

## ORIGINAL ARTICLE

Volume 15 Issue 3 2023

DOI: 10.21315/eimj2023.15.3.7

### ARTICLE INFO

Received: 03-10-2022

Accepted: 19-03-2023

Online: 28-09-2023

# Clinical Internship Placement: Experiences from Final-Year Nursing Undergraduates During the COVID-19 Pandemic

Siti Hajar Ali<sup>1</sup>, Wan Muna Ruzanna Wan Mohammad<sup>2</sup>, Jalina Karim<sup>3</sup>, Nurul Husna Ahmad Rahman<sup>4</sup>

<sup>1</sup>*Nursing Division, School of Health Sciences, International Medical University, Kuala Lumpur, MALAYSIA*

<sup>2</sup>*Center of Education and Diversity, Faculty of Education, Universiti Kebangsaan Malaysia, Selangor, MALAYSIA*

<sup>3</sup>*Department of Nursing, Faculty of Medicine, Universiti Kebangsaan Malaysia, Kuala Lumpur, MALAYSIA*

<sup>4</sup>*Department of Medical Education, Faculty of Medicine, Universiti Kebangsaan Malaysia, Kuala Lumpur, MALAYSIA*

**To cite this article:** Ali SH, Wan Mohammad WMR, Karim J, Ahmad Rahman NH. Clinical internship placement: experiences from final-year nursing undergraduates during the COVID-19 pandemic. *Education in Medicine Journal*. 2023;15(3):87–96. <https://doi.org/10.21315/eimj2023.15.3.7>

**To link to this article:** <https://doi.org/10.21315/eimj2023.15.3.7>

## ABSTRACT

Clinical learning is essential for nursing students pursuing undergraduate studies to gain experience, skills and knowledge. Clinical internship placement for final-year nursing undergraduates can be stressful as they adapt to their new roles, responsibilities and environment. This study uses a qualitative phenomenological study to explore the experiences of final-year nursing undergraduates pursuing their Management Module Practicum in the Surgical Ward of Universiti Kebangsaan Malaysia. Two focus group discussions with eight participants were conducted using semi-structured questions. Interviews were transcribed verbatim and thematic analysis was performed using ATLAS.ti version 8 software. Eight reflective writing submissions were analysed for data triangulation. Two primary themes emerged in the analysis: the undergraduates' emotions before clinical placement and their adaptability to their new roles, responsibilities and environment. Results show that the undergraduates faced difficulties at their initial placement stage. Further understanding of their emotions and adaptability can facilitate the undergraduates' clinical learning.

**Keywords:** *Clinical learning, Internship clinical placement, Final-year nursing undergraduates, COVID-19 pandemic*

## CORRESPONDING AUTHOR

Nurul Husna Ahmad Rahman, Department of Medical Education, Level 13, Pre-Clinical Building, Faculty of Medicine UKM, Bandar Tun Razak 56000 Cheras, Kuala Lumpur, Malaysia

Email: [researchmededu@gmail.com](mailto:researchmededu@gmail.com)

## INTRODUCTION

Clinical learning is crucial for undergraduates pursuing nursing studies to develop new knowledge, skills and abilities (1, 2). These students acquire clinical experience in various places as part of their curriculum requirements. Their clinical placement corresponds with the modules they enrol in their current semester, ensuring their clinical learning objectives can be achieved. For example, medical and surgical wards are often used as clinical placements because these wards provide the students with many clinical learning opportunities to acquire and practice various skills (3).

Nursing undergraduates must complete a minimum of 52 weeks of clinical placement, equivalent to 26 credit hours, before registering with the Malaysian Nursing Board (MNB) (4). This 52-week clinical placement covers various disciplines, including clinical management. This management module is usually offered to final-year students; it includes nursing theory and a nursing practicum. The module prepares students to face the working world eventually. For clinical management placements, the credit hours range between two and four credit hours, differing among the institutions (5–7). Universiti Kebangsaan Malaysia (UKM) offers the Management Module Practicum with three credit hours in the eighth semester of the final undergraduate year (8). The Management Module Practicum spans six weeks, where the students are assigned to the surgical ward for three weeks and the medical ward for the remaining weeks.

