



Nitel Sosyal Bilimler/Qualitative Social Sciences

Yıl:2025, Cilt:7 Sayı:1

Year:2025, Vol:7 Issue:1

<https://doi.org/10.47105/nsb.1588988>

Makale Türü/Article Type: *Araştırma/Research*

Atıf/Citation: Uzun, S., & Baygın, Ş. (2025). Learning friendly hospital for nursing students' requirements and motivating factors in a hospital. *Nitel Sosyal Bilimler*, 7(1), 49-63. <https://doi.org/10.47105/nsb.1588988>

Friendly Hospital for Nursing Students Requirements and Motivating Factors in a Hospital

^aSevda Uzun¹ , ^bŞevval Baygın

^aDoç. Dr. Gümüşhane Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik Bölümü, Gümüşhane, Türkiye

^bHemşire, Çiğli Eğitim ve Araştırma Hastanesi, İzmir, Türkiye

Abstract

This study aimed to evaluate the learning-friendly environment for nursing students and the motivating factors within the hospital from the students' perspective, using a qualitative phenomenological approach. Phenomenological research design, a qualitative research approach, was employed in this study. This qualitative research was conducted with 60 volunteer nursing students. Interviews were conducted individually and face-to-face. Data was analyzed using Colaizzi's phenomenological analysis method. Data analysis revealed three categories (potential motivating factors in a learning friendly hospital, behaviors of faculty members and nurses in the hospital to increase students' motivation, and expectations from a learning-friendly hospital) and seven sub-themes (communication, knowledge, skills, people, environment, physical aspects, and psychological aspects). Nursing students expect learning-friendly hospital environments to be instructive, encouraging, anxiety-free and well-equipped in all aspects. It was determined that effective communication with nurses and other team members, receiving positive feedback from patients, and instructive and supportive approaches of instructors increased the motivation of nursing students. In addition, it was found that students want to contribute to the improvement of the quality of care by practicing as a part of the team in learning-friendly hospitals.

Keywords: Learning-friendly hospital, motivation, nursing student, qualitative study

Hemşirelik Öğrencileri İçin Öğrenme Dostu Hastanede Olması Gerekenler ve Hastanede Motive Edici Faktörler

Öz

Bu çalışmanın amacı, hemşirelik öğrencileri için öğrenme dostu hastanede olması gerekenler ve hastanede motive edici faktörleri öğrencilerin gözünden niteliksel fenomenolojik bir yaklaşım kullanarak değerlendirmektir. Bu araştırmada nitel araştırma deseni olan fenomenolojik araştırma tasarımı kullanılmıştır. Bu nitel araştırma 60 gönüllü hemşirelik öğrencisi ile yapılmıştır. Görüşmeler bireysel olarak ve yüz yüze gerçekleştirilmiştir. Veriler, Colaizzi'nin fenomenolojik analiz yöntemi kullanılarak yapılmıştır. Verilerin analizinde üç kategori (öğrenme dostu hastanede potansiyel motive edici faktörler, öğretim elemanları ve hastanedeki hemşirelerin öğrencilerin motivasyonunun artırılmasına yönelik davranışları ve öğrenme destekli hastaneden beklentiler) yedi alt tema (iletişim, bilgi, beceri, kişiler, ortam, fiziksel açıdan ve psikolojik açıdan) saptanmıştır. Hemşirelik öğrencileri öğrenme dostu hastane ortamlarının öğretici, öğrenmeye teşvik edici, kendilerinde anksiyete yaratmayan ve her açıdan donanımlı alanlar olmasını beklemektedir. Hemşirelik öğrencilerinin hemşirelerle ve diğer ekip üyeleri etkin iletişimin, hastalardan olumlu geri bildirim alınmasının, öğretim elemanlarının öğretici ve destekleyici yaklaşımlarının öğrencilerin motivasyonunu artırdığı belirlenmiştir. Ayrıca öğrenciler öğrenme dostu hastanelerde ekibin bir parçası olarak uygulama yaparak bakım kalitesinin artmasına katkıda bulunmak istedikleri sonucu bulunmuştur.

