

Effects of Educational Instructors' Support From Others and Experiential Learning on the Clinical Learning Environment



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Aim:

To reveal the effects of educational instructors' support from others and experiential learning on the clinical learning environment (CLE).

Background:

- In clinical practice, educational instructors are involved in the design of the clinical learning environment for nursing students. Clinical learning is embedded in the community in which practitioners of various skill levels, from beginner to master, work. There are three types of support received from others in the workplace: work support, reflective support, and mental support.
- The process of experiential learning (Kolb, 1984) includes concrete experience, reflective observation, abstract conceptualization, and active experimentation, and a relationship to the learning environment has been suggested.
- The CLE is considered as a setting for experiential learning in nursing practice that can promote the development of students' problem-solving ability and has been studied from diverse viewpoints.

Methods:

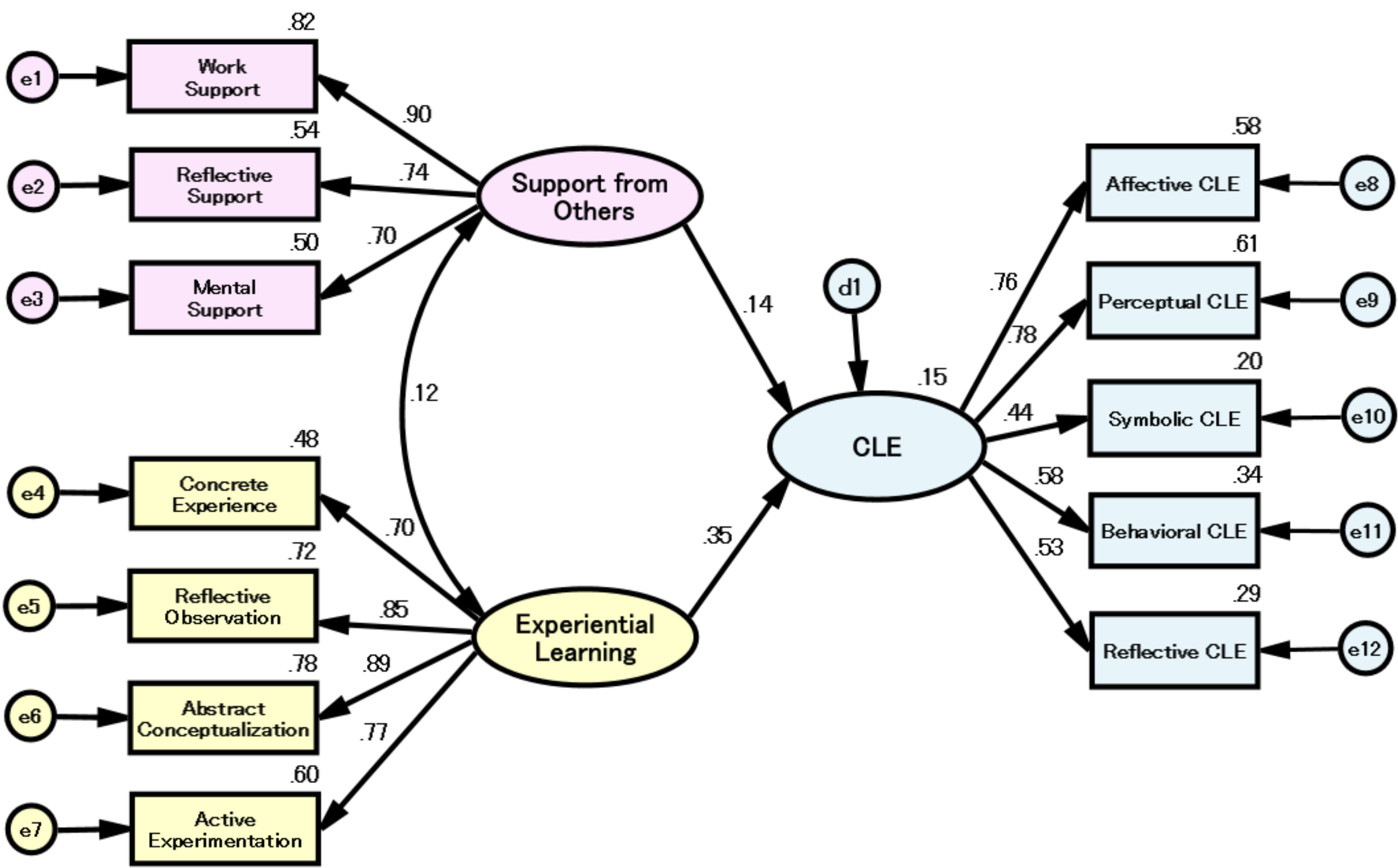
- Participants/Setting:** The subjects comprised 1,153 educational instructors at 101 hospitals with a capacity of 200 or more general hospital beds in Japan. A questionnaire survey including subject attributes, the most valued relationships with others, a scale of the support received from these others (subscales: work support, reflective support, mental support), the Experiential Learning Scale, and the Clinical Learning Environment Diagnostic Inventory (CLEDI) was mailed to the study participants from November 2017 to March 2018.
- Data Analysis:** One-way analysis of variance and multiple comparison were performed using IBM® SPSS® Statistics. Covariance structure analysis was performed using IBM® SPSS® Amos.

