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APPENDICES

APPENDIX A**INFORMATION SHEET FOR NURSING STUDENTS**

Dear participants,

My name is Mr. Nguyen Duc Duong, I am a nurse teacher at Nghe An Medical University, and a master student at the Faculty of Nursing, Chiang Mai University, Thailand. I am conducting a research project entitled “Clinical Learning Environment and Clinical Learning Outcomes Among the Fourth-year Baccalaureate Nursing Students in The Socialist Republic of Vietnam”. The purposes of this study is to assess the level of clinical learning environment, the level of clinical learning outcomes, and to examine the relationship between clinical learning environment and clinical learning outcomes as perceived by the fourth-year baccalaureate nursing students in The Socialist Republic of Vietnam.

As you know, clinical practice plays an important part in nursing curriculum. Clinical practice enables students to develop competencies in their ability to apply the knowledge, skills, and attitudes to the clinical setting. In addition, understanding learning environment in clinical setting and understanding nursing students enhance clinical competence are sound important. Therefore, you are invited to participate in this study as the information you provide can be helpful for understanding a current learning environment in clinical settings and the achievement of learning outcomes at the end of your clinical practice. Your participation will contribute to the results of this study that will be benefit for not only nurse educator, nurse administrator but also

students themselves in creating positive learning environment to acquire good learning outcomes. Your participation in this study is completely voluntary and you may withdraw from this study at any time if you do not want to participate in this study. Whether you decide to participate or not, you will still have all benefits that you would otherwise have at your university. In addition, your participation or withdrawal in this study will not affect your academic evaluation/grade.

When you understand the study information and agree to participate in this study, you will be asked to sign consent form. Then you will be asked to complete a questionnaire including demographic data form, clinical learning environment scale, and clinical learning outcomes for nursing students scale. It will take you about 15-20 minutes to complete the questionnaire. You can fill in the questionnaire in your own time in a comfortable environment; even you can take it to your home and do it in convenient time and place. Please return the questionnaires within the next two weeks and place it in the research box that I put in your university.

Your information collected for this study will be kept confidential by using coding number instead of your name and your name will not be disclosed in reporting of any information. The knowledge that I gain from this study will be shared to the public as an overall result. Participant's name and information will not be mentioned. Any other benefit or copyright that may be result of this study will be accordance with rules and regulations of Chiang Mai University.

Individual contact: If you need further information regarding this study, please contact Mr. Nguyen Duc Duong by telephoning (+84).983.188550 or (+66).855.202430, or or by writing him at Nghe An Medical mailbox, Vinh City, or by email: ducduong80@gmail.com. Further, if you have any questions or concerns regarding the human right in research participation, you may contact the ethics committee chairperson, Prof. Emeritus Dr. Wichit Srisuphan by telephoning 66-53-945033, or by email: wichit@mail.nurse.cmu.ac.th. The cost of your telephone call will be reimbursed by the investigator.

Yours sincerely,

Nguyen Duc Duong

APPENDIX B
INFORMED CONSENT

Principal Investigator:

Mr. Nguyen Duc Duong
 Master student of Faculty of Nursing, Chiang Mai University
 Permanent contact: Training Bureau, Nghe An Medical University,
 Vinh City, Nghe An Province
 Telephone number: 84-983-188550

Dear participants,

My name is Mr. Nguyen Duc Duong, I am a a master student at the Faculty of Nursing, Chiang Mai University, Thailand. I am conducting a research project entitled “Clinical Learning Environment and Clinical Learning Outcomes Among the Fourth-year Baccalaureate Nursing Students in The Socialist Republic of Vietnam”. The purposes of this study is to assess the level of clinical learning environment, the level of clinical learning outcomes, and to examine the relationship between clinical learning environment and clinical learning outcomes as perceived by the fourth-year baccalaureate nursing students in The Socialist Republic of Vietnam.

Your participant in this study is paramount and depends on your interest. You can withdraw at any time without receiving any penalty. All of your information will be anonymous and strictly confidential. Your signature or thumbprint below indicates that you accept and agree to participate in this study. If you have any query now or at anytime, please do not hesitate to contact or discuss with me as the address showed above.

Thanks for your participation

Mr. Nguyen Duc Duong

For participant

I _____, was informed the details of the research entitled “Clinical Learning Environment and Clinical Learning Outcomes Among the Fourth-year Baccalaureate Nursing Students in The Socialist Republic of Vietnam”. I understand and I am willing to participate in this study.

Signature or thumbprint of participant _____

9. Which nursing institution are you studying?

- | | | | |
|-----------------|--------------------------|----------------|--------------------------|
| 1). Nam Dinh | <input type="checkbox"/> | 5). Thai Binh | <input type="checkbox"/> |
| 2). Hanoi | <input type="checkbox"/> | 6). Hai Duong | <input type="checkbox"/> |
| 3). Hai Phong | <input type="checkbox"/> | 7). Thang Long | <input type="checkbox"/> |
| 4). Thai Nguyen | <input type="checkbox"/> | | |

10. Which clinical setting are you studying?

- | | |
|------------------------|--------------------------|
| 1). Medical - Surgical | <input type="checkbox"/> |
| 2). Maternal and Child | <input type="checkbox"/> |
| 3). ICU - Emergency | <input type="checkbox"/> |
| 4). Specialty settings | <input type="checkbox"/> |

DEMOGRAPHIC DATA FORM
(Vietnamese Version)

Hướng dẫn: Xin bạn hãy điền một số thông tin bằng cách tích dấu “√” vào thích hợp.