Anahtar Kelimeler: Öğrenme dostu hastane, motivasyon, hemşirelik öğrencisi, nitel çalışma

Introduction

There is a strong relationship between the theoretical basis of nursing education in societies and experience-based learning (Admi et al., 2018; Günay & Kılınç, 2018). The primary purpose of nursing education is to integrate theory and clinical practice, reflecting theoretical knowledge learned in the real-world environment (Jack et al., 2018). The aim of undergraduate nursing education programs in our country is to train professionals who understand, know how to share, take responsibility for, and evaluate their practices, and provide qualified health services (Erkal İlhan, 2018). Today, the theoretical knowledge given in nursing programs in faculties of health sciences and schools of health in universities is integrated into practices in various clinical settings (Özkütük et al., 2018),

Spence Laschinger (1992) demonstrated that Kolb's theory and methodology provide encouraging support for measuring nursing learning environments in undergraduate education. Therefore, it is thought that Kolb's theory can provide useful suggestions for clarifying the structures of learning-supported environments from cognitive and socio-emotional perspectives of the learning process (Hisamatsu et al., 2006). Benner et al. (1996) stated that nursing practice knowledge is relational and contextual and therefore, it is not possible to learn participation skills without experiencing them (Benner et al., 1996). Although nursing students need to engage in clinical practice, it is considered as an indispensable component of nursing education (Tanner, 2006).

In addition, as a legal obligation for nursing, it is a requirement for nursing students to perform clinical practice and to ensure their suitability to work as nurses. In terms of education, clinical practice has an important place as the area where the skills, knowledge, and attitudes developed in the theoretical part of the curriculum are applied, developed, and integrated (Bjørk et al., 2014; Newton et al., 2010). Regardless of the perspective on clinical practice, many studies have reported that clinical practice experiences can positively affect nursing students' attitudes towards the clinical environment in question (Abbey et al., 2006; Fagerberg et al., 2000; Happel & Gaskin, 2013; Happel & Platania-Phung, 2012). In line with Kolb's theory, it can be said that student-friendly hospitals are very important for nursing students and in this context, it can be said that nursing students, who are future health professionals, provide a good basis for situations that will improve the quality of patient care.

Graduate nurses stated that they were more likely to work in environments where they had positive experiences during undergraduate clinical practice and that more permanent learning was provided in a learning-friendly hospital (Courtney et al. 2002, Edwards et al. 2004). Therefore, it is very important to provide good learning environments in all hospitals and clinical settings used in nursing education. Nursing instructors and nursing students may experience different problems. These situations include a low number of educators, ineffective communication between nurse-student-educators, inadequate hospital conditions, etc. These situations may negatively affect the quality of clinical practice experience. In the literature, there are no studies on student-friendly hospitals. In this context, this research is expected to contribute to the literature by filling the gap in the literature. This study is

important in terms of evaluating the motivating factors for nursing students' interest and participation and their perception of learning-friendly hospitals using a qualitative phenomenological approach and providing guidance to instructors. This study was conducted to evaluate what should be in a friendly learning hospital for nursing students and the motivating factors in the hospital from the students' perspective using a qualitative phenomenological approach.

Method

Research Design

Phenomenological research design, which is a qualitative research design, was used to evaluate what should be in a learning-friendly hospital for nursing students and motivating factors in the hospital from the students' perspective using a qualitative phenomenological approach. This design was chosen because it offers a high degree of freedom in describing a new phenomenon (event or experience) from the participants' perspective, providing rich data and detailing their experiences (Yıldırım & Şimşek, 2016). This approach is about uncovering the essence of the phenomenon under investigation and presenting the experience 'exactly as it presents itself, neither adding to nor subtracting from it' (Merriam, 2019; Morrow, Rodriguez, & King, 2015; Willing, 2013).

