “nurses learn new information from nursing students”, as you see in Table 3.

Questions 1, 2, 11, 17, 25 and 33 were about nursing student's *professionalism* as perceived by staff nurses. The results demonstrated that 72.85% felt the nursing students respected them as practitioners. It was also found that 64.28% of the nurses considered the nursing students as part of the nursing team. It also appeared that 48.57% of participants disagreed with “nursing students look professional”. Interestingly, 45.72% supposed that the staff nurses do not have to teach the nursing students when the clinical instructors are being paid for that. Also, 42.85% disagreed with the statement “student questions stimulated new ways of doing things” (Table 4).

About the statements 7, 9, 20, 21, 24 and 29, the results showed that almost all of the participants (98.57%) agreed with the statement “nurses should be nice to nursing students”. It was also made clear that 51.43% disagreed with “nursing students were prepared for clinical experience” and 20% were undecided about it. Also, 40% said that nursing students were not prepared as were diploma nurses (see Table 5).

Statements 3, 15, and 39 were about the *relationship between instructor and student*. The majority of participants (71.43%) felt that nursing students were overly friendly toward their instructors and 64.28% believed that nursing students relied more on the nursing instructors than staff nurses. 38.57% disagreed with the “instructors should not ease up on nursing students” and 32.86% were undecided about that.

Through ‘*personal issues*’ we tried to find out about the nurse's perception of nursing students attributes. Questions 5, 12, 16, 19, 22, 27, 38 and 40 aimed to probe into this aspect. Quite a majority of nurses (67.14%) feel that nursing students were determined enough and 45.71% disagreed with their self-confidence.

Table 4
Professional issues factor.

Items	Frequency and percentage		
	Agree	Undecided	Disagree
1. I believe nursing students respect nurses as practitioners	7 (10%)	12 (17.15%)	51 (72.85%)
2. Nurses consider nursing students as part of the nursing team	10 (14.29%)	15 (21.43%)	45 (64.28%)
11. Nurses should not have to do the teaching that clinical instructors are paid to do	32 (45.72%)	18 (25.71%)	20 (28.57%)
17. Nursing students are too chummy with the doctors	49 (70%)	21 (30%)	—
25. Nursing student's questions stimulate new ways of doing things	30 (42.85%)	21 (30%)	19 (27.15%)
33. Nursing students look professional	34 (48.57%)	25 (35.72%)	11 (15.71%)

Table 5
Background comparisons factors.

Items	Frequency and percentage		
	Agree	Undecided	Disagree
7. We were all students once, so we should be nice to nursing students	1 (1.43%)	69 (98.57%)	
9. Baccalaureate nursing students are not as well prepared clinically as diploma students	36 (51.43%)	14 (20%)	20 (28.57%)
20. Baccalaureate nursing students are not as well prepared clinically as Diploma nurses.	30 (42.86%)	12 (17.14%)	28 (40%)
21. When I was in nursing school, we had more clinical experience than the nursing students do now.	16 (22.86%)	22 (31.43%)	32 (45.71%)
24. I had it though in nursing school, so nursing students of today should too.	4 (5.71%)	16 (22.86%)	50 (71.43%)
29. I would never have dreamed of calling my instructors by their first name.	22 (31.44%)	24 (34.28%)	24 (34.28%)

With the intention of further investigating the attitudes of staff nurses towards nursing students, cross tabulations were prepared for each participant and tested with chi-square test. The total attitude scores, ranging 75–114, had a mean score of 88.74 and the results showed that a greater part of the participants (80%) had a low to moderate attitude about students.

In examining the relationship between demographic characteristics and nurses' attitude toward students, the results of inferential statistics via chi-square with the significance level of 0.05 did not show a relationship between age, university degree, length of experience and the nurses' attitudes. However, though not statistically significant, it was interesting to find out that a greater number of the staff who had a high attitude, were below the age of 30 (57.14%) and had a baccalaureate degree (92.86%). Also, the experience of the majority of nursing staff who had low and moderate attitudes was more than 3 years (55.36%).

Discussion

This descriptive study which was carried out with the aim of determining attitudes of nursing staff of Iranian hospitals toward nursing students showed that most of the nursing staff had a moderate to low attitude.