1. Giới tính 1). Nữ 2). Nam
2. Tuổi năm
3. Có bao nhiêu thành viên cùng thực tập trong khoa của bạn?
 - 1). 1 – 5 sinh viên
 - 2). 6 – 10 sinh viên
 - 3). 11 – 15 sinh viên
 - 4). Nhiều hơn 15 sinh viên
4. Ngoài nhóm sinh viên năm thứ 4 của bạn, có nhóm sinh viên điều dưỡng nào khác đang đi thực tập cùng khoa với nhóm của bạn không?
 - 1). Có 2). Không
5. Có nhóm sinh viên y khoa nào cùng thực tập với nhóm của bạn không?
 - 1). Có 2). Không
6. Giảng viên hướng dẫn lâm sàng của bạn đến hướng dẫn, giảng dạy tại khoa lâm sàng mà bạn đang thực tập bao nhiêu lần trong 1 tuần?
 - 1). Không đến 3). Hai lần
 - 2). Một lần 4). Nhiều hơn hai lần
7. Tỷ lệ sử dụng giường bệnh trung bình của khoa trong thời gian bạn đang thực tập là bao nhiêu?
 - 1). Dưới 50%
 - 2). Từ 51 đến 100 %
 - 3). Từ 101 đến 150 %
 - 4). Hơn 150%
8. Tỷ lệ trung bình người bệnh trên một điều dưỡng tại khoa của bạn trong thời gian bạn thực tập là bao nhiêu?
 - 1). Đối với ban ngày:



2). Đối với ban đêm:

9. Bạn đang là sinh viên của trường Đại học nào?

- | | | | |
|-----------------|--------------------------|----------------|--------------------------|
| 1). Nam Định | <input type="checkbox"/> | 5). Thái Bình | <input type="checkbox"/> |
| 2). Hà Nội | <input type="checkbox"/> | 6). Hải Dương | <input type="checkbox"/> |
| 3). Hải Phòng | <input type="checkbox"/> | 7). Thăng Long | <input type="checkbox"/> |
| 4). Thái Nguyên | <input type="checkbox"/> | | |

10. Bạn đang thực tập tại nhóm khoa nào sau đây?

- | | |
|-----------------------|--------------------------|
| 1). Nội – Ngoại khoa | <input type="checkbox"/> |
| 2). Sản Nhi | <input type="checkbox"/> |
| 3). ĐT tích cực, HSCC | <input type="checkbox"/> |
| 4). Chuyên khoa lẻ | <input type="checkbox"/> |

APPENDIX D

CLINICAL LEARNING ENVIRONMENT SCALE

(English Version)

The purpose of this questionnaire is to find out what students think about the *clinical ward as a setting for nursing student learning*. Please work through the questionnaire, filling in each and every item by check (√) in the relevant column which most accurately reflects your opinions. The columns vary from (1) = strongly disagree, (2) = disagree, (3) = undecided, (4) = agree, (5) = strongly agree. There is no right or wrong answer for each item - all answers reflect feelings and opinions. Try to avoid using the 'undecided' unless you really cannot agree or disagree. All items refer to the ward on which you are currently placed as a student or have been a student most recently.

Items	Degree of agreement				
	1	2	3	4	5
1. The NM attaches great importance to the learning needs of nursing students					
2. Nursing students learn more from other students on the ward than from the nursing staff					
3. I am happy with the experience I have had on this ward					
... ..					
... ..					
... ..					
21. The NM has a teaching programme for students on this ward					
22. Our questions were usually answered satisfactorily					
23. The patients' needs really are given first priority					

CLINICAL LEARNING ENVIRONMENT SCALE
(Vietnamese Version)

Bộ câu hỏi này nhằm đánh giá quan điểm cảm nhận và quan điểm cá nhân của anh/chị về môi trường học tập tại một khoa lâm sàng mà anh/chị đang thực tập hoặc khoa gần nhất mà anh/chị vừa trải qua. Lựa chọn của anh/chị không phản ánh đúng hoặc sai mà chỉ phản ánh cảm nhận và quan điểm của cá nhân mình về khoa lâm sàng vừa học. Để câu trả lời có ý nghĩa, xin hạn chế lựa chọn “*không quyết định*” thay vào đó, xin hãy đưa ra quan điểm là đồng ý hoặc không đồng ý.

Thang lựa chọn mức độ đồng ý như sau: 1 = rất không đồng ý; 2 = không đồng ý; 3 = không quyết định; 4 = đồng ý; 5 = rất đồng ý.

Các câu hỏi	Quan điểm của anh chị				
	1	2	3	4	5
1. Điều dưỡng trưởng khoa giành sự quan tâm đặc biệt đến nhu cầu học tập của sinh viên điều dưỡng					
2. Các sinh viên học hỏi lẫn nhau nhiều hơn là học hỏi được từ các nhân viên điều dưỡng trong khoa					
3. Tôi cảm thấy những kiến thức và kinh nghiệm học được từ khoa này là rất ý nghĩa					
... ..					
... ..					
... ..					
21. Điều dưỡng trưởng khoa có chương trình giảng dạy cho sinh viên					
22. Các câu hỏi mà chúng tôi đặt ra thường được trả lời một cách làm chúng tôi hài lòng					
23. Nhu cầu của người bệnh ở khoa này thường được xem là ưu tiên thứ nhất					

APPENDIX E

CLINICAL LEARNING OUTCOMES FOR NURSING STUDENT TOOL (English Version)

The aim of this questionnaire is to find out what student perceives the *learning outcomes when he/she completes one clinical course*. Please check (√) in the relevant column which most accurately reflects your achievement of the clinical learning outcomes. There is no right or wrong answer for each item, please be honest as you can in answering the questions. (1) = not applicable (2) = strongly disagree, (3) = disagree, (4) = agree, (5) = strongly agree.

