

## ***Amendable barriers in Clinical education from Viewpoints of students and clinical instructors at faculty of nursing and midwifery of Mashhad***

Hasan Gholami<sup>1</sup>, Hadi Ahmadi chenari<sup>2\*</sup>, Hamid Chamanzari<sup>1</sup>, Mohammad Taghi Shakeri<sup>3</sup>

1. Instructor, Department of Medical –Surgical Nursing, Faculty of Nursing and Midwifery, Mashhad University of Medicine Sciences, Mashhad, Iran

2. Instructor, Faculty of paramedical, Birjand University of Medical Sciences, Birjand, Iran.

3. Associate professor, Faculty of Medicine, Mashhad University of Medical Sciences, Mashhad, Iran

\*Corresponding Address: Birjand University of Medical Sciences, Birjand, Iran. Phone number:  
05632730997

E-Mail: Ahmadi.h@bums.ac.ir

### ***Abstract***

***Background & Aim:*** Clinical education is an important section of nursing education. However, the quality of clinical education has been less studied. Thus, this study was carried out to identify amendable barriers in Clinical education from viewpoints of clinical instructors and nursing and anaesthesia students.

***Methods:*** This is a descriptive study which was conducted on nursing and anaesthesia students. Subjects of the study (total 95 persons) were selected by census method. Data gathering tools were two clinical education barriers and clinical education amendable barriers questionnaires. Content validity and Cronbach's alpha coefficient methods were used to determine the validity and reliability of these two questionnaires, respectively. Data was analyzed by SPSS software version 16 and descriptive statistical methods.

***Results:*** Based on the results, the average age of students was 25.14±4.39. Findings of this research determined 9 amendable barriers in clinical education including: Inadequate attention of instructor to the educational need of students in clinical training, Inadequate feedback to the students, Unclear objectives and duties of students, Spending much time on theoretical subjects in clinical training courses, Ignoring preliminary studies by instructors, Failure to comply with clinical education stages, Inability to make decision independently for doing technical skills, Low applicability of new educational methods regarding the available facilities, Lack of particular evaluating system for students.

***Conclusion:*** Although there are many obstacles in the clinical education especially in the Intensive care units which decrease the quality of education, most of these barriers are amendable. To improve students function and promoting efficient and safe care, these barriers should be eliminated.

***Key words:*** Clinical education, Amendable barriers, Intensive care unit