

Abstract

Background: The Covid pandemic posed problems to staffing nurses in facilities and locating clinical sites for nursing students. The pandemic also provided an opportunity to look at clinical sites' role in educating student nurses and working as graduate nurses.

Objectives: To identify factors that influence clinical placement for student nurses and job placement after graduation.

Design: Integrative literature review.

Method: 27 articles were reviewed that fit search criteria, 21 were accepted.

Results: Multiple factors were identified that improved student nurses learning experiences while increasing the probability of the students choosing the clinical placement site as an employment option after graduation.

Conclusion: The results from this review indicate that introducing students to the clinical site through an orientation improves the students learning experience. Staff that felt well supported by the facility further improved the students learning while impacting students positively to consider employment at the facility post-graduation. A study that investigates the long-term effects of implementing both these measures to determine the extent of their impact is recommended.

Keywords: clinical placement, graduate nurse, adverse events, clinical preceptor, clinical site

Introduction

The Covid pandemic caused many clinical sites to close their doors to nursing students. The intention was to slow the spread of the disease. Nursing students must have clinical placement hours to be adequately prepared for nursing practice. Simulations are a valuable tool, but they cannot fully replace clinical experience. The goal of this research was to identify steps that facilities can take that move nursing students from liability to benefit, both while in clinical experiences and as possible employees after graduation.

Methods

- Digital resources searched using Liberty University online library
- Databases included ProQuest, Ebsco, Wiley, and Science Direct
- Parameters were within the last five years, peer-reviewed, and nursing discipline
- Keywords included nursing student, clinical site, clinical placement, and nurse retention
- Twenty-seven were chosen for final review, twenty-one were accepted
- The role of the educator with both students and clinical site considered
- Primary focus on how facilities influence students learning and employment choice after graduation



Factors that attract nursing students

Positive relationship with facility staff

Orientation to staff and facility

Relationships between preceptor and facility staff

Students feel supported in reporting adverse events or missed cares

Evidence-based practices are obviously used

Students are encouraged to participate in multiple aspects of care

Being invited into the facility, feeling wanted

Evaluation and Analysis

- Backgrounds and lifestyles affect students' views of nursing
- Interaction with school and clinical site staff influences nursing students' personal goals (Wareing et al., 2018)
- Interactions with clinical site nurses influences nursing students' choice of employment after graduation (Wareing et al., 2018)
- Positive, encouraging relationships provide an environment that supports learning (Cervera-Gasch et al. 2021 & Rebeiro et al., 2021)
- The support received by clinical sites and staff supports nursing students' excitement and learning
- Student nurses assist with patient care during clinical experiences
- Student nurses are learning current evidence-based practices that, when shared, guides staff to update their practice
- The relationships modeled and formed during clinical experiences will positively or negatively affect nursing students' clinical experiences
- Relationships formed with nursing students during clinical experiences can be a foundation that is built on after graduation that supports them in their new role as a nurse

Implications for Future Research

- Long term study using clinical sites that implement the identified features
- Measure improvements in patient safety
- Assess for improvement in nursing students' learning
- Determine if nursing students enter the nursing profession better prepared
- Track nursing students' choice of the first employment after graduation
- Evaluate nursing students' views of the clinical site as possible future employment

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References

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