Final-year nursing undergraduates at UKM experience clinical placements as early as their first year of study. However, the Management Module Practicum differs as it requires the students to independently assume the role of a nurse. During the three weeks of clinical placement, the students

must interact with the clinical environment, including the nurses and patients in the surgical ward. Medical and surgical wards differ in ward routines and patient types. Patients admitted to the surgical ward usually require surgical intervention and pre-and post-operative care. As such, the students may find the Management Module Practicum stressful as they learn to adapt to their work, the ward culture and a new environment (9, 10).

Previous studies indicate that final-year nursing undergraduates become stressed when caring for patients with complex care needs (10). They deal with highly emotional situations and make difficult decisions (11) while struggling with interpersonal interactions and communicating with other healthcare professionals. They strive for a positive working relationship with the ward staff (10). Nursing undergraduates enter the ward expecting to be able to work with everyone as a team; their lack of knowledge and various care skills make it a challenge (10, 11).

When entering a clinical setting, these nursing undergraduates face numerous learning challenges (12). While learning is the main objective in clinical placement, it comes second to completing routine clinical work (10). Unsupportive clinical environments will likely disrupt clinical learning, leading to stress and anxiety among students (9, 11, 13). They affect students' clinical performance and competency to care for the patient (9). Hence, this study focuses on the three weeks of the Management Module Practicum in the surgical ward to explore the undergraduates' learning experiences, observing their emotions and methods of adapting to their new roles, responsibilities and environment. It can assist them in future to embrace their job roles, apply nursing skills competently, and carry out their responsibilities precisely in critical areas like the surgical ward (13).

## MATERIAL AND METHOD

A qualitative phenomenological approach was applied to this study to explore nursing undergraduates' experiences while pursuing their clinical internship placement. Focus group discussions were the primary method of data collection. UKM served as the point of study. The Medical and Surgical Wards are the clinical internship placement for final-year nursing undergraduates at UKM. The clinical internship placement is where students shadow nurses to learn the profession's role and function; in UKM, it is known as Management Module Practicum (8). This module has three credit hours, comprising one week of theoretical lectures and six weeks of clinical placement. Students are assigned to the surgical and medical wards for three weeks each. This clinical practice exposes the students to a nurse's role in managing the ward as a team leader and delivering holistic nursing care to patients as an intervention, admission, and discharge nurse. Students must also document their patients' activities in their nursing reports and conduct shift work (8).

Purposive sampling was the sampling technique to achieve this study's research objectives. The inclusion criteria for this study were final-year nursing undergraduates who completed the Management Module Practicum in the surgical ward before Malaysia invoked the COVID-19 Movement Control Order (MCO) in 2020. A total of 19 students met these inclusion criteria and were invited to participate in focus group discussions using Google Forms.

Out of 19 students, 11 students responded; out of the 11, five students expressed interest in participating in this study. For the first session, one student could not attend and instead scheduled for the second session. For the second session, the study participants were recruited in a snowball manner, where the study participants for the first session suggested the names of

the participants for the second session. Three participants were recruited through this method, giving their written consent. Study participants were then put into two focus group discussions designed by the researcher using the Microsoft Teams application. This study's researcher was the moderator, listener, observer and analyst. The focus group discussions followed; the same moderator conducted them to ensure consistency. Semi-structured questions were reviewed by the study's supervisory team members and used to guide the discussions. The study participants provided informed consent before the sessions began. The focus group discussions were conducted online and lasted about 90 minutes for each group. They were recorded for transcription purposes and for the researcher to review and identify important information. Video recording served as an auxiliary to record student expressions during the discussions and for instances where the audio quality turned out low.