Participants

Criterion sampling method, which is one of the purposeful sampling methods, was used to determine the study group of the research. Criterion sampling is the creation of a sample from people, events, objects, or situations with the qualities determined for the problem (Altunay, Oral, & Yalçınkaya, 2014; Başkaya & Demir, 2023). The sample of the study consisted of nursing students. The inclusion criteria were to be a second, third- and fourth-year nursing student, to have practiced in the hospital, and nursing students who voluntarily agreed to participate in the study. The exclusion criteria were not being an undergraduate student and not accepting to participate in the study.

In addition, the study was reported in accordance with the Consolidated Criteria for Qualitative Research Reporting (COREQ) guidelines (Başkaya & Demir, 2023; Tong, Sainsbury, & Craig, 2007).

Data Collection

The research was conducted between November 15 and December 15, 2023, at a university in a province in northern Turkey. All students who met the criteria were invited to be interviewed. All interviews were conducted by the second author, and audio recordings were made by two authors. All interview times were determined by the students themselves. Ethics committee and institutional permissions were obtained before starting the interview. In addition, verbal and written consent was obtained from the students. Study data were collected voluntarily. The interviews were held in an empty classroom of the faculty when the students were not having classes. In order for the participants not to feel under pressure, it was reported that the study would be conducted on a completely voluntary basis and that the information would remain confidential, and only statements such as participant 1 and

participant 2 would be included. Data saturation is very important in a study, and in our study, a total of 60 participants from the second, third, and fourth grades were interviewed in total, and when the data were repeated, the interviews were terminated considering saturation (Yıldırım & Şimşek, 2016). In the interviews with nursing students, a voice recorder was used in a suitable environment. The interviews were conducted with a semi-structured interview form prepared by the qualitative research method and created by the researchers based on the literature and revised in line with the opinions of three experts. The interviews in the study lasted between 35 and 45 minutes.

Data Collection Process

Seven main questions and sub-questions regarding students' perception and experiences of the learning-supported hospital environment were used in the interviews

Questions in the interview form;

1. How do you think a learning-friendly hospital environment should be?
2. How should a learning-supported environment be in a hospital environment? Do you think that the hospital where you practice is sufficient in this respect?
3. Do you think that the lecturers and nurses at the university encourage you to learn? Can you tell us how they do this?
4. Are there motivating factors in the hospital?
5. What would you like to have in the hospital for interest and participation? What would you like to see improved and what would you like to see improved?
6. Do you consider your sources of support sufficient? In which area would you like to be supported?
7. What do you think should be done to improve the quality of teaching?

Data Analysis

The 7-step analysis method developed by Colaizzi (1978) for phenomenological studies was used to analyze the data (Morrow, Rodriguez, & King, 2015). In this context, the interview texts were first read independently and repeatedly by three researchers. Thus, it was tried to understand what was explained in the data. Important statements in the interview texts were selected, reorganized and expressed in general terms. Then, the data that were tried to be explained in the statements were identified and analyzed. The researchers formulated and validated the meanings by discussing them until they reached a consensus. The researchers then identified and organized the themes into main and sub-themes. The themes and sub-themes of the study were developed through clear articulation. In addition, participants' statements were included so that the reader could verify the interpretation and analysis of the data (Ulutaşdemir, Ay, Göçmen, Uzun, & Kulakaç, 2023; Yıldırım, Aydoğan, & Bulut, 2021).

Ethical Statement

This study was approved by Gümüşhane University Scientific Research and Publication Ethics Committee (E-95674917-108.99-149362) (see **Appendix-1**). Informed consent was obtained from the participants before starting the interview. Recordings and transcripts were stored on a password-protected device. The study was conducted by the Declaration of Helsinki and the ethical standards of the National Research Committee.

