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CHALLENGES IN TEACHING CLINICAL SKILLS IN NURSING

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ABSTRACT

Teaching clinical skills in nursing education presents unique challenges due to the complexity of healthcare environments, rapid advancements in medical technology, and the need for students to acquire a blend of technical, cognitive, and interpersonal skills. This article explores the key challenges faced by nursing educators, including limited clinical placements, varying student readiness, and the pressure to balance theoretical knowledge with practical application. It also addresses strategies for overcoming these challenges to ensure that nursing graduates are well-prepared to deliver high-quality patient care.

Keywords: *Nursing education, Clinical skills, Clinical placements, Nursing curriculum, Practical training, Student readiness*

ANNOTATSIYA

Hamshiralik ta'limida klinik ko'nikmalarni o'rgatish sog'liqni saqlash muhitining murakkabligi, tibbiy texnologiyalarning jadal rivojlanishi va talabalarga texnik, kognitiv va shaxslararo ko'nikmalar aralashmasini egallash zarurati tufayli noyob muammolarni keltirib chiqaradi. Ushbu maqolada hamshiralik o'qituvchilari duch keladigan asosiy muammolar, jumladan cheklangan klinik joylashtirish, talabalarning har xil tayyorgarligi va nazariy bilimlarni amaliy qo'llash bilan muvozanatlash bosimi ko'rib chiqiladi. Shuningdek, u hamshiralik ishi bitiruvchilari bemorlarga yuqori sifatli yordam ko'rsatishga yaxshi tayyorgarlik ko'rishlarini ta'minlash uchun ushbu qiyinchiliklarni bartaraf etish strategiyalarini ko'rib chiqadi.

Kalit so'zlar: *Hamshiralik ishi bo'yicha ta'lim, Klinik ko'nikmalar, Klinik joylashtirish, Hamshiralik o'quv dasturi, Amaliy mashg'ulotlar, Talabalar tayyorgarligi*

АННОТАЦИЯ

Преподавание клинических навыков в сестринском образовании представляет собой уникальные проблемы из-за сложности условий здравоохранения, быстрого развития медицинских технологий и необходимости для студентов приобретать сочетание технических, когнитивных и межличностных навыков. В этой статье рассматриваются основные проблемы, с которыми сталкиваются преподаватели сестринского дела, включая ограниченные клинические практики, разную готовность студентов и давление, связанное с необходимостью сбалансировать теоретические знания с практическим применением. В ней также рассматриваются стратегии преодоления этих проблем, чтобы гарантировать, что выпускники сестринского дела хорошо подготовлены к предоставлению высококачественной помощи пациентам.

Ключевые слова: *сестринское образование, клинические навыки, клинические практики, учебная программа по сестринскому делу, практическое обучение, готовность студентов.*

INTRODUCTION

Clinical skills are the cornerstone of nursing practice, essential for patient safety and the delivery of high-quality care. Teaching these skills effectively is crucial in preparing nursing students to face the complexities of real-world healthcare settings. However, nursing educators often encounter numerous challenges when attempting to impart these skills. These challenges stem from limitations in clinical placements, variations in student competency levels, and the need to adapt teaching methods to diverse learning styles. Additionally, the growing demands of modern healthcare, which include technological advancements and an increasing focus on interdisciplinary care, add further layers of complexity to clinical skill training.

METHODOLOGY

This study employed a mixed-methods approach, combining a literature review with interviews and surveys to gather data from nursing educators and students. The literature review focused on peer-reviewed articles published in nursing and healthcare education journals. In addition, 10 nursing educators from medical technical schools

and universities were interviewed to gather qualitative insights into the challenges they face. A survey was distributed to 100 nursing students across three medical technical schools to capture their perspectives on learning clinical skills and the obstacles they encounter.

The analysis involved coding qualitative data from interviews and survey responses, identifying common themes and issues, and comparing them with findings from the literature. Quantitative data from surveys were analyzed using descriptive statistics to assess the prevalence of specific challenges among students.

RESULTS

The findings from the literature review, interviews, and student surveys revealed several significant challenges in teaching clinical skills in nursing education:

1. **Limited Clinical Placements:** A common challenge identified by both educators and students was the scarcity of clinical placements in hospitals and healthcare facilities. Due to increasing student enrollment and healthcare system constraints, many nursing programs struggle to secure enough high-quality clinical placements for their students.

2. **Variability in Student Readiness:** Educators reported that nursing students often enter clinical training with varying levels of preparedness. Some students excel in theoretical understanding but struggle with hands-on application, while others may demonstrate strong technical skills but lack critical thinking and decision-making abilities.

3. **Time Constraints and Curriculum Demands:** The increasing breadth of content in nursing education, including the need to cover new technologies and care models, puts pressure on educators to balance the teaching of clinical skills with other essential topics. This often leaves limited time for hands-on skill development.

ANALYSIS

The challenges identified in teaching clinical skills reflect broader issues within nursing education and healthcare systems. Limited clinical placements, for example,

are linked to the increasing demand for nurses and the strain this puts on healthcare facilities. As clinical environments become busier, they offer fewer opportunities for students to gain meaningful, hands-on experience.

The variability in student readiness highlights the importance of individualized instruction. Nursing students come from diverse educational backgrounds, meaning that a one-size-fits-all approach to teaching clinical skills is often ineffective. Educators must therefore adopt flexible, adaptive teaching strategies to meet students where they are in their learning journey.

The emotional and psychological challenges faced by students, such as anxiety and fear of making mistakes, point to the need for creating a supportive learning environment. Educators must address these emotional barriers by fostering resilience and confidence in students, offering constructive feedback, and promoting a culture of learning rather than perfection.

DISCUSSION

Addressing the challenges in teaching clinical skills requires a multifaceted approach. Several strategies have emerged as potential solutions:

1. **Simulation-Based Learning:** To counter the shortage of clinical placements, many nursing programs have turned to simulation labs. These labs allow students to practice skills in a controlled, risk-free environment before transitioning to real patient care. Simulation can also help reduce student anxiety by allowing them to make mistakes and learn from them without endangering patients.

2. **Competency-Based Education:** Implementing a competency-based approach to nursing education allows educators to tailor their teaching to individual students' needs, ensuring that students achieve specific clinical competencies before advancing. This method also enables more focused feedback and evaluation, helping students improve in areas where they are struggling.

3. **Emotional Support and Mentorship:** To address the psychological barriers to learning, nursing programs should incorporate emotional support systems, including

mentorship programs and counseling services. Creating a safe, supportive learning environment is crucial for reducing student anxiety and fostering confidence.

CONCLUSION

Teaching clinical skills in nursing education is a complex process that faces numerous challenges, including limited clinical placements, varying student readiness, emotional barriers, and the pressures of evolving healthcare demands. By adopting innovative teaching strategies such as simulation-based learning, competency-based education, and providing emotional support, nursing programs can better equip students with the clinical skills they need for successful nursing practice. Collaboration between healthcare institutions and educational programs will be key in addressing these challenges and preparing the next generation of nurses.

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