The recordings were transcribed verbatim, and the transcriptions were sent to the students for member-checking to ensure accuracy. Data collection and analysis took place concurrently. Thematic analysis was performed using ATLAS.ti version 8 software. The data reached saturation after the second focus group discussion, with no new themes emerging. For data triangulation, the eight participants provided reflective writing that was analysed to add credibility to the primary data source. Reflective writing served as the students' reflections on their emotions, performance, and learning experience during the Management Module Practicum. Students submitted their writing weekly to the clinical instructors for review, totalling three across the three weeks of clinical posting at the surgical ward. External experts were invited to review the data coding process to improve analysis and identify areas that needed clarification to ensure the validity of the themes and sub-themes.

## RESULTS

### Participant Demographics

The participants were females aged 23 to 31 years old. One participant had a Diploma in Nursing (n = 1), while others enrolled with matriculation certificates (n = 6) and Malaysian Higher School Certificates (STPM) (n = 1). All participants completed most of their clinical postings by the seventh semester. Table 1 displays the demographics of the participants.

Two significant themes were identified from the focus group discussions and substantiated in their reflective writings: (a) students’ emotions before the clinical placement; and (b) students’ adaptability to their new roles, responsibilities and environment.

**Table 1:** Characteristics of respondents

ID	Age	Gender	Level of education before entering the degree programme
FGD1P1	24	Female	Matriculation
FGD1P2	31	Female	Diploma
FGD1P3	24	Female	Matriculation
FGD1P4	23	Female	Matriculation
FGD2P1	23	Female	Matriculation
FGD2P2	24	Female	STPM
FGD2P3	24	Female	Matriculation
FGD2P4	24	Female	Matriculation

### Theme 1: Students’ Emotions Before the Clinical Placement

The students’ new experiences triggered various emotions, likely fuelled by their miscalculation of the module’s offerings. Their emotions before the clinical placement are categorised into three sub-themes: (a) nervousness; (b) fear; and (c) excitement.

### Nervousness

Nervousness involves feeling worried, anxious or restless. All the students reported that they felt nervous before the Management Module Practicum. They became emotional and experienced the physical signs and symptoms of nervousness, such as cold and sweaty palms and restless sleep.

Management posting... I have to manage from A to Z, so I think can I do all that? ... I feel nervous. (FGD2, Participant 4, Matriculation)

Before entering the management posting, I was nervous because I never had experienced what kind of ward management was. (FGD2, Participant 1, Matriculation)

Before that, as usual, I felt nervous ... scared, like I didn’t sleep... Hah ... I slept... (but) I thought a lot. What a cool hand! It’s very nervous, I haven’t entered the ward yet but my hands are cold. (FGD1, Participant 4, Matriculation)

In the first week, I felt a little nervous because I had not done management in the ward for a long time. (Reflective writing [Gr.1], Participant 2, Diploma holder)

It indicates that the students feel nervous when a situation forces them to question their future and ability to perform as a nurse.

### Fear

Fear involves being afraid and is a distressing emotion aroused by an impending difficult situation. A student reported that she was afraid of failing a given task and not performing as expected by the clinical instructors. A diploma-holder student worried that others would have too high expectations of her.

I was afraid I would not finish my work ... I was afraid I would not be able to perform as a clinical instructor expectation. (FGD2, Participant 1, Matriculation)

I left working in the ward for two years. I am afraid people will say, "Eh, you are already working, but why you still can't do work? Because I never worked in Surgical Ward, I feel lost." (FGD1, Participant 2, Diploma holder)

It indicates that others' expectations, like clinical instructors and nurses, can instil fear in the students, revealing their lack of self-confidence and inexperience.

### **Excitement**

Excitement involves being happy and eager in anticipation of something positive. One student expressed her excitement about the Management Module Practicum.

I feel excited because of management, the first time [...] I have to do what I have to experience. (FGD2, Participant 2, STPM)

It indicates a student's anticipation of learning something new and gaining new experiences as a nurse's shadow in the surgical ward. The excitement relates to the student looking forward to transitioning from being a student to entering the workforce as a nurse.

## **Theme 2: Adapting to Their New Roles, Responsibilities and Environment**

Learning a new module requires adaptability, especially at the beginning of the clinical placement. This adaptability involves the students learning about their new roles, responsibilities and environment. It is categorised into three sub-themes: (a) adapting to their new roles, responsibilities and environment; (b) processing/working through; and (c) coping and conforming.

