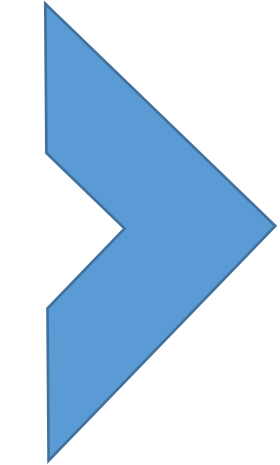
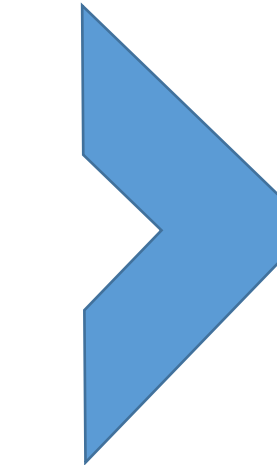


## What we're learning

A supportive relationship between both student and clinical teacher builds self-efficacy in both student and teacher



Conflict between the roles of teacher and professional nurse effects both nurse and student, needing effective, individualized teaching strategies for resolution



Role satisfaction and self-efficacy mix heavily with perception of self and partner in the nurse-student dyad, and a successful clinical starts with positive perceptions (vs. negative).

## Background

- ACCN's 2013-2014 report on nursing student enrollment and graduation showed 78,089 qualified applicants were turned down from baccalaureate nursing programs due to insufficiencies in faculty, clinical sites, nurse preceptors, budget, and facility space.
- AACN (2013) reported almost 1,400 nursing faculty positions were vacant, with almost 100 positions reported as needed beyond the vacant seats.
- **Importance:** The healthcare system is calling for more highly educated and well-prepared nurses to serve a diverse population of patients with greater medical complexity and without the available staff resources.
  - Nurses capable of incorporating evidence-based practice standards while organizing care through critical thinking and advanced clinical skills are needed (AACN, 2015).
  - New systems & structures need to be explored to adequately prepare nurses with the available resources.

## Methods

A mixed-methods approach was taken to investigate the effects of the APU versus the traditional clinical model. Surveys, administered to students in both groups, were distributed at the end of each semester. Surveys covered topics relevant to core components of nursing student development, including: critical thinking, biomedical science knowledge, communication and teamwork, caring, ethics, accountability, and life-long learning. Survey results were analyzed using SAS and examined using the Wilcoxon signed rank test for comparison.

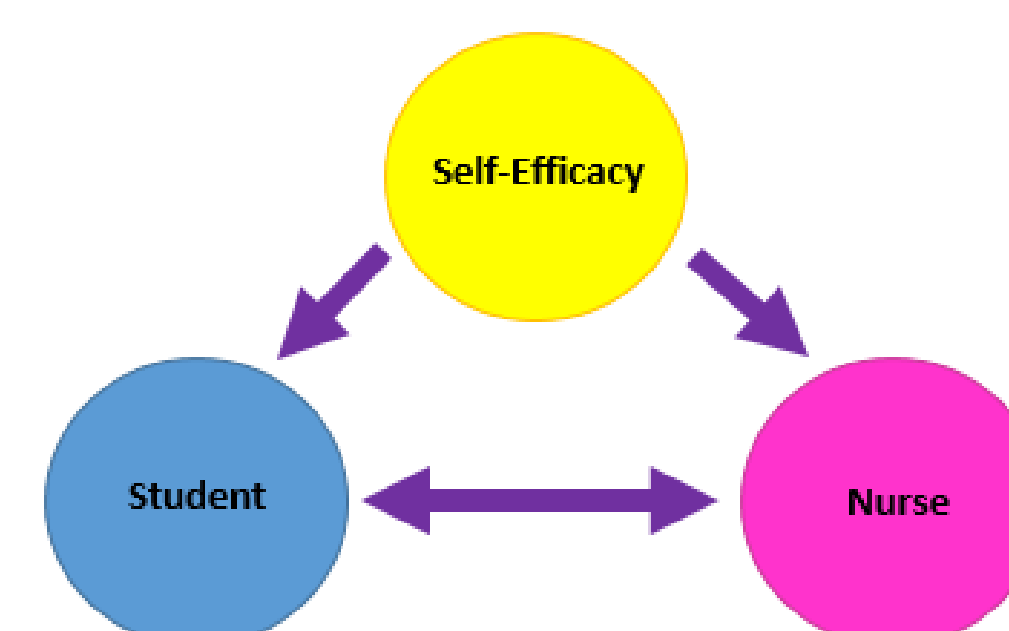
To complement the surveys, semi-structured focus groups were conducted separately for each student group, with an additional focus group exploring perspectives from nurses in the APU. Coding and analysis for focus group data used Nvivo qualitative data software and peer review strategies.

\*Corresponding author: [bweber@ufl.edu](mailto:bweber@ufl.edu)

## Preliminary Results

In the face of uneven and low responses :

- Students in the traditional clinical model demonstrated statistically significant higher ratings for teamwork ( $p = 0.0477$ ) and accountability ( $p = 0.0486$ ).
- Students in the APU showed higher scores on items relating to patient care and empathy, ethics, and responding to patient needs and rights.



## Developing Themes

- Perceptions are critical in the relationship between nurse and student:
  - Both negative or positive perceptions, by nurse and student, effect the teacher/student dyad
- Development of self-efficacy is important for both student and nurse
  - Both need to feel confident and capable in their role
    - Advanced preparation and strategies for role success are needed
    - Nurses precepting students often don't get adequate preparation to be teachers
- For students, familiarity in the environment breeds comfort, confidence, and ultimately self-efficacy in the ability to learn, followed by self-efficacy in the ability to be a professional nurse.

## Discussion

Regardless of whether the student is working with a nurse or a faculty member, the emphasis on teaching strategy and effective, individualized communication, teaching, and learning is stressed in some level by all participants. Each dyad is unique, and succeeds when both parties involved become familiar, are comfortable in their role, are prepared with the proper role skills, and have the self-efficacy – to fulfill the needs of their role, be it teacher or student. Active teaching is complemented by active learning, and both feed off of each other. Clinician nurses teaching students, need to be prepared to be teachers as much as students need classroom education coupled with clinical experience to master nursing skills. If both parties receive their teacher-student bond as capable and willing, both parties involved are satisfied in addition to being successful in the clinical experience. Satisfaction is further built by seeing success in reaching goals: Students, in mirroring professional nurses like their instructor, and nurses in seeing students mirror the nurses as they view themselves.

While the survey results are mixed the APU fosters greater familiarity in the environment and with the nurse modeling the professional nursing role. Students begin to piece together the role of professional nursing, with less energy required to understand their nurse or navigate their environment.

All aspects of nursing are important in developing student nurses, especially a holistic perspective emphasizing an inter-professional approach to patient-centered care.

Acknowledgements: C. Garvan, PhD (statistician); S. Smith (doctoral student)