Items	Degree of agreement				
	1	2	3	4	5
1. State the unique characteristics of an assigned client					
2. Describe the actual and potential intra-, inter- and extra personal stressors that affect or might affect the client					
3. Describe how the client reacts as a holistic person with the environment: physical, psychological, developmental, sociocultural, and spiritual					
... ..					
... ..					
... ..					
41. Prepare the client and equipment for procedures					
42. Observe asepsis as needed					
43. Perform with speed and accuracy					
44. Demonstrate organization in the skill's performance					
45. Consider the safety of the patient and the equipment					

CLINICAL LEARNING OUTCOMES FOR NURSING STUDENT TOOL
(Vietnamese Version)

Bộ câu hỏi sau đây nhằm đánh giá sự mức độ về kết quả học lâm sàng mà mỗi cá nhân đạt được sau khi kết thúc đợt thực hành tại khoa lâm sàng gần nhất. Anh/chị hãy cho biết mức độ của những kỹ năng mà anh/chị đạt được theo từng câu hỏi. Các mức độ theo thứ tự như sau: (1) = không đạt được, (2) = rất thấp, (3) = thấp, (4) = thành thạo, (5) = rất thành thạo. Xin hãy trả lời các câu hỏi sau đây bằng cách tích (✓) vào mục chọn mà anh/chị cảm thấy phản ánh đúng kết quả mà mình thu được.

Các câu hỏi	Mức độ đạt được				
	1	2	3	4	5
1. Trình bày được những đặc điểm của một người bệnh được chỉ định					
2. Miêu tả được các yếu tố hiện tại, yếu tố tiềm tàng, yếu tố bên trong và bên ngoài ảnh hưởng hoặc có thể ảnh hưởng đến người bệnh					
3. Miêu tả phản ứng của người bệnh đối với môi trường trên tất cả các phương diện: thể chất, tâm lý, sự phát triển, văn hóa xã hội và tâm linh.					
... ..					
... ..					
... ..					
43. Thực hiện thủ thuật chính xác, đúng kỹ thuật					
44. Chứng tỏ được kỹ năng tổ chức, sắp xếp hợp lý khi thực hiện thủ thuật					
45. Đảm bảo an toàn người bệnh và các trang thiết bị chăm sóc.					

APPENDIX F

CERTIFICATE OF ETHICAL CLEARANCE



No.048/2011

CERTIFICATE OF ETHICAL CLEARANCE
Research Ethics Review Committee
Faculty of Nursing, Chiang Mai University

The Research Ethics Review Committee of the Faculty of Nursing, Chiang Mai University declares approval of

Research Project Title : Clinical Learning Environment and Clinical Learning Outcomes Among the Fourth-year Baccalaureate Nursing Students, The Socialist Republic of Vietnam

Principal Investigator : MR.NGUYEN DUC DUONG

Participating Institution : International Master Program in Nursing Administration, Faculty of Nursing, Chiang Mai University

The above research project does not violate rights, well being, and/or endanger human subjects and is justified to conduct the research procedures as proposed.

This clearance is valid from the date of approval to March 25, 2012

Date of approval March 25, 2011

Wichit Srisuphan

(Professor Dr.Wichit Srisuphan)
 Chair, Research Ethics Review Committee
 Faculty of Nursing, Chiang Mai University

T. Suwanprapisa

(Associate Professor Dr.Thanaruk Suwanprapisa)
 Dean of Faculty of Nursing, Chiang Mai University

APPENDIX G-1

Permission of Data Collection Letter (Hanoi Medical University)

Faculty of Nursing
Chiang Mai University



คณะพยาบาลศาสตร์
มหาวิทยาลัยเชียงใหม่

Ref.No.6393 (7)/ 1325

Associate Prof. Dr. Nguyen Duc Chinh
Rector of Hanoi Medical University,
Hanoi, Vietnam

March 25, 2011

Dear Dr. Nguyen Duc Chinh,

Regarding Mr. Nguyen Duc Duong, Code 521231801, a student in the Master program in Nursing Administration at the Faculty of Nursing, Chiang Mai University, Thailand, his thesis on "Clinical Learning Environment and Clinical Learning Outcomes Among the Fourth-year Baccalaureate Nursing Students, The Socialist Republic of Vietnam" has been approved. Assistant Professor Dr. Thitinut Akkadechanunt and Associate Professor Dr. Ratanawadee Chontawan are his thesis advisory committee. He would like to collect data from the fourth-year nursing students in the baccalaureate nursing program at Hanoi Medical University for 48 cases in April, 2011 by using Demographic data form, Clinical Learning Environment Scale, and Clinical Learning Outcomes for Nursing Student Scale. The data will be used for the thesis as aforementioned.

The Faculty of Nursing, Chiang Mai University would like to request the permission for student to collect data from this place for this thesis and it will be beneficial for the student's research. All data will be collected by student.

Please be so kind as to consider this request.

Yours sincerely,

Sujitra Tiansawad, D.S.N., R.N.
Deputy Dean
Faculty of Nursing, Chiang Mai University

Dr. Nguyen Duc Chinh
Rector of Hanoi Medical University
Hanoi, Vietnam

APPENDIX G-2

Permission of Data Collection Letter (Nam Dinh University of Nursing)

Faculty of Nursing
Chiang Mai University



คณะพยาบาลศาสตร์
มหาวิทยาลัยเชียงใหม่

Ref.No.6393 (7)/ 1320

Dr. Do Dinh Xuan
Rector of Nam Dinh University of Nursing,
Nam Dinh Province, Vietnam

March 23, 2011

Dear Dr. Do Dinh Xuan,

Regarding Mr. Nguyen Duc Duong, Code 521231801, a student in the Master program in Nursing Administration at the Faculty of Nursing, Chiang Mai University, Thailand, his thesis on "Clinical Learning Environment and Clinical Learning Outcomes Among the Fourth-year Baccalaureate Nursing Students, The Socialist Republic of Vietnam" has been approved. Assistant Professor Dr. Thitinut Akkadechanunt and Associate Professor Dr. Ratanawadee Chontawan are his thesis advisory committee. He would like to collect data from the fourth-year nursing students in the baccalaureate nursing program at Nam Dinh University of Nursing for 118 cases in April, 2011 by using Demographic data form, Clinical Learning Environment Scale, and Clinical Learning Outcomes for Nursing Student Scale. The data will be used for the thesis as aforementioned.

