The purpose of nursing training, which is composed of both theory and practice, is to develop students' cognitive, affective, and psychomotor knowledge, skills, and attitudes. As an indispensable part of nursing training, clinical practice enables students to practice what they have learned in a real setting by integrating and experiencing their knowledge (Kareglüsoy, Özden, Türk, & Yıldız, 2014). The study was conducted with the 253 students who agreed to participate in the “Fundamentals of Nursing Course” in the spring term. It is the first course students of nursing students' clinical training to fulfill its aim, it is critical to know the professionals, and lack of assessment standards.

In order for nursing students' clinical training to fulfill its aim, it is critical to know the professionals, and lack of assessment standards. Timmermans (2013) investigated freshers' views regarding unsafe clinical conditions and assignments were found to be sources of stress. Killam, Mossey, Montgomery, and Smith, Courtney, Finlayson, & Chapman, 2004). There are various studies analyzing nursing students' views on clinical practice, levels of anxiety, and effect of different clinics on learning experience in the literature. In the study conducted by Tray-Lawley (Jones, Pin, Courtney, Pfatt, Harbours, and Rossiter (2015), anxiety levels of 144 freshers in a nursing department regarding clinical practice were examined and it was found that 34% of the students did not feel ready for clinical practice due to lack of knowledge, skills, and confidence, and therefore, their anxiety levels were high. In another study by Shaban, Khater, and Aliku-Zaheya (2012), clinical setting and assignments were found to be sources of stress- Killam, Mossey, Montgomery, and Timmermans (2013) investigated freshers' views regarding unsafe clinical conditions and found that students perceived some factors to be threatening safety, such as improper expectations on students, vague assessment process, limited communication with health professionals, and lack of assessment standards.

The study was implemented after the final exam following the completion of clinical practice. Students were both informed about the study and asked to participate within the same class. Those who accepted were asked to answer the questions in the form.

The data was collected using the question form which was composed of three parts. In the first part, there were 9 questions about students' socio-demographic characteristics. The second part was composed of 26 questions under the subtopics “Physical Learning Setting, Communication, Roles, and Functions of the Nurse and Contributions of Clinical Practice,” the third part included 44 propositions about students' views and evaluations regarding clinical practice.

**Data Analysis**

The data was analyzed using the statistical package program SPSS, version 16.0 for windows, and numbers, percentage, standard deviation, and min-max were used to evaluate the data.

### Ethical Considerations

Written approval of the institution and students was obtained and the ethical appropriateness of the study was approved by the ethical committee of the Hacettepe University.

### Results

Mean age of the students was 20.2; 85.4% of the students were female, 71% of them graduated from an high school, 85.4% had a grade point average between 2.51 and 3.50, 64.8% lived in dorms, and 41.9% voluntarily entered the nursing department whereas 40.3% choose this department for employment opportunities.

- About 80% to 90% of the students evaluated the suitability for use and quantitative adequateness of equipment, number, and professional competence of nurses, and state that the setting of reaching healthcare staff when they need to as “Good” and “Very Good”.
- Students stated to not have observed nurses' fulfilling the role of defending patient (23.7%) and role of researcher (30%). In terms of giving customized care for patients, students approached the patient in an integrated way, and being a role model for students, nurses' attitudes and evaluations regarding nursing profession (94.5%) was stated to be a “factor affecting students' learning positively”.
- The conformity of theoretical knowledge and practice (84.9%), nurses' attitudes and evaluations regarding nursing profession (94.5%) was stated to be a “factor affecting students' learning positively”.

### Factors Regarding the Instructor

- Instructor's expectations from the student
- Instructor's level of knowledge
- Professional knowledge levels of instructors (94.5%) was stated to be a “factor affecting students' learning positively”.
- Instructors' attitudes towards and expectations from students, levels of professional knowledge, feedback, communication with healthcare staff, and teaching methods were stated to affect students' learning positively.
- Prejudices towards clinical practice, and clinical area, fear of making mistake, grade anxiety and patient's emotional state and attitudes were stated to be factors affecting students learning negatively.

### References


### Factors Regarding the Patient and Patient's Relatives

- Providing care to the patient with risk of infection from blood and body liquid
- Providing care to the patient with a terminal illness
- Patient's relatives' attitude towards the student
- Communication with instructor
- Fear of making a mistake
- Communicating with other nursing students
- Starting and continuing communication with the patient
- Patient's emotional state (being angry, sad, anxious, and in pain)
- Attitudes and attitudes towards students were stated to be factors affecting learning negatively for 37.9% and 16.6% of students respectively (Table 1).

### Professional Knowledge Levels of Instructors

Professional knowledge levels of instructors (45.4%) was stated to be a “factor affecting their learning positively” whereas the number of students per instructor was stated to have a “negative effect on their learning” (60.7%) (Table 1). Students stated that theoretical (80.6%) and practical (80.6%) were factors that affected their learning positively, but prejudices regarding clinical practice (38.7%), fear of making a mistake (55.3%), prejudices towards clinical practice area (58.5%), and clinical practice grade anxiety (29.2%) were stated to be factors affecting their learning negatively (Table 1).

### Conclusion

Being aware of what students experience during their first clinical practice will help instructors prepare settings where students can have more positive experiences. The study showed that students’ learning was affected by healthcare professionals they worked with as well as clinical wards and clinical instructors.

### Research Highlights

- Suitability of physical setting to fulfill students personal needs, opportunity of practicing the skills learnt was assessed as “Moderately” and “Bad”.
- Instructors’ attitudes towards and expectations from students, levels of professional knowledge, feedback, communication with healthcare staff, and teaching methods were stated to affect students’ learning positively.
- Prejudices towards clinical practice, and clinical area, fear of making mistake, grade anxiety and patient’s emotional state and attitudes were stated to be factors affecting students learning negatively.