Findings

Thirty-five of the participants were female, and their mean age was calculated as 19.27 ± 3.44 (minimum age 18, maximum age 27). As a result of the analysis of the data obtained from the interviews, categories, themes, and sub-themes were identified (Table 1).

Table 1.

Requirements of a Learning Friendly Hospital for Nursing Students and Motivating Factors in the Hospital

Categories	Themes	Sub-themes
1. Potential motivating factors in a learning-friendly hospital	A. Persons	A1. The teaching staff must be sincere and genuine, A2. Team members should be respectful and accepting towards students in clinical practices. A3. Obtaining positive feedback from patients A4. Providing spiritual satisfaction and appreciation of patients,
	B. Environment	B1. Working in team collaboration in clinical practices, B2. The patient population trusts the students and allows them to practice, B3. The presence of an educational environment and effective visits by teaching staff. B4. Instructors should empathize with students and listen to them, B5. Instructors should encourage students for scientific studies. B6. Medical supplies are sufficient, B7. More applications in specific environments such as operating rooms
2. Behaviors of teaching staff and hospital nurses to increase students' motivation	A.Communication/environment	A1. Establishing effective communication with teaching staff, A2. The number of teaching staff is sufficient, A3. Taking actions to increase students' motivation, A4. Demonstrating supportive attitudes towards students
	B. Information	B1. Using effective presentation techniques (case study, concept map), B 2. Teaching staff should teach courses in which they are experts in their fields.
	C. Skill	C1. In clinical practice, faculty members must be present one-on-one with students. C2. Nurses supporting students in skills
3. Expectations from a learning-supported hospital	A. Physically	A1. Adequate medical supplies A2. The number of patients is high A3. Presence of guide nurses,

B. Psychologically	A4. Instructors should spend more time with students in clinical practice. A5. A hospital environment with low work accident rates A6. Being a hospital that follows innovations and developments in technology B1. Encouraging and motivating health personnel to learn B2. Team members who do not create anxiety B3. Empathic nurses B4. Creating an environment where they can express themselves comfortably B5. Team members who can communicate effectively B6. Hearing words of appreciation and gratitude from patients and feeling spiritually happy B6. Students are seen as part of the team B7. Having a reward system
--------------------	---

Category 1. Potential motivating factors in a learning-friendly hospital

Theme 1. Persons

Nursing students stated that the factors that motivated them in a learning-friendly hospital were the sincerity and respect of the lecturers, the respectfulness of other team members, positive feedback from patients, and spiritual satisfaction.

"The hospital environment should be an open, friendly environment where people can mingle. There should not be too much distance between the staff, and conversations should be based on practice rather than theory in terms of sincerity." (P7).

"University lecturers encourage us to learn, but due to the small number of nurses and the high number of students, even though nurses encourage us to learn, it is not enough. The way they encourage us to learn is usually through verbal conversation (P19).

Theme 2. Environment

Nursing students stated that the factors that motivated them in the learning-supported hospital were working in team collaboration, the patient population trusting the students and allowing the practices, having an instructive environment, effective rounds by the instructors and the instructors' empathy towards them.

"The fact that the environment is instructive and that the lecturers come and make rounds is a motivation for me, I learn more, and even if some of my friends do not like it very much, I like this situation. " (P47).

"In a learning-friendly hospital environment, it is an environment where the logic of the work can be grasped rather than the workload being imposed on trainees and beginners. Therefore, learning is as important as the therapeutic relationship between patients and professionals in a way that encourages and facilitates learning, as well as the instructive and even educational role of experienced professionals towards other colleagues and prospective colleagues. Therefore, hospital management, hospital staff and teaching staff should encourage and strive to teach in cooperation, and more importantly, the learner should be determined and willing to do so (P3).