The Faculty of Nursing, Chiang Mai University would like to request the permission for student to collect data from this place for this thesis and it will be beneficial for the student's research. All data will be collected by student.

Please be so kind as to consider this request.

Yours sincerely,

Sujitra Tiansawad, D.S.N., R.N.
Deputy Dean
Faculty of Nursing, Chiang Mai University

APPENDIX G-3

Permission of Data Collection Letter (Ha Duong Medical Technology University)

Faculty of Nursing
Chiang Mai University



World Health Organization
Collaborating Centre for
Nursing and Midwifery
Development



THE JUSSARA BRIJALA INSTITUTE
The Thailand Centre for Evidence Based
Practice in Nursing & Midwifery
A Collaborating Centre of the
Jussara Brijala Institute

คณะพยาบาลศาสตร์
มหาวิทยาลัยเชียงใหม่

Ref.No.6393 (7) 1321

Associate Prof. Dr. Vu Dinh Chinh
Rector of Hai Duong Medical Technology University,
Hai Duong Province, Vietnam

March 25, 2011

Dear Dr. Vu Dinh Chinh,

Regarding Mr. Nguyen Duc Duong, Code 521231801, a student in the Master program in Nursing Administration at the Faculty of Nursing, Chiang Mai University, Thailand, his thesis on "Clinical Learning Environment and Clinical Learning Outcomes Among the Fourth-year Baccalaureate Nursing Students, The Socialist Republic of Vietnam" has been approved. Assistant Professor Dr. Thitint Akkadechanunt and Associate Professor Dr. Ratanawadee Chontawan are his thesis advisory committee. He would like to collect data from the fourth-year nursing students in the baccalaureate nursing program at Hai Duong Medical Technology University for 23 cases in April, 2011 by using Demographic data form, Clinical Learning Environment Scale, and Clinical Learning Outcomes for Nursing Student Scale. The data will be used for the thesis as aforementioned.

The Faculty of Nursing, Chiang Mai University would like to request the permission for student to collect data from this place for this thesis and it will be beneficial for the student's research. All data will be collected by student.

Please be so kind as to consider this request.

Yours sincerely,

Sujitra Tiansawad

Sujitra Tiansawad, D.S.N., R.N.
Deputy Dean
Faculty of Nursing, Chiang Mai University

APPENDIX G-4

Permission of Data Collection Letter (Hai Phong Medical University)

Faculty of Nursing
Chiang Mai University



คณะพยาบาลศาสตร์
มหาวิทยาลัยเชียงใหม่

Ref.No.6393 (7)/ 1322

Associate Prof. Dr. Pham Van Thuc
Rector of Hai Phong Medical University,
Hai Phong, Vietnam

March 23, 2011

Dear Dr. Pham Van Thuc,

Regarding Mr. Nguyen Duc Duong, Code 521231801, a student in the Master program in Nursing Administration at the Faculty of Nursing, Chiang Mai University, Thailand, his thesis on "Clinical Learning Environment and Clinical Learning Outcomes Among the Fourth-year Baccalaureate Nursing Students, The Socialist Republic of Vietnam" has been approved. Assistant Professor Dr. Thitinut Akkadechanunt and Associate Professor Dr. Ratanawadee Chontawan are his thesis advisory committee. He would like to collect data from the fourth-year nursing students in the baccalaureate nursing program at Hai Phong Medical University for 23 cases during in April, 2011 by using Demographic data form, Clinical Learning Environment Scale, and Clinical Learning Outcomes for Nursing Student Scale. The data will be used for the thesis as aforementioned.

The Faculty of Nursing, Chiang Mai University would like to request the permission for student to collect data from this place for this thesis and it will be beneficial for the student's research. All data will be collected by student.

Please be so kind as to consider this request.

Yours sincerely,

Sujitra Tiansawad

Sujitra Tiansawad, D.S.N., R.N.
Deputy Dean
Faculty of Nursing, Chiang Mai University

APPENDIX G-5

Permission of Data Collection Letter (Thang Long University)

Faculty of Nursing
Chiang Mai University



คณะพยาบาลศาสตร์
มหาวิทยาลัยเชียงใหม่

Ref.No.6393 (7)/ 1319

Associate Prof. Dr. Le Van Mot
Rector of Thang Long University,
Hanoi, Vietnam

March 23, 2011

Dear Dr. Le Van Mot,

Regarding Mr. Nguyen Duc Duong, Code 521231801, a student in the Master program in Nursing Administration at the Faculty of Nursing, Chiang Mai University, Thailand, his thesis on "Clinical Learning Environment and Clinical Learning Outcomes Among the Fourth-year Baccalaureate Nursing Students, The Socialist Republic of Vietnam" has been approved. Assistant Professor Dr. Thitinut Akkadechanunt and Associate Professor Dr. Ratanawadee Chontawan are his thesis advisory committee. He would like to collect data from the fourth-year nursing students in the baccalaureate nursing program at Thang Long University for 40 cases in April 2011 by using Demographic data form, Clinical Learning Environment Scale, and Clinical Learning Outcomes for Nursing Student Scale. The data will be used for the thesis as aforementioned.

The Faculty of Nursing, Chiang Mai University would like to request the permission for student to collect data from this place for this thesis and it will be beneficial for the student's research. All data will be collected by student.

Please be so kind as to consider this request.