### **Adapting to their new roles, responsibilities and environment**

While learning a new module, students must adapt to their new roles as team leaders and as intervention, admission, and discharge nurses, interacting with the elements of the clinical environment. Their first week of the Management Module Practicum was described as challenging, hectic and disorganised:

I struggled during the first week. There were so many things to try, it's been a long time since I left clinical posting... It's really bad at first. (FGD2, Participant 3, Matriculation)

The first week was chaotic, I don't know what to do. I did not even know what to write in the nursing report. (FGD2, Participant 2, STPM)

That was my first time in charge of the patient. The first week is like it's hard to adapt ... in the first two-three days, I can't arrange ... when I want to write the nursing report when I want to do the procedure. (FGD1, Participant 1, Matriculation)

I feel a bit awkward and still in the process of adjusting to training myself as a real staff. (Reflective writing [Gr.2], Participant 1, Matriculation)

It indicates that the first week of clinical placement is difficult for the students, learning about their new roles, performing new tasks, and adapting to the surgical ward environment. Transitioning from being a student to an actual nurse is a challenge for them as they lack experience; they realise that they must learn to be independent.

### **Processing/working through**

The students described that after the first week, they began familiarising themselves with their roles and responsibilities in the

surgical ward. They felt less intimidated in the following weeks of clinical placement. They felt more confident about their environment.

After that (in the second and third week), I don't seem to be very scared. (FGD1, Participant 3, Matriculation)

After that, when I enter the second week and the third week, I feel better and can manage. Any procedure I remember how to do it. (FGD2, Participant 3, Matriculation)

After that (second week onwards), it was okay. I'm used to it. I feel a little more confident. (FGD2, Participant 2, STPM)

During the second week, I felt like it was more organised compared to the first week. (FGD2, Participant 3, Matriculation)

Able to manage time better than the first week. (Reflective writing (Gr.2), Participant 4, Matriculation)

It indicates that the students become more confident in themselves and their environment after a challenging first week of clinical placement. They become better at organising themselves and managing their time by the second week of posting. By then, they find themselves immersed as nurses and feeling more positive from the first week.

### **Coping and conforming**

The students were required to do clinical practice in the surgical ward for three weeks. This duration allowed them to adjust to the pressures of the surgical ward while learning about the module. They were able to cope with their roles and responsibilities and conform to the demands of the surgical ward:

I think the surgical ward was okay because it has a specific

routine for patient recovery, pre-operative. (FGD2, Participant 3, Matriculation)

The staff are all friendly. Because we've known each other for three weeks, we are like friends. We got used to the surgical ward. It didn't feel very awkward. (FGD2, Participant 1, Matriculation)

The end process was quite okay ... I managed to overcome. (FGD1, Participant 4, Matriculation)

And then, finally, I can cope. I feel I can work there (surgical ward). (FGD1, Participant 2, Diploma holder)

I feel comfortable. I think of continuing until week 6. (FGD1, Participant 1, Matriculation)

I feel comfortable about the work and environment of the ward. (Reflective writing [Gr.1], Participant 4, Matriculation)

It indicates that the positive and empathic behaviour of the nurses and staff of the surgical ward makes the students feel secure and accepted. The students quickly adapt to their new roles and responsibilities because of the surgical ward's specific pre- and post-operative care routines.

## **DISCUSSION**

Before starting the Management Module Practicum, the students will likely experience various emotions of nervousness, fear and excitement. They have a preconceived notion of what they think they will be learning and experiencing during the clinical placement in the surgical ward (14). Nervousness and fear can cause stress and anxiety in students. Prolonged stress causes physical and mental conditions such as sleep and anxiety disorders (15). However, stress can motivate students to learn better. Positive emotions such as excitement to learn something new must be advocated to

encourage students to learn continually. It becomes the catalyst for them to thrive throughout life.