Category 2. Behavior of instructors and nurses in the hospital towards increasing the motivation of students

Theme 1. Communication/environment

As a result of the interviews with the nursing students, it was determined that the instructors of the students and the nurses in the hospital should establish effective communication with the instructors to increase the motivation of the students, the number of instructors should be sufficient, actions should be taken to increase the motivation of the students and supportive attitudes should be exhibited.

"My only source of motivation in the hospital is the patients and relatives who thank us and pray for us." (P2)

"Collaborations with our colleagues, the support of lecturers and professionals who give positive feedback in some wards motivate us, while the general functioning of the ward, positive communication between professionals and between doctors and nurses also contribute to motivation." (P11).

Theme 2. Knowledge

As a result of the interviews with the nursing students, it was determined that the lecturers and the nurses in the hospital used effective presentation techniques (case study, concept map) in the lessons to increase the motivation of the students, and that the lecturers attended the lessons in which they were experts in their fields.

"Each academic should teach the courses in his/her area of specialization and other professors should not teach the courses that are not in his/her area of specialization. Generally, expert lecturers do, but there are one or two courses where expert lecturers are very good... (P33).

Theme 3. Skills

As a result of the interviews with nursing students, situations such as increasing the duration of clinical practice in the skill area and increasing the duration of laboratory practice in order to increase the motivation of the students were determined by the instructors and nurses in the hospital.

"They encourage us to strengthen our weaknesses by doing extra laboratory lessons to overcome our deficiencies as much as they can (P19).

Category 3. Expectations from a learning-supported hospital

Theme 1. Physical aspect

According to the data obtained from the interviews, students stated that they expected learning-supported hospital environments to be equipped.

"Each ward has its specific characteristics in a learning supported environment. In this direction, the frequently used drugs, methods, tools and equipment in the wards and how they are used and the things to be considered for the patients hospitalized in these wards should be supported in the form of books, brochures and posters. For students with little experience or intern students, they should be carefully analyzed one by one and try to complete the missing parts, and in addition to this, detailed feedback should be given to the lecturers for the intern group. In the hospital where we practice, we have many deficiencies in this regard, I do not think that professionals are sensitive enough on this issue and I think that the necessary feedback to the lecturers is quite insufficient (P21).

Theme 2. Psychologically

According to the data obtained from the interviews, students stated that they expected learning-supported hospital environments to be instructive, encouraging to learn, and a space that does not create anxiety for them.

"In a learning-friendly hospital environment, it is actually an environment where the logic of the work can be grasped rather than the workload being imposed on trainees and beginners. Therefore, learning is as important as the therapeutic relationship between patients and professionals in a way that encourages and facilitates learning, as well as the instructive and even educational role of experienced professionals towards other colleagues and prospective colleagues. Therefore, hospital management, hospital staff and teaching staff should encourage and strive to teach in cooperation, and more importantly, the learner should be determined and willing to do so (P58).

Discussion

This study aims to evaluate what should be in a learning-friendly hospital for nursing students and the motivating factors in the hospital from the students' perspective using a qualitative phenomenological approach. Nursing students' perceptions and thoughts about the learning-supported hospital environment were addressed in three categories.

Potential motivating factors in a learning-friendly hospital

Nurse-friendly hospitals offer opportunities for orientation of nurses in health care services and professionalization of nurses through in-service training opportunities (Er, 2013; Meraviglia et al., 2008). For quality patient care standards, orientation is not only a desirable feature for a suitable working environment but also important for patient care practices (Er, 2013). In addition, the motivation of nurses and nursing students is also very important in hospitals. Motivation is the possibility for a person to engage in, sustain, and adhere to specific change strategies. Motivation is not a characteristic but a state, and it is the readiness or willingness to change, and it varies according to the situation/time (Ögel, 2009).

