

## **Summary**

### **Introduction:-**

Nursing is a practice of oriented profession. Therefore, the clinical experience is an integral part of the nursing students' total educational process. In the clinical setting, the nursing students are confronted with real situations in which they should validate the previously learned principles and concepts, assume certain responsibilities and practice skills initially learned in simulated settings. Students are then expected to show signs of progressive developments in order to meet the acceptable standards of professional nursing practice.

The challenging nature of the clinical experience is thus stress provoking to nursing students. So nursing educators need to be aware of the clinical stressors students experience and types of coping strategies they use to deal with these clinical stressors.

### **Aim of the study:-**

The aim of the present study was to identify the relationship between nursing student anxiety level and their clinical performance in psychiatric setup.

### **Subject and methods:-**

The study was done at psychiatric mental health nursing department at Faculty of Nursing, Benha University and mental health hospital at ministry of health as a clinical area.

Students first started to enroll in the academic year 2004-2005.

The sample of the study included all nursing students enrolled in the fourth year of psychiatric nursing experience. The total number of the students was 197.

**To collect data of the study the following tools were used:-**

**A-An interview questionnaire** was developed and modified by the researcher after reviewing of literature and references for assessing the students' expectation of the psychiatric field before and after psychiatric experience.

The Interviewing questionnaire entailed the following:-

- 1- Socio-demographic data, which is constructed to describe students' name, age and last achievements.
- 2- Students' knowledge about mental illness like definition, causes, diagnosis and management.
- 3- Students' knowledge about the psychiatric patient's psychological, physical and social needs.
- 4- Students' knowledge about the psychiatric patient's behaviors and activities.
- 5- Students' knowledge about relationship between psychiatric patient and health team member such as nurse-patient relationship and doctor-patient relationship.
- 6- Students' knowledge about the patient's environment as patient's room and hospital building.

**B-State –Trait Anxiety Inventory (STAI):**

A self-evaluation questionnaire constructed by *Spielberger, Gorsuch and Lushene (1972)* and edited by the researcher to indicate if

students feel anxious at the time of the tests application and describe state anxiety.

**C-An observation checklist** was developed to observe students' during clinical training when dealing with psychiatric patient.

**D-Psychiatric nursing clinical evaluation sheet** developed by researcher used to evaluate students' performance in clinical area.

Students were divided into small groups; each group included 25 students except the eighth one was 22 students.

The researcher met the students to explain the purpose of the study and reassured them the questionnaire confidentiality.

Each student filled an interview questionnaire form and a state-trait scale at first and last week of clinical training. All students were observed in clinical area. At the end of the clinical training, all students were evaluated for clinical performance.

**The findings of the study can be summarized in the following:-**

According to demographic characteristics of students, the findings pointed out that the majority of them were under 22 years old and more than half of them were very good according to their last achievements.

Concerning students' knowledge about psychiatric mental health course, there were a statistical significance differences between students' knowledge before and after psychiatric experience. The majority of students had more knowledge after experience than before.

Considering students' anxiety level, there were statistical significance differences between students' anxiety level before and after clinical training. The majority of the students had panic level of anxiety at first week of clinical training. While at last week of clinical training, the majority of them had mild and moderate level of anxiety.

According to observation of students' behavior during clinical training, the result revealed that, the majority of them were able to apply communication skills and maintain ethical behavior.

In addition, the result showed that, the majority of students' performances were very good.

Considering correlation between students' anxiety level and their clinical performance, there was negative correlation between them.

As regard to correlation between students' knowledge and their anxiety level, there was negative correlation between students' knowledge and their anxiety level before experience concerning knowledge about general appearance, patient needs and mental health setup. While after experience, there was negative correlation between students' knowledge and their anxiety level in all items except knowledge about mental illness.

*As results of this study the following recommendation were formulated:-*

- ☒ Clinical instructors should make pre and post clinical conferences. This will help to decrease students' anxiety and allow the students

to discuss the clinical events that occurred, either positive or negative experience.

- ☒ Continuous and appropriate supervision from faculty staff and the work of the clinical instructors related to student or working setup.
- ☒ Nurse educators need to be aware of the types of incidents evoking stress as reported by student. Thus, they can assist them to cope with these stressors in a positive manner that would not hinder the learning process.