This study finds that students worry about the high expectations of their clinical instructors and other staff in the surgical ward. Clinical instructors monitor, evaluate and grade the students in the learning environment (16). Poor interpersonal relationships between students and clinical instructors, lack of collaboration and poor communication negatively influence students' learning (17). A previous study reveals how students become concerned about their instructors' high expectations and grading (15). Another study argues that vague expectations and ineffective communication hinder students' clinical learning (18). Students are vulnerable in new environments; a support system must assist them in their clinical learning. They are predisposed to making mistakes while learning; they must be given room to improve.

Scholars are generally interested in exploring first-year students during their first clinical placement (19, 20). These students have no experience in such learning environments and are supposed to be challenged from the beginning, especially at their first clinical posting (19, 20). On the other hand, final-year nursing undergraduates are expected to be familiar with the clinical setting and to cope with the likely responsibilities and environment naturally. However, this study finds that they encounter similar difficulties with their roles and tasks; they appear disorganised in their first week of clinical placement. It indicates that final-year nursing students need support during their initial clinical placement when adapting to their new vocation.

Meanwhile, their learning is influenced by their first impressions of clinical placement (21), communication, attitudes, and behaviours of staff, clinical instructors, and health professionals (22). The staff warmly receive the students, making them feel like they belong in the environment, especially

when the nurses consider them part of the ward's clinical team (23, 24). It helps them to quickly adapt to clinical situations in their new roles and responsibilities. As such, it will likely influence students' tendency to work in certain wards in the future (21). Nurse turnover is an international issue of concern; their optimism will play an essential part in motivating the students to stay in the nursing profession (25).

The surgical ward has specific tasks and routines that must be done by the end of every shift. A previous study reports that students' satisfaction in clinical placement is higher among those concerned with task orientation (24). They are likely to gain confidence if they are assigned specific tasks repeatedly. A transparent ward routine assists students in adjusting and managing their time. This study coincides with previous studies; once students understand the specific clinical activities in the ward and can continually perform, they become less apprehensive of the learning environment (23).

Ultimately, by the end of the clinical placement, the students declare that they have successfully adapted to the ward routines and environment. They suggest that six weeks of clinical placement in the surgical ward is appropriate as the time provides ample exposure to clinical settings, helping them understand clinical learning (26). It improves their ability to adapt and cope. Furthermore, their positive experiences in the clinical learning environment strengthen their resilience, developing their self-esteem to be more confident and competent (19).

This study has limitations, especially concerning participant demographics. All the study's participants are female, limiting the perspective to one gender. In addition, only half of the students from two groups went for clinical practice before the MCO. The study initially had three focus group discussions to ensure data saturation, but after the MCO, there were changes to the clinical practice structure, creating differing

student perspectives. Hence, the third focus group discussion was not included in this study.

Furthermore, this study's results cannot be generalised to other final-year nursing undergraduates as the content and structure of the Management Module Practicum are likely to differ between institutions. Job scopes and ward routines may also influence ward selection for clinical internship placement. Nonetheless, these results are essential because they consist of two student perspectives: those with prior working experience as a nurse and those without experience.

## IMPLICATION

The results demonstrate a new perspective on final-year nursing undergraduates in their clinical practice. They face difficulties in their clinical placement, emphasising the need to understand the students' emotions and adaptability. It will help clinical instructors and the faculty take appropriate measures to facilitate student learning, specifically during the first week of clinical placement. Furthermore, clinical instructors should get actively involved in mitigating student issues; giving advice and reflecting on their daily activities are some ways. Students can optimise their clinical learning experience and develop a positive professional identity by learning their new roles and responsibilities and managing their new environment effectively. Future studies can determine a student's readiness for clinical internship posting and the ways of intervention to overcome the challenges of conducting a clinical internship placement.

## CONCLUSION

This study explores the learning experiences of final-year nursing undergraduates pursuing the Management Module Practicum in UKM's Surgical Ward. The

results indicate that students experience various emotions before clinical placement, such as nervousness, fear and excitement. The nervousness and fear persist, especially during the initial stage of clinical placement. They seek support from their clinical instructors, faculty and peers, as facilitators and collaborators in the clinical environment to help them express and share their emotions and knowledge throughout their learning. Positive emotions must be nurtured to enhance the learning experience. This study also finds that students face challenging situations in adapting to their new roles, responsibilities and environment, particularly during their first week; the subsequent weeks reveal that the students can cope and conform with the clinical placement. Empathic staff facilitate the learning environment, making it conducive for the students to transition and adapt quickly to their new surroundings.