As for the factors related to *time*, many staff nurses were undecided whether they had available time to do other things when students were in the unit. This is interesting because [Nail and Singleton \(1983\)](#) indicated that nurses spend more time for certain activities such as giving reports, making relationship with the patients, etc. when nursing students are in the unit.

Furthermore, less than half of the nurses disagreed with the point that the student nurses were a source of disturbance and interruption. However, most staff nurses were undecided, which could be taken as suggesting agreement. It is worth to note that [Melmiester \(1981\)](#), cited in ([Wilson, 1994](#)), found that nursing staff feels the students put them in trouble.

One of the differences of our study with the Stagg investigation is its difference in item 32 with which most of our participants agreed. The reason could be the unsatisfactory relationship between staff and instructors.

These findings illustrate that nurses are reluctant to devote their time to students' education and prefer to work independently. Nevertheless, we believe that involving staff nurses in education will end in better patient care, which can be made possible through establishing a rapport between instructors and staff nurses.

The *motivation* category had a question with a considerable number of undecided responses. The item "nursing students willingly

help staff nurses" created ambivalence in some staff nurses. This finding is similar with [Stagg's \(1992\)](#) study, where he speculated that the indecisive nurses only saw the students talking with other students or they may have never had a student help them. Meanwhile, a good deal of participants did not agree that nursing students were eager to learn, while in Stagg's study much of the staff agreed with this statement. There is much in the literature to suggest that students need to fit into the clinical and social environment during their practice placements ([Dunn and Burnett, 1995](#); [Dunn and Hansford, 1997](#)). Furthermore, [O'Flanagan and Dajee \(2000\)](#) suggest that a student-friendly area is one where the nursing staff is perceived as being approachable, friendly, willing to teach and make time for students. The teaching orientation and the attitude of qualified staff towards student nurses can influence the students' perception of the clinical environment.

Most *knowledge* factors had a high percentage of undecided responses, too. A high degree of ambivalence was seen in the two statements that "today's nursing schools provide quality education" and "students do not get enough clinical experience" which is congruent with the [Stagg's \(1992\)](#) study. He theorized that, staff nurses may have visualized different types of preparation for nurse-diploma, associate degree and baccalaureate degree. [Melmiester \(1981\)](#) also affirms that staff nurses feel nursing students are not educated for the realistic goals.

A higher participation of staff nurses in education could provide a more realistic education and help fill the theory-practice gap. Ultimately, this could both lessen unsatisfactory attitudes of staff and increase satisfaction of students. Launching discussion groups and cooperative endeavors could prove useful as, according to [Edgecombe and Bowden \(2009\)](#), from the students' viewpoint, a sense of belonging and being trusted and valued significantly impacts the learning outcomes. Therefore, it is generally accepted that being supported by clinical staff plays a highly positive role in the process of educating nursing students.

With regard to *professional issues*, many participants agreed with the respectful behavior of students toward nursing staff and accepted them as nursing team, which is congruent with [Stagg's \(1992\) study](#).

[Wilson \(1994\)](#) argued that students' sense of competence increased when they were accepted and assisted by staff. Also, [Kelly \(2007\)](#), who explored nursing student's perceptions of effective clinical teaching over 14 years (1989–2003), confirmed that students emphasized the importance of being accepted by the staff.

About the statement "nursing student's questions stimulate new ways of doing things", most participants disagreed, while Stagg's subjects agreed. [Hyland et al. \(1988\)](#) states that working with nursing students benefits staff nurses, encouraging them to look at their own practices by asking questions and providing information on the latest clinical findings.

About the questions under the category of *background comparisons*, results give an idea that almost all participants remembered that they were student in the past, so they should demonstrate a decent behavior towards the students. Also, they knew the past experiences of themselves were stricter than now, which is congruent with the Stagg's study.

Under the section *instructor/student relationship*, all three questions had a high degree of agreement, while the staff was undecided in Stagg's study. It is thought that this may be the attempt on the part of the staff to secure a better relationship between students and instructors in contrast to the past. The weak relationship between nurses and instructors also may be the cause of this attitude. Also, the result that a weaker relationship between the nurses and students does not trigger the trust of the students could be due to the fact that the instructors have a more direct contact with the nursing students helping them in patient care as compared to the staff nurses. With more participation of nurses in students' education their relationship could improve.