Yours sincerely,

Sujitra Tiansawad, D.S.N., R.N.
Deputy Dean
Faculty of Nursing, Chiang Mai University

APPENDIX G-6

Permission of Data Collection Letter (Thai Binh Medical University)

Faculty of Nursing
Chiang Mai University



คณะพยาบาลศาสตร์
มหาวิทยาลัยเชียงใหม่

Ref.No.6393 (7) 132 A

Associate Prof. Dr. Luong Xuan Hien
Rector of Thai Binh Medical University,
Thai Binh Province, Vietnam

March 23, 2011

Dear Dr. Luong Xuan Hien,

Regarding Mr. Nguyen Duc Duong, Code 521231801, a student in the Master program in Nursing Administration at the Faculty of Nursing, Chiang Mai University, Thailand, his thesis on "Clinical Learning Environment and Clinical Learning Outcomes Among the Fourth-year Baccalaureate Nursing Students, The Socialist Republic of Vietnam" has been approved. Assistant Professor Dr. Thitinut Akkadechanunt and Associate Professor Dr. Ratanawadee Chontawan are his thesis advisory committee. He would like to collect data from the fourth-year nursing students in the baccalaureate nursing program at Thai Binh Medical University for 22 cases in April, 2011 by using Demographic data form, Clinical Learning Environment Scale, and Clinical Learning Outcomes for Nursing Student Scale. The data will be used for the thesis as aforementioned.

The Faculty of Nursing, Chiang Mai University would like to request the permission for student to collect data from this place for this thesis and it will be beneficial for the student's research. All data will be collected by student.

Please be so kind as to consider this request.

Yours sincerely,

Sujitra Tiansawad

Sujitra Tiansawad, D.S.N., R.N.
Deputy Dean
Faculty of Nursing, Chiang Mai University



APPENDIX G-7

Permission of Data Collection Letter (Thai Nguyen Medical University)

Faculty of Nursing
Chiang Mai University



คณะพยาบาลศาสตร์
มหาวิทยาลัยเชียงใหม่

Ref.No.6393 (7)/ 1323

Associate Prof. Dr. Nguyen Van Tu
Rector of Thai Nguyen Medical University,
Thai Nguyen Province, Vietnam

March 29, 2011

Dear Dr. Nguyen Van Tu,

Regarding Mr. Nguyen Duc Duong, Code 521231801, a student in the Master program in Nursing Administration at the Faculty of Nursing, Chiang Mai University, Thailand, his thesis on "Clinical Learning Environment and Clinical Learning Outcomes Among the Fourth-year Baccalaureate Nursing Students, The Socialist Republic of Vietnam" has been approved. Assistant Professor Dr. Thitinut Akkadechanunt and Associate Professor Dr. Ratanawadee Chontawan are his thesis advisory committee. He would like to collect data from the fourth-year nursing students in the baccalaureate nursing program at Thai Nguyen Medical University for 24 cases in April, 2011 by using Demographic data form, Clinical Learning Environment Scale, and Clinical Learning Outcomes for Nursing Student Scale. The data will be used for the thesis as aforementioned.

The Faculty of Nursing, Chiang Mai University would like to request the permission for student to collect data from this place for this thesis and it will be beneficial for the student's research. All data will be collected by student.

Please be so kind as to consider this request.

Yours sincerely,

Sujitra Tiansawad

Sujitra Tiansawad, D.S.N., R.N.
Deputy Dean
Faculty of Nursing, Chiang Mai University



APPENDIX H-1

PERMISSION FOR USED INSTRUMENT

Permission letter of Clinical Learning Environment scale

From: "Sandra Dunn" <Sandra.Dunn@cdu.edu.au>
Date: Tue, January 25, 2011 12:16 pm
To: "Nguyen Duc Duong" <g521231801@cm.edu>

Hi Nguyen Duc Duong,

Thank you for your enquiry regarding the Clinical Learning Environment Scale. I am happy to give permission for you to use this tool in your research as long as it is appropriately referenced:

* Dunn, S. V., & Burnett, P. (1995). The Development of a Clinical Learning Environment Scale. *Journal of Advanced Nursing*, 22, 1166-1173.

and/or

* Dunn, S. V., & Hansford, B. (1997). Undergraduate nursing students' perceptions of their clinical learning environment. *Journal of Advanced Nursing*, 25, 1299-1306.

I have attached the original tool and the factor analysis for your information. I would be very interested in hearing the results of your study.

Please feel free to contact me if you have any queries or concerns.

Cheers

Sandra

APPENDIX H-2

PERMISSION FOR USED INSTRUMENT

Permission letter of Clinical Learning Outcomes for Nursing Student Tool

From: "Fatimah AL-Kandari" <f_alkandari85@hotmail.com>
Date: Sun, March 13, 2011 1:54 am
To: "Nguyen Duc Duong" <g521231801@cm.edu>

Dear Duong,

Wish you all the good luck in your master degree and you are granted permission to use the KCLONS in your master thesis study

Regards

Dr. Fatimah Alkandari

APPENDIX I

**Mean, SD, Frequency and Percentage of
Clinical Learning Environment Scale by Each item**

Table I-1

Mean and standard deviation of CLES by each item (n=252)

Clinical learning environment	Mean	SD
Staff-student relationships		
1. All staff on the ward, from the NM to the newest student, feel part of a health care team	3.23	1.10
2. In planning the shift, allowance is made for nursing students to gain the widest possible experience	2.95	1.10
3. This was a happy ward for both patients and nurses	3.00	1.07
4. I did not feel I was treated as an individual, but rather as 'just another student'	2.27	1.12
5. We are generally able to ask as many questions as we want to	3.13	1.26
6. Our questions were usually answered satisfactorily	2.96	1.05
Nurse manager commitment		
7. The NM devotes a lot of her/his time to teaching nursing students	2.44	1.06
8. The NM has a teaching programme for students on this ward	2.78	1.13
9. The NM attaches great importance to the learning needs of nursing students	2.89	1.12
10. The NM here was too busy with more important matters to be able to spend time with us	2.66	1.17
Student-patient relationships		
11. Patient allocation, rather than task allocation, is the practice on this ward	2.81	1.17
12. Nursing care is individualised for each patient on this ward	2.87	1.10
13. The patients' needs really are given first priority	2.98	1.01
14. Learning aids such as books/articles are available to nursing students on this ward	3.13	1.25

