

## Poster 4 – 2018 Nordic Implementation Conference

### Nursing students' perceived stress and supervisory approaches in clinical practice

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#### *Background*

The impact of specific interventions, such as transformation of nursing curricula, peer-assisted learning strategies, mentoring programs, reflection interventions or specific psychotherapeutic interventions was examined on perceived stress of nursing students. In addition, relationships with teachers were a significant source of stress, particularly when students were being evaluated.

#### *Project aim*

To investigate the relationship between supervisory approaches in clinical practice, nursing students' level of experience, perceived stress and physio-psychosocial status of students.

#### *Project methods*

The sample consisted of 275 nursing students enrolled in bachelor's degree programs in the Czech Republic and Slovakia during the 2015/2016 and 2016/2017 academic year. Participants provided data on sociodemographic and clinical practice-related characteristics as well as completing the following instruments: Perceived Stress Scale; Physio-Psycho-Social Response Scale, and Coping Behaviour Inventory.

#### *Project results*

Students under traditional group supervision by nursing teachers reported higher stress related to teachers and to peers. Furthermore, students under group supervision by nursing teachers from HEI also reported higher stress related to lack of professional knowledge and skills; higher frequency of improper coping behaviours (avoidance behaviours), and fewer appropriate behaviours (problem-solving) than students under individual supervision by clinical mentors, tutors and supervisors. Differences in this study could be explained mainly by different approaches to the evaluation process.

#### *Preliminary or final conclusions/discussion*

Implementation of specific supportive interventions (mentoring programs, individualized supervisory approaches, peer-assisted learning strategies, reflection etc.) or stress management strategies to improve coping capacity for clinical practice, social skills and positive professional identity throughout the educational process are critical to reducing the effects of stress.