## ACKNOWLEDGEMENTS

This work was supported by the Fundamental Grant Faculty of Medicine (Project Code FF-2020-178). The authors also would like to thank all the participants in this study.

## ETHICAL APPROVAL

Ethics approval was obtained from the Research Ethics Committee, Faculty of Medicine (UKMPPI/111/8/JEP-2020-270).

## REFERENCES

1. Dimitriadou M, Papastavrou E, Efstathiou G, Theodorou M. Baccalaureate nursing students' perceptions of learning and supervision in the clinical environment. *Nurs Heal Sci.* 2015;17(2):236–42. <https://doi.org/10.1111/nhs.12174>



2. Mohamed Ludin S, Nik Fathullah NM. Undergraduate nursing students' perceptions of the effectiveness of clinical teaching behaviours in Malaysia: a cross-sectional, correlational survey. *Nurse Educ Today*. 2016;44:79–85. <https://doi.org/10.1016/j.nedt.2016.05.007>
3. Atakro CA, Armah E, Menlah A, Garti I, Addo SB, Adatara P, et al. Clinical placement experiences by undergraduate nursing students in selected teaching hospitals in Ghana. *BMC Nurs*. 2019;18(1). <https://doi.org/10.1186/s12912-018-0325-8>
4. Malaysian Nursing Board/Malaysian Midwives Board. 2018 [cited 2023 January 25]. Criteria and standards for programme accreditation. <https://hq.moh.gov.my/nursing/wp-content/uploads/2018/10/SOP2018-Section1-Area1-3-02102018.pdf>
5. Open University Malaysia [Internet]. 2023 [cited 2023 January 23]. Bachelor of Nursing Science with Honours. Available from: <https://www.oum.edu.my/all-programmes/undergraduate-programme/bachelor-of-nursing-science-with-honours/#1610344008307-6f0b9bac-694d>
6. Universiti kebangsaan Malaysia [Internet]. 2023 [cited 2023 January 23]. Ijazah Sarjana Kejururawatan. Available from: <https://www.ukm.my/medicine/language/ms/ijazah-sarjana-kejururawatan-3/>
7. School of Health Sciences, USM. [Internet]. 2023 [cited 2023 January 23]. Courses: Bachelor of Nursing. Available from: <https://ppsk.usm.my/nsg-bachelor-prog/nsg-bachelor-courses>
8. UKM Folio. [Internet]. 2020 [cited 2023 January 25]. Course info: FFFJ4423 Praktikum Pengurusan Kejururawatan. Available from: <https://ukmfolio.ukm.my/course/info.php?id=889>
9. Al-Gamal E, Alhosain A, Alsunaye K. Stress and coping strategies among Saudi nursing students during clinical education. *Perspect Psychiatr Care*. 2018;54(2):198–205. <https://doi.org/10.1111/ppc.12223>
10. Ching SSY, Cheung K, Hegney D, Rees CS. Stressors and coping of nursing students in clinical placement: a qualitative study contextualizing their resilience and burnout. *Nurse Educ Pract*. 2020;42. <https://doi.org/10.1016/j.nepr.2019.102690>
11. Bodys-Cupak I, Majda A, Grochowska A, Zalewska-Puchala J, Kaminska A, Kuzera G. Patient-related stressors and coping strategies in baccalaureate nursing students during clinical practice. *Med Stud*. 2019;35(1):41–7. <https://doi.org/10.5114/ms.2019.84050>
12. Kalyani MN, Jamshidi N, Molazem Z, Torabizadeh C, Sharif F. How do nursing students experience the clinical learning environment and respond to their experiences? A qualitative study. *BMJ Open*. 2019;9(7):1–8. <http://doi.org/10.1136/bmjopen-2018-028052>
13. Ibrahim AF, Mohamed Abdelaziz T, Akel DT. The relationship between undergraduate nursing students' satisfaction about clinical learning environment and their competency self-efficacy. *J Nurs Educ Pract*. 2019;9(11):92–104. <https://doi.org/10.5430/jnep.v9n11p92>
14. Jamshidi N, Molazem Z, Sharif F, Torabizadeh C, Kalyani MN. The challenges of nursing students in the clinical learning environment: a qualitative study. *Sci World J*. 2016;2016:1846178. <https://doi.org/10.1155/2016/1846178>
15. Zhao F-F, Lei X-Li, He W, Gu Y-H, Li D-W. The study of perceived stress, coping strategy and self-efficacy of Chinese undergraduate nursing students in clinical practice. *Int J Nurs Pract*. 2014;21(4):401–9. <https://doi.org/10.1111/ijn.12273>