Table I-1 (Continued)

Student satisfaction		
15. This was a good ward for my learning	3.23	1.16
16. The work I did was mostly very interesting	2.94	1.08
17. I am happy with the experience I have had on this ward	3.74	1.07
18. This experience has made me more eager to become a Registered Nurse	2.99	1.18
Interpersonal relationships		
19. The NM does not usually explain instructions coming from a higher level to Registered Nurses	3.17	1.09
20. Nursing students learn more from other students on the ward than from the nursing staff	2.65	1.01
21. Nursing students are expected to obey Registered Nurses' instructions without asking questions	3.29	1.15
22. There is too much ritual on this ward	3.17	1.04
23. The NM regards the nursing student as a worker rather than as a learners	3.12	1.23

Table I-2

Frequency and percentage of Clinical Learning Environment Scale by each item (n=252)

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Undecided
- 4 = Agree
- 5 = Strongly Agree

Clinical Learning Environment	1	2	3	4	5
	n (%)	n (%)	n (%)	n (%)	n (%)
Staff-student relationships					
1. All staff on the ward, from the NM to the newest student, feel part of a health care team	12 (4.76)	73 (28.97)	35 (13.89)	110 (43.65)	22 (8.37)
2. In planning the shift, allowance is made for nursing students to gain the widest possible experience	19 (7.54)	90 (35.71)	38 (15.08)	94 (37.30)	11 (4.37)
3. This was a happy ward for both patients and nurses	18 (7.14)	74 (29.37)	64 (25.40)	81 (32.14)	15 (5.95)
4. I did not feel I was treated as an individual, but rather as 'just another student'	57 (22.62)	133 (52.78)	15 (5.95)	32 (12.70)	15 (5.95)
5. We are generally able to ask as many questions as we want to	22 (8.73)	84 (33.33)	20 (7.94)	91 (36.11)	35 (13.89)
6. Our questions were usually answered satisfactorily	11 (4.37)	100 (39.68)	40 (15.87)	91 (36.11)	10 (3.97)



Table I-2 (Continued)

Clinical Learning Environment	1	2	3	4	5
	n (%)	n (%)	n (%)	n (%)	n (%)
Nurse manager commitment					
7. The NM devotes a lot of her/his time to teaching nursing students	39 (15.48)	122 (48.41)	41 (16.27)	40 (15.87)	10 (3.97)
8. The NM has a teaching programme for students on this ward	25 (9.92)	106 (42.06)	34 (13.49)	73 (28.97)	14 (5.56)
9. The NM attaches great importance to the learning needs of nursing students	21 (8.33)	96 (38.10)	40 (15.87)	80 (31.75)	15 (5.95)
10. The NM here was too busy with more important matters to be able to spend time with us	35 (13.89)	108 (42.86)	34 (13.49)	58 (23.02)	17 (6.75)
Student-patient relationships					
11. Patient allocation, rather than task allocation, is the practice on this ward	28 (11.11)	98 (38.89)	37 (14.68)	71 (28.17)	18 (7.14)
12. Nursing care is individualised for each patient on this ward	25 (9.92)	86 (34.13)	47 (18.65)	84 (33.33)	10 (3.97)
13. The patients' needs really are given first priority	10 (3.97)	92 (36.51)	51 (20.24)	90 (35.71)	9 (3.57)
14. Learning aids such as books/articles are available to nursing students on this ward	25 (9.92)	75 (29.76)	26 (10.32)	95 (37.70)	31 (12.30)
Student satisfaction					
15. This was a good ward for my learning	17 (6.75)	69 (27.38)	32 (12.70)	108 (42.86)	26 (10.32)
16. The work I did was mostly very interesting	16 (6.35)	93 (36.90)	47 (18.65)	83 (32.94)	13 (5.16)

17. I am happy with the experience I have had on this ward	6 (2.38)	42 (16.67)	22 (8.73)	123 (48.81)	59 (23.41)
18. This experience has made me more eager to become a Registered Nurse	24 (9.52)	79 (31.35)	49 (19.44)	76 (30.16)	24 (9.52)

Table I-2 (Continued)

Clinical Learning Environment	1	2	3	4	5
	n (%)	n (%)	n (%)	n (%)	n (%)
Interpersonal relationships					
19. The NM does not usually explain instructions coming from a higher level to Registered Nurses	14 (5.56)	66 (26.19)	57 (22.62)	92 (36.51)	23 (9.13)
20. Nursing students learn more from other students on the ward than from the nursing staff	23 (9.13)	115 (45.63)	45 (17.86)	66 (26.19)	3 (1.19)
21. Nursing students are expected to obey Registered Nurses' instructions without asking questions	20 (7.94)	55 (21.83)	34 (13.49)	117 (46.43)	26 (10.32)
22. There is too much ritual on this ward	13 (5.16)	66 (26.19)	51 (20.24)	110 (43.65)	12 (4.76)
23. The NM regards the nursing student as a worker rather than as a learners	26 (10.32)	68 (26.98)	36 (14.29)	93 (36.90)	29 (11.51)

APPENDIX J

Mean, SD, Frequency and Percentage of Clinical Learning Outcome for Nursing Student Tool by Each item

Table J-1

Mean and standard deviation of CLONS by each item (n=252)