Motivational processes, in connection with cognitive processes, affect the attitudes of individuals in the face of problems faced by individuals and determine the performance of individuals (Bozbaş, 2015). The problems experienced by students in the hospital environment can negatively affect students' motivation (Bayır, 2020). In the study conducted by Mikkonen et al. (2020), it was determined that the personality traits of the instructors that are flexible, patient, fair, supportive, adopt a pedagogical approach and increase motivation positively affect students' clinical practice experiences (Özsaban & Bayram, 2020). In this study, it was determined that students were positively affected by the factors of nurse, patient, and instructor and that these situations increased their motivation.

In a systematic study, the physical environment of the hospital increased the expansion stress (Taşdelen & Zaybak, 2013), anxiety increased (Arabacı et al., 2015), the clinic was formed (Bilgin et al., 2016), and the clinical environments of the diseases were found to be inadequate, thus increasing academic motivation and clinical learning (Aktaş & Karabulut, 2016) customize. However, the absence of special rooms such as the dining hall, dressing room, study room, seminar room for promotion and

the lack of private rooms such as the dining room, dressing room, study room, seminar room are the features that show what the ideas in the books and magazines that people in the clinic can benefit from (Özsaban & Bayram, 2020).

Behaviors of lecturers and nurses in the hospital towards increasing students' motivation

In the studies, it was stated that the concept of vision in education is to take many steps to improve, regulate, and develop education in order to increase the quality of education (Şendağ & Gedik, 2015). Nursing students may experience feelings of anxiety and fear due to the absence of role models and problems in terms of professionalism (Alshowkan & Kamel, 2016; Demir & Ercan, 2018). In their study, Günaydın and Arguvanlı Çoban (2021) stated that students had difficulties in issues such as insufficient theoretical knowledge and practice time (Günaydın & Arguvanlı Çoban, 2021). In the study, situations such as effective communication with lecturers, a sufficient number of lecturers, actions to increase the motivation of students, and supportive attitudes towards students were determined to improve the quality of teaching. It is seen that the number of studies on increasing the quality of education and training is limited, and in this context, it is thought that it would be useful to increase the number of studies.

Expectations from a learning-supported hospital

Nurse-friendly hospital programs and a learning-supported hospital environment are important to improve the quality of institutional quality and patient care by examining and improving the working environment of nurses and students (Meraviglia et al., 2008; Meraviglia et al., 2009). Nurse-friendly hospital criteria reveal what the workplace policies should be in providing the working environment necessary for quality nursing practices. With these criteria, it is expected to provide a positive working environment in the institution, nurse satisfaction, retention of nurses in the institution, increase the quality of patient care, and improve patient outcomes (Meraviglia et al., 2009). In a study conducted by Mikkonen et al. (2020) in five European countries, it was determined that the individual characteristics of educators who are flexible, patient, fair, supportive, and adopt a pedagogical approach and increase motivation affect the clinical experiences of students. In this context, it can be said that the educator's display of a professional attitude and positive communication characteristics and providing feedback will strengthen the relationship of trust with students, reduce stress, and support learning.

In the study conducted by Bayır et al. (2020), when the expectations of nursing students from the practices were questioned, it was determined that the majority of the students expected active participation in the practices applied to the patient, they wanted the health team members to treat them well, and the instructors to be supportive and understanding. Students also stated that they wanted to have sufficient medical equipment, to improve the physical conditions of the hospital, and to provide opportunities to conduct research in the clinic (Bayır, Özdemir, & Palaz, 2020). In this study, it is seen that students mentioned similar expectations.

Conclusion

In conclusion, this study provides preliminary evidence on the motivating factors for nursing students' interest and participation, and their perception of a learning-friendly hospital environment. Nursing students expect learning-friendly hospital environments to be instructive, encouraging, anxiety-free, and well-equipped in all aspects. It was determined that effective communication with nurses and other team members, receiving positive feedback from patients, and instructive and supportive approaches of instructors increased the motivation of nursing students. In addition, it was found that students want to contribute to the improvement of the quality of care by practicing as a part of the team in learning-friendly hospitals.

