Title

MOBILE COOPERATION DURING THE CLINICAL PRACTICUM

Abstract

Nursing student – nurse teacher cooperation during the clinical practicum (studies conducted in the clinical practice) is a crucial component in supporting nursing students and promoting nursing students’ competence development during the clinical practicum. However, evidence shows that nursing students have limited opportunities to cooperate with the nurse teacher and students have reported feelings of isolation and shortage of nurse teacher’s support during the clinical practicum. In this PhD-study the topic is in the mobile application assisted nursing student – nurse teacher cooperation (mobile cooperation) during the clinical practicum. The ultimate goal of this two-phase PhD-study is to establish a supplementary technology-enhanced pedagogical method for the nursing student – nurse teacher cooperation to support and promote the competence development of nursing students during the clinical practicum.

In phase I, in the theoretical part of the study, the aim was to identify study findings and appraise quality of the studies on the use of mobile devices, in particular for what purposes and how, in nursing student – nurse teacher cooperation during the clinical practicum.

Phase II, the empirical part, consists of three sub-phases. In phase IIa, the aim was to develop the mobile application, the Clinical Learning Environment, Supervision and Nurse Teacher Scale (CLES+T Scale) to CLES+T2 Scale and the mobile cooperation intervention.

In phase IIb (2015-2016), the aim was to evaluate the effectiveness of the mobile cooperation on nursing students’ competence and self-efficacy level. In addition, nursing students’ satisfaction of supervisory relationship, pedagogical atmosphere on the ward and the role of nurse teacher and the usability of the mobile application was measured. The study design was a two-arm, randomized, parallel-group trial (ClinicalTrials.gov identifier NCT02635295). The study sample consists of pre-registration nursing students entering a five week internal medicine or surgical clinical practicum.

In phase IIc, the summary will be written and recommendations will be proposed whether mobile cooperation can or cannot be implemented in nursing student – nurse teacher cooperation during the clinical practicum.

This study will produce new knowledge about nursing students’ competence development, self-efficacy and mobile device use in nursing education, specifically in the area of clinical practicum. The study findings may support the development of cost-benefit methods for nursing student – nurse teacher cooperation by developing a supplementary technology-enhanced pedagogical method. The study findings contribute the development of nursing degree programs and curricula to meet requirements of new health technology competence demands of future nursing practice. The study is conducted under the supervision of docent Mikko Saarikoski and professor Helena Leino-Kilpi.