Clinical learning outcomes	Mean	SD
Knowledge		
1. State the unique characteristics of an assigned client	3.48	.77
2. Describe the actual and potential intra-, inter- and extra-personal stressors that affect or might affect the client	3.33	.78
3. Describe how the client reacts as a holistic person with the environment: physical, psychological, developmental, sociocultural, and spiritual	3.30	.85
4. Transfer nursing theory (knowledge) from the classroom to the client	3.47	.70
5. Identify the client's developmental stage	3.35	.79
Nursing process		
6. Use selected assessment skills to collect subjective and objective data	3.73	.62
7. Write a nursing diagnosis	3.62	.63
8. Write a nursing care plan based on the client's health assessment and nursing diagnosis	3.82	.55
9. Practice with guidance, using primary, secondary, and tertiary nursing interventions that are individualized for the client	3.41	.78
10. Evaluate one's nursing actions in relation to the client's goals	3.56	.74

Table J-1 (Continued)

Clinical learning outcomes	Mean	SD
Communication		
11. Assess the stressors that influence the communication process between the nurse and the client	3.67	.73
12. Assess one's own and the client's non-verbal behaviors	3.39	.83
13. Attempt to use selected therapeutic techniques, such as focusing, restating, and clarifying, when interacting with the client and health team members	3.38	.80
14. Explain selected procedures to the client	3.58	.79
15. Follow learned standards of recording the client's files	3.79	.83
Student role		
16. Seek opportunities to assist health team members	3.54	.75
17. Respond positively to constructive feedback from the instructor, head nurse, and other health team members	3.59	.80
18. Demonstrate a positive interpersonal relationship with the client	3.84	.72
19. Demonstrate a positive interpersonal relationship with the instructor and health team members	3.60	.69
20. Demonstrate a positive interpersonal relationship with the peer group	3.77	.64
Accountability		
21. Follow the policies of the nursing program and of specific health agencies	4.02	.62
22. Prepare for assigned learning experiences	3.59	.74
23. Discuss situations when nursing interventions are not according to the textbook standards	3.47	.81
24. Discuss personal strengths and weaknesses with the instructor, based on the course objectives	3.19	.95
25. Identify errors/omissions and report them immediately to the appropriate team member	3.33	.94

Table J-1 (Continued)

Clinical learning outcomes	Mean	SD
Patient teaching		
26. State the learning needs of the client	3.42	.83
27. Identify the resources that will assist the client to meet learning needs	3.46	.81
28. Conduct a teaching session with the client	3.73	.65
29. Determine if the teaching session was effective	3.77	.73
30. Demonstrate the ability to modify the teaching as needed	3.52	.83
Organizing plan		
31. Prioritize one's nursing actions by following a time sequence plan	3.62	.79
32. Identify the stressors that have the potential to change the plan of care	3.42	.87
33. Change the time sequence plan based on priorities	3.68	.81
34. Perform nursing activities in a reasonable amount of time	3.78	.77
35. Demonstrate the ability to group together related nursing actions	3.59	.84
Caring refer		
36. Demonstrate caring behaviors	3.69	.62
37. Respect the cultural and religious beliefs of the client, family, and health team members	3.89	.54
38. Discuss how one's own attitudes, feelings, and responses influence client care	3.80	.51
39. Demonstrate empathy when interacting with the client and the family	3.79	.56
40. Act as the client's advocate	3.17	.86
Psychomotor skills		
41. Prepare the client and equipment for procedures	3.68	.65
42. Observe asepsis as needed	3.69	.67
43. Perform with speed and accuracy	3.58	.64
44. Demonstrate organization in the skill's performance	3.52	.66
45. Consider the safety of the patient and the equipment	3.81	.54

Table J-2

Frequency and percentage of Clinical Learning Outcomes for Nursing Student Tool by each item (n=252)

1 = Not applicable

2 = Strongly disagree

3 = Disagree

4 = Agree

5 = Strongly Agree

Clinical Learning Outcomes	1		2		3		4		5	
	n (%)		n (%)		n (%)		n (%)		n (%)	
Knowledge										
1. State the unique characteristics of an assigned client	4 (1.59)		18 (7.14)		94 (37.30)		124 (49.21)		12 (4.76)	
2. Describe the actual and potential intra-, inter- and extra-personal stressors that affect or might affect the client	4 (1.59)		28 (11.11)		109 (43.25)		103 (40.87)		8 (3.17)	
3. Describe how the client reacts as a holistic person with the environment: physical, psychological, developmental, sociocultural, and spiritual	10 (3.97)		24 (9.52)		108 (42.86)		100 (39.68)		10 (3.97)	
4. Transfer nursing theory (knowledge) from the classroom to the client	1 (0.40)		21 (8.33)		96 (38.10)		127 (50.40)		7 (2.78)	
5. Identify the client's developmental stage	7 (2.78)		20 (7.94)		112 (44.44)		104 (41.27)		9 (3.57)	

Table J-2 (Continued)

Clinical Learning Outcomes	1	2	3	4	5
	n (%)	n (%)	n (%)	n (%)	n (%)
Nursing process					
6. Use selected assessment skills to collect subjective and objective data	3 (1.19)	9 (3.57)	45 (17.86)	190 (75.40)	5 (1.98)
7. Write a nursing diagnosis	3 (1.19)	11 (4.37)	64 (25.40)	174 (69.05)	
8. Write a nursing care plan based on the client's health assessment and nursing diagnosis	1 (.40)	8 (3.17)	35 (13.89)	199 (78.97)	9 (3.57)
Communication					
9. Practice with guidance, using primary, secondary, and tertiary nursing interventions that are individualized for the client	7 (2.78)	20 (7.94)	92 (36.51)	128 (50.79)	5 (1.98)
10. Evaluate one's nursing actions in relation to the client's goals	5 (1.98)	16 (6.35)	71 (28.17)	154 (61.11)	6 (2.38)
11. Assess the stressors that influence the communication process between the nurse and the client	2 (.79)	11 (4.37)	78 (30.95)	139 (55.16)	22 (8.73)
12. Assess one's own and the client's non-verbal behaviors	6 (2.38)	22 (8.73)	108 (42.86)	100 (39.68)	16 (6.35)
13. Attempt to use selected therapeutic techniques, such as focusing, restating, and clarifying, when interacting with the client and health team members	4 (1.59)	24 (9.52)	110 (43.65)	100 (39.68)	14 (5.56)