16. Best Accredited Colleges [Internet]. 2021 October 20 [cited 2023 January 25]. Nurse instructor: job description, duties and requirements. Available from: <https://bestaccreditedcolleges.org/articles/nurse-instructor-job-description-duties-and-requirements.html>
17. Panda S, Dash M, John J, Rath K, Debata A, Swain D, et al. Challenges faced by student nurses and midwives in clinical learning environment – A systematic review and meta-synthesis. *Nurse Educ Today*. 2021;101:1–14. <https://doi.org/10.1016/j.nedt.2021.104875>
18. O' Mara L, McDonald J, Gillespie M, Brown H, Miles L. Challenging clinical learning environments: experiences of undergraduate nursing students. *Nurse Educ Pract*. 2014;14(2):208–13. <https://doi.org/10.1016/j.nepr.2013.08.012>
19. Porteous DJ, Machin A. The lived experience of first year undergraduate student nurses: a hermeneutic phenomenological study. *Nurse Educ Today*. 2018;60:56–61. <https://doi.org/10.1016/j.nedt.2017.09.017>
20. Santo LD, Marognoli O, Previati V, Gonzalez CIA, Melis P, Galletta M. Providing personal care to patients: the role of nursing students' emotional labor. *Int J Nurs Educ Scholarsh*. 2019;16(1):20180046. <https://doi.org/10.1515/ijnes-2018-0046>
21. Boardman G, Lawrence K, Polacsek M. Undergraduate student nurses' perspectives of an integrated clinical learning model in the mental health environment. *Int J Ment Health Nurs*. 2019;28(1):96–104. <https://doi.org/10.1515/ijnes-2018-0046>
22. Flott EA, Linden L. The clinical learning environment in nursing education: a concept analysis. *J Adv Nurs*. 2016;72(3):501–13. <https://doi.org/10.1111/jan.12861>
23. Doyle K, Sainsbury K, Cleary S, Parkinson L, Vindigni D, McGrath I, et al. Happy to help/happy to be here: identifying components of successful clinical placements for undergraduate nursing students. *Nurse Educ Today*. 2017;49:27–32. <https://doi.org/10.1016/j.nedt.2016.11.001>
24. Chan DSK. Association between student learning outcomes from their clinical placement and their perceptions of the social climate of the clinical learning environment. *Int J Nurs Stud*. 2002;39(5):517–24. [https://doi.org/10.1016/S0020-7489\(01\)00057-8](https://doi.org/10.1016/S0020-7489(01)00057-8)
25. Visiers-Jiménez L, Suikkala A, Salminen L, Leino-Kilpi H, Löyttyniemi E, Henriques MA, et al. Clinical learning environment and graduating nursing students' competence: a multi-country cross-sectional study. *Nurs Heal Sci*. 2021;23(2):398–410. <https://doi.org/10.1111/nhs.12819>
26. Ahmad N. Nursing students and clinical instructors' perceptions of Clinical Learning Environments, Supervision, and Teaching (CLES-T). *Int J Care Sch*. 2018;1(1):10–3. <https://doi.org/10.31436/ijcs.v1i1.38>