

CHAPTER 5

CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

In this chapter, the conclusions of study were presented on the basis of the findings and discussions. Implications of the findings and recommendations are also argued.

Conclusion

This descriptive correlation study aimed to describe the relationship between clinical learning environment and clinical learning outcomes among the 4th year BNSs in The Socialist Republic of Vietnam. The findings indicated the current status of clinical learning environment as perceived by the 4th year BNSs and also show the students' clinical learning outcomes during the period of upgrading nursing education in Vietnam. This study was conducted from April to June, 2011 at seven universities. The subjects were 252 4th year BNSs. The instrument used for data collection was a questionnaire that was composed of three parts: Demographic Data Form, Clinical Learning Environment Scale (CLES), and Clinical Learning Outcomes for Nursing Student Tool (CLONS). The reliability by total of CLES and CLONS were .83 and .92, respectively. Descriptive statistics and Spearman's Rank order correlation coefficient were employed for data analysis. The results were presented as follows:

1. The fourth-year baccalaureate nursing student perceived the clinical learning environment at the end-of-program clinical course was at a moderate level ($\bar{X} = 68.40$, $SD = 11.90$).

2. The level of clinical learning outcomes which the fourth-year baccalaureate nursing students perceived after finishing the end-of-program course was at a moderate level ($\bar{X} = 161.46$, $SD = 18.86$). The level of caring and student role was at a high level. While nursing process, psychomotor skills, organizing plan, patient teaching, communication, accountability and knowledge were at a moderate level.

3. There was a positive significant correlation between clinical learning outcomes and clinical learning environment ($r = .36$, $p < 0.01$). Four subscales nurse manager commitment, student satisfaction, staff-student relationship, and student-patient relationship had a positive significant relationship with clinical learning outcomes. While interpersonal relationship showed having no correlation with the clinical learning outcomes.

Implications

The results of this study provide information about clinical learning environment and clinical learning outcomes as perceived by the fourth-year baccalaureate nursing students in the Socialist Republic of Vietnam. The implications of the results of this study are as follows:

The association was found between clinical learning outcomes and four dimensions of clinical learning environment which included nurse manager commitment, staff-students relationship, patient-student relationship and student satisfaction. In addition, the findings showed that nurse manager commitment had a strongest relationship to students' clinical learning outcomes. Therefore, nurse administrator plays an important role in creating and maintaining work environment for nurses as well as learning environment for students. Nurse administrator should encourage nursing staffs to take part in teaching role of nursing students. Furthermore, nursing faculty, hospital administrator and nurse administrator should move forward on collaborating, promoting and developing positive clinical environment for nursing students. Nursing faculty should work close relationship with clinical settings to clarify the roles of clinical facilitator as well as the roles of nursing staff in teaching, supervising and evaluating nursing students. Moreover, nursing faculty should evaluate availability of clinical placements before sending students to those places. Funding and rewards for nursing staffs who have involved in teaching role should be seconded by nursing institution. Finally, workshops and training courses should be held by nursing institution every year to maintain firm relationship between faculty and clinical setting.

Recommendations for further study

The results of this study support some empirical evidence about the achievement of clinical learning outcomes when nursing students study in clinical settings and the clinical learning environment influencing students' clinical learning

outcomes. Based on the findings of the study, the following recommendations are made.

1. This study examined the relationship between CLE and CLO based on only the perceptions of nursing students. Thus, further study is needed to be carried out to examine the relationship between these components based on perceptions of other subjects such as clinical nurses and faculty members in order to confirm the results of this study.

2. Further research is needed to be carried out to replicate this study on a large scale.