With regard to *personal issues*, the results showed that staff nurses were ambivalent about nursing students' lack of self-confidence. This is surprising because nursing students admitted a lack of self-confidence in an informal survey conducted by Jackson and Neighbors (1988). They believed that nursing students work in multiple wards, so every day of practicum could be considered as the first day. The fact that students are often introduced to new settings could bring about a feeling of fear and low self-confidence (Jackson and Neighbors, 1988). The students in the Levett-Jones et al.'s (2009) study also accepted the lack of self-confidence. They claim that because a) students work in several places, b) their clinical experiences change each day, and c) that they encounter with new people, settings and routines, their self-confidence is seriously damaged. Despite this trend, Webb and Shakespeare (2008) reported that mentors expect students to be self-confident and see this as an important aspect of nursing competence. Thus, staff nurses and instructors should be notified that the acceptance and welcoming of students play an important role in raising students' self-confidence.

With regard to the *association between some of the demographic characteristics and nurses attitude scores*, no significant results were found. However, it is worth to note that, though statistically insignificant, nurses below 30 years of age and of baccalaureate degree had higher attitude scores. Also, nurses with more than 3 years of experience had low to moderate attitude scores. Furthermore, Hart and Rottem (1994) and Dunn and Hansford (1997) contended that nursing students respect the nursing staff and value being accepted by them. Yazdankhah-Fard et al. (2008), who studied the stressors of clinical education among Bushehr Medical Sciences students, found that one of the most important stressor in the clinical setting was the critiquing of the students work and behavior by the staff. This signifies that as time passes and memories of studentship are forgotten, the caring look towards students needs is minimized. It seems that having regular friendly meetings with staff nurses to underline the significance of practicum in students' effective education and asking the staff to recall their own memories of similar situations could prove quite helpful.

Conclusion

The findings of this study suggested that the staff attitudes toward students were moderate to low. This study differed from others in that it suggested that the staff attitudes were not positive enough toward nursing students, which can have negative effects on the learning and socialization of students.

We might visualize useful implications from this study for undergraduate nursing education. The results of this study would be useful for students and staff nurses to recognize the present situation and work to improve it. As an example, staff nurses are expected to promote an environment that fosters empathy, trust, patience, and respect toward nursing students. Staff nurses enjoy plenty of information and skills gained through years of practicing nursing. By demonstrating the will to share their ability, nurses cater to a positive learning environment for students, which could motivate the nursing students' to return to a unit as a nurse where they felt welcome as a student.

As implied in our findings, nursing students are privileged when they work with nurses who are below 30 years of age, have less than 3 years of nursing experience and hold a baccalaureate degree.

Last but not least, we would like to remind the staff nurses and instructors the students' genuine need to be valued and respected. According to Jackson and Neighbors (1988) the students of today are the future of professional nursing. Therefore, it is necessary that we help nursing students so that they help, in turn, to build a better future for nursing. It is also hoped that understanding attitudes of staff

nurses could motivate policy makers to plan for solutions such as launching regular orientation sessions, helping to appreciate the value of team work, and fostering friendly relationship between different stakeholders.

Acknowledgements

We thank Dr. Parkhideh Hassani, the assistant professor of Shahid Beheshti University of Medical Sciences' School of Nursing and Midwifery, who helped us in doing this research. We also express gratitude to the nursing staff of Ardabil University of Medical Sciences who participated in this study. Also, special thanks to Mrs. Delshad Aghamohammadi-Kalkhoran for her help in gathering the data.