14. Explain selected procedures to the client	6 (2.38)	11 (4.37)	84 (33.33)	132 (52.38)	19 (7.54)
15. Follow learned standards of recording the client's files	8 (3.17)	10 (3.97)	42 (16.67)	160 (63.49)	32 (12.70)

Table J-2 (Continued)

Clinical Learning Outcomes	1		2		3		4		5	
	n (%)		n (%)		n (%)		n (%)		n (%)	
Student role										
16. Seek opportunities to assist health team members	5 (1.98)		14 (5.56)		84 (33.33)		139 (55.16)		10 (3.97)	
17. Respond positively to constructive feedback from the instructor, head nurse, and other health team members	4 (1.59)		18 (7.14)		75 (29.76)		135 (53.57)		20 (7.94)	
18. Demonstrate a positive interpersonal relationship with the client	2 (.79)		9 (3.57)		50 (19.84)		157 (62.30)		34 (13.49)	
19. Demonstrate a positive interpersonal relationship with the instructor and health team members	4 (1.59)		14 (5.56)		64 (25.40)		167 (66.27)		3 (1.19)	
20. Demonstrate a positive interpersonal relationship with the peer group	2 (.79)		12 (4.76)		39 (15.48)		187 (74.21)		12 (4.76)	
Accountability										
21. Follow the policies of the nursing program and of specific health agencies			6 (2.38)		28 (11.11)		173 (68.65)		45 (17.86)	
22. Prepare for assigned learning experiences	3 (1.19)		14 (5.56)		81 (32.14)		139 (55.16)		15 (5.95)	
23. Discuss situations when nursing interventions are not according to the textbook standards	6 (2.38)		17 (6.75)		97 (38.49)		116 (46.03)		16 (6.35)	
24. Discuss personal strengths and weaknesses with the instructor, based on the course objectives	16 (6.35)		29 (11.51)		113 (44.84)		78 (30.95)		16 (6.35)	

25. Identify errors/omissions and report them immediately to the appropriate team member

14 (5.56)	25 (9.92)	91 (36.11)	107 (42.46)	15 (5.95)
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Table J-2 (Continued)

Clinical Learning Outcomes	1	2	3	4	5
	n (%)	n (%)	n (%)	n (%)	n (%)
Patient teaching					
26. State the learning needs of the client	9 (3.57)	20 (7.94)	87 (34.52)	128 (50.79)	8 (3.17)
27. Identify the resources that will assist the client to meet learning needs	7 (2.78)	20 (7.94)	87 (34.52)	127 (50.40)	11 (4.37)
28. Conduct a teaching session with the client	1 (.40)	9 (3.57)	63 (25.00)	163 (64.68)	16 (6.35)
29. Determine if the teaching session was effective	3 (1.19)	10 (3.97)	54 (21.43)	159 (63.10)	26 (10.32)
30. Demonstrate the ability to modify the teaching as needed	7 (2.78)	15 (5.95)	89 (35.32)	121 (48.02)	20 (7.94)
Organizing plan					
31. Prioritize one's nursing actions by following a time sequence plan	4 (1.59)	15 (5.59)	75 (29.76)	136 (53.97)	22 (8.73)
32. Identify the stressors that have the potential to change the plan of care	8 (3.17)	21 (8.33)	100 (39.68)	104 (41.27)	19 (7.54)
33. Change the time sequence plan based on priorities	7 (2.78)	11 (4.37)	61 (24.21)	150 (59.52)	23 (9.13)

34. Perform nursing activities in a reasonable amount of time	5 (1.98)	9 (3.57)	50 (19.84)	160 (63.49)	28 (11.11)
35. Demonstrate the ability to group together related nursing actions	9 (3.57)	10 (3.97)	79 (31.35)	132 (52.38)	22 (8.73)

Table J-2 (Continued)

Clinical Learning Outcomes	1		2		3		4		5	
	n (%)		n (%)		n (%)		n (%)		n (%)	
Caring refer										
36. Demonstrate caring behaviors	3 (1.19)		9 (3.57)		54 (21.43)		182 (72.22)		4 (1.59)	
37. Respect the cultural and religious beliefs of the client, family, and health team members	3 (1.19)		3 (1.19)		24 (9.52)		210 (83.33)		12 (4.76)	
38. Discuss how one's own attitudes, feelings, and responses influence client care			7 (2.78)		42 (16.67)		198 (78.57)		5 (1.98)	
39. Demonstrate empathy when interacting with the client and the family	3 (1.19)		6 (2.38)		35 (13.89)		205 (81.35)		3 (1.19)	
40. Act as the client's advocate	15 (5.95)		30 (11.90)		104 (41.27)		103 (40.87)			
Psychomotor skills										
41. Prepare the client and equipment for procedures	2 (.79)		15 (5.95)		48 (19.05)		183 (72.62)		4 (1.59)	
42. Observe asepsis as needed	2 (.79)		13 (5.16)		58 (23.02)		168 (66.67)		11 (4.37)	
43. Perform with speed and accuracy	2 (.79)		11 (4.37)		82 (32.54)		153 (60.71)		4 (1.59)	
44. Demonstrate organization in the skill's performance	2 (.79)		13 (5.16)		92 (36.51)		141 (55.95)		4 (1.59)	

45. Consider the safety of the patient and the equipment

2 (.79)

8 (3.17)

28 (11.110)

211 (83.73)

3 (1.19)

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