Outcomes: The number of valid responses was 416 (36.1%).

Characteristics of the Educational Instructors	
	Mean (SD)
Age	40.94 (7.56)
Years of nursing experience	18.24 (7.36)
Years of experience in student guidance	7.56 (6.48)
Employment departments	
n (%)	
Adult surgical ward	88 (18.8)
Adult internal medicine ward	78 (21.2)
Adult mixed ward	74 (17.8)
Pediatric ward	29 (7.0)
Obstetrics ward	28 (6.7)
Psychiatric ward	14 (3.4)
Other departments	105 (25.2)

The comparison of subscales for the most valued relationships with others					
Characteristic	n (%)	Mean (SD)	F-value	P-value	Tukey HSD test
Work support					
Bosses (A)	83 (20.0)	25.1 (3.5)	85.0	<.001	A, B, C > D
Superiors/seniors (B)	77 (18.5)	24.9 (3.8)			
Colleagues/peers (C)	120 (28.8)	24.4 (2.9)			
Subordinates/juniors (D)	134 (32.2)	18.2 (4.8)			
Reflective support					
Bosses (A)	83 (20.0)	12.6 (1.8)	20.0	<.001	A, B, C > D
Superiors/seniors (B)	77 (18.5)	12.2 (1.9)			
Colleagues/peers (C)	120 (28.8)	12.3 (1.6)			
Subordinates/juniors (D)	134 (32.2)	11.0 (1.7)			
Mental support					
Bosses (A)	83 (20.0)	17.5 (4.7)	36.4	<.001	A, B, C > D
Superiors/seniors (B)	77 (18.5)	18.1 (4.2)			
Colleagues/peers (C)	120 (28.8)	20.1 (4.0)			
Subordinates/juniors (D)	134 (32.2)	14.4 (4.7)			

One-way analysis of variance and multiple comparison



GFI = 0.957, AGFI = 0.934, CFI = 0.969, RMSEA = 0.053

Effect of experiential learning and support from others in the workplace on the CLE

All path coefficients were significant, and the correlation coefficient between “support from others” and “experiential learning” was 0.12. The standardized coefficients from “support from others” and “experiential learning” to “CLE” were 0.14 and 0.35, respectively, and the square of the multiple correlation coefficient was 0.15.

Implications:

It is suggested that educational instructors' “support from others” and “experiential learning” affect the “CLE.” It is essential to reveal factors related to educational instructors' CLE designs that promote student learning and to use the results in the development of a support program for educational instructors.

References:

- Kolb D.A. (1984) *Experiential Learning: Experience as The Source of Learning and Development*. Prentice Hall, Upper Saddle River, NJ.
- Hosoda, Y. (2006) Development and testing of a Clinical Learning Environment Diagnostic Inventory for baccalaureate nursing students. *Journal of Advanced Nursing*, 56, 480-490.

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