In line with these findings, it is necessary to develop strategies to adapt educational models compatible with the national health system and to eliminate the affecting variables at institutional and national levels in the planning of education and training. It is recommended to identify individual characteristics affecting students' experiences, to adopt pedagogical approaches and individualized collaboration in relations with them, to increase the competence of educators, to increase the number of learning-friendly hospitals, to create a supportive clinical environment, and to implement technology-supported laboratory applications in the clinical preparation processes.

Limitations

One of the limitations of the study is that all participants were second, third-, and fourth-year nursing students at a university in a city in northern Turkey. The results depend on the participants and the setting in which the research was conducted. The small group of participants is not representative of the nursing student population.

Contribution Statement/ Araştırmacıların Katkı Oranı

All researchers contributed equally to the study. / Çalışmaya tüm araştırmacılar eşit oranda katkı sağlamıştır.

Funding Statement and Acknowledgements / Destek ve Teşekkür Beyanı

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. / Araştırma kapsamında herhangi bir destekten yararlanılmamıştır.

Declaration of Competing Interest / Çatışma Beyanı

There is no conflict of interest. / Çıkar çatışması bulunmamaktadır.

Ethics Committee Approval / Etik Onay

Ethics committee approval was obtained for this study. / Etik kurul onayı alınmıştır.

References

- Abbey J, Abbey B, Bridges P, Elder R, Lemke P, Liddle J & Thornton R. (2006). Clinical placements in residential aged care facilities: the impact on nursing students' perception of aged care and the effect on career plans. *The Australian Journal of Advanced Nursing* 23, 14-19.
- Admi, H., Moshe-Eilon, Y., Sharon, D. & Mann, M. (2018). Nursing students' stress and satisfaction in clinical practice along different stages: A cross-sectional study. *Nurse Education Today*, 68, 86-92.
- Aktaş, Y. Y. & Karabulut, N. (2016). A survey on Turkish nursing students' perception of clinical learning environment and its association with academic motivation and clinical decision making. *Nurse Educ Today*, 36, 124-8.
- Alshowkan, A.A., Fouad Kamel, N.M., (2016). Nursing student experiences of psychiatric clinical practice: a qualitative study. *J. Nurs. Health Sci.* 5 (3), 60-67.
- Altunay, E., Oral, G., & Yalçınkaya, M. (2014). A qualitative research about mobbing implications in educational institutions. *Sakarya University Journal of Education*, 4(1), 62-80.
- Arabacı, L. B., Korhan, E. A., Tokem, Y. & Torun, R. (2015). Nursing Students' anxiety and stress levels and contributed factors before during and after first clinical placement. *Journal of Hacettepe University Faculty of Nursing*, 2, 1-16.
- Başkaya, E., & Demir, S. (2023). The problems and information needs of patients with bipolar disorder during the treatment process: A qualitative study in Turkey. *Archives of Psychiatric Nursing*, 42, 45-54.
- Bayır, B., Özdemir, D., & Palaz, G. (2020). Determination of the difficulties encountered by undergraduate nursing students studying in Konya province in clinical practice. *KTO Karatay University Journal of Health Sciences*, 1(2), 21-31.
- Benner P., Tanner C.A. & Chesla C.A. (1996) *Expertise in Nursing Practice: Caring, Clinical Judgment, and Ethics*. Springer Publishing Company, New York.
- Bilgin, H., Özcan, N.K., Tulek, Z., Kaya, F., Boyacioglu, N. E., Erol, O., Arguvanli Coban, S., Pazvantoglu, O. & Gumus, K. (2016). Student nurses' perceptions of aggression: an exploratory study of defensive styles, aggression experiences, and demographic factors. *Nurs Health Sci*, 18, 216-22.
- Björk, I. T., Berntsen, K., Brynildsen, G., & Hestetun, M. (2014). Nursing students' perceptions of their clinical learning environment in placements outside traditional hospital settings. *Journal of clinical nursing