References

- Atack, L., Comacu, M., Kenny, R., LaBelle, N., Miller, D., 2000. Student and staff relationship in a clinical practice model: impact on learning. *The Journal of Nursing Education* 39 (9), 387–392.
- Betz, C.L., 1985. Students in transition: imitators of role models. *The Journal of Nursing Education* 24 (7), 301–303.
- Campbell, I.E., Larrivee, L., Field, P.A., Day, R.A., Reutter, L., 1994. Learning to nurse in the clinical setting. *Journal of Advanced Nursing* 20, 1125–1131.
- Cooke, M., 1996. Nursing students' perceptions of difficult or challenging clinical situations. *Journal of Advanced Nursing* 24, 1281–1287.
- Dunn, S.V., Burnett, P., 1995. The development of a clinical learning environment scale. *Journal of Advanced Nursing* 22, 1166–1173.
- Dunn, S., Hansford, B., 1997. Undergraduate nursing students' perception of their clinical learning environment. *Journal of Advanced Nursing* 25 (6), 1299–1309.
- Edgecombe, K., Bowden, M., 2009. The ongoing search for best practice in clinical teaching and learning: a model of nursing students' evolution to proficient novice registered nurses. *Nurse Education in Practice* 9, 91–101.
- Elcigil, A., Sari, H.Y., 2008. Students' opinion about and expectations of effective nursing clinical mentors. *The Journal of Nursing Education* 47 (3), 118–123.
- Forchuk, C., 1992. The Orientation Phase of nurse-client relationship: Testing Peplau's Theory. Dissertation of degree of Doctor of Philosophy in Wayne State University Detroit, Michigan, USA.
- Forchuk, C., Westwell, J., Martin, M.L., Azzopardi, W.B., 1998. Factors influencing movement of chronic psychiatric patients from the orientation to the working phase of the nurse-client relationship on an inpatient unit. *Perspectives in Psychiatric Care* 34 (1), 36–44.
- Frieberger, O.A., 1996. A collaborative approaches to team building between staff and students in long term care. *Nurse Educator* 21 (6), 7–12.
- Gillespie, S.L., 1992. The Effects of the relationship between nursing student and staff on the clinical experience. A Thesis for the degree of Master of Science in Nursing.
- Hart, G., Rottem, A., 1994. The best and the worst: students experiences of clinical education. *The Australian Journal of Advanced Nursing* 11 (3), 26–33.
- Hyland, M.E., Millard, J., Parker, S., 1988. How hospital ward members treat learner nurses: an investigation of learners' perceptions in a British hospital. *Journal of Advanced Nursing* 13, 472–477.
- Jackson, J., Neighbors, M., 1988. A study of nurses' attitudes towards associate degree nursing students. *Journal of Advanced Nursing* 13, 405–409.
- Kelly, C., 2007. Student's perceptions of effective clinical teaching revisited. *Nurse Education Today* 27, 885–892.
- Levett-Jones, T., Lathlean, J., Higgins, I., McMillan, M., 2009. Staff-student relationships and their impact on nursing students' belongingness and learning. *J. Adv. Nurs.* 65 (2), 316–324.
- Nail, F.C., Singleton, E.K., 1983. Providing experiences for student nurses: perspectives for cooperating hospitals. *The Journal of Nursing Administration* 18 (7), 20–26.
- O'Flanagan, S., Dajee, M., 2000. Student's views on clinical placements. *Nursing Times* 98 (6), 32–33.
- Porter, M.C., Willing, R., 2001. Staff nurses and Student nurses relationships: Attitudes and Perceptions toward each other. Thesis for the degree of Master of Science in Nursing. Wilmington College.
- Reutter, L., Field, P.A., Campbell, I.E., Day, R., 1997. Socialization into nursing: nursing students as learners. *The Journal of Nursing Education* 34 (4), 149–155.
- Stagg, S.J., 1992. Staff nurses attitudes toward nursing students. A Thesis for the degree of Master of Science in Nursing. Salisbury State University.
- Turkoski, B., 1987. Reducing stress in nursing students' clinical experience. *The Journal of Nursing Education* 26 (8), 335–337.
- Webb, C., Shakespeare, P., 2008. Judgements about mentoring relationships in nurse education. *Nurse Education Today* 28, 563–571.
- Wilson, M.E., 1994. Nursing student perspective of learning in a clinical setting. *The Journal of Nursing Education* 33 (2), 81–86.
- Yazdankhah-Fard, M., Pouladi, S., Kamali, F., Zahmatkeshan, N., Mirzaie, K., Akaberian, S., et al., 2008. The stressing factors in clinical education: the viewpoints of students. *Iranian Journal of Medical Education* 8 (2), 341–349 [Persian].