Danish University Colleges

Nursing students' experiences of professional patient care encounters in a hospital unit.
A systematic review
Kaldal, Maiken Holm; Kristiansen, Jette; Uhrenfeldt, Lisbeth

Publication date: 2016

Document Version
Post-print: The final version of the article, which has been accepted, amended and reviewed by the publisher, but without the publisher's layout.

Link to publication

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

• Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
• You may not further distribute the material or use it for any profit-making activity or commercial gain
• You may freely distribute the URL identifying the publication in the public portal

Download policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.
A systematic review: Nursing students’ experiences of professional patient care encounters in a hospital unit.

AIM
To identify, appraise and synthesize the best available evidence exploring nursing students’ experiences of professional patient care encounters in a hospital unit. More specific calling:

BACKGROUND
In a hospital unit the learning environment presents obstacles that may leave the nursing students with feelings of nervousness and concerns when they enter into relationships with patients during their clinical periods. Understanding the students’ experiences is appreciated in supporting students to overcome challenges and fulfill expectations concerning future clinical competences and to prevent student attrition.

METHOD
A systematic review following the reviewer’s manual from The Joanna Briggs Institute (JBI) was used.

THE FIRST STEP was the search for evidence-based literature to identify the topic of the review though a preliminary search of PubMed and CINAHL. Once the topic was identified, a focused, answerable question was developed and specified in detail in the review objective section of the systematic review protocol. To guide the structuring of the systematic review questions; a mnemonic for qualitative reviews was developed to identify the key aspects (table 1).

Table 1. PICo

<table>
<thead>
<tr>
<th>Types of participants</th>
<th>Types of phenomena of interest</th>
<th>Types of contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>This review will consider studies that include nursing students independently of the level of their clinical period.</td>
<td>This review will consider studies that investigate nursing students’ experiences of professional patient care encounters.</td>
<td>This review will consider studies that investigate the clinical education in a hospital unit.</td>
</tr>
</tbody>
</table>

THE SECOND STEP consisted of a systematic search for published and unpublished qualitative studies using 23 keywords carried out in: PubMed, CINAHL, ERIC, TRIP, Academic Search Premier, Mednar, Google Scholar, ProQuest, OpenGrey and relevant websites. To determine the inclusion of studies the PRISMA flow diagram was used (figure 2).

THE THIRD STEP included two reviewers critically appraisal of eight studies through the JBI Qualitative Assessment and Review Instrument (QARI) prior inclusion of studies; in addition, data were extracted using QARI. The critically appraisal led the inclusion of four studies, representing the experiences of 73 participants from four different countries: Canada, The United States, Taiwan and Sweden.

THE FOURTH STEP consisted aggregation and categorizing of the qualitative findings aiming for a meta-synthesis. Six themes based on 19 subthemes and 37 findings emerged to how nursing students describe their experiences of professional patient care encounters in a hospital unit (figure 3).

CONCLUSION
Evidence is prepared on the nursing students’ experiences of professional patient care encounters in a hospital unit as an approach to preparing and guiding nursing students through their clinical periods. The results of this systematic review may be relevant for clinical instructors in a hospital unit, teachers in nursing schools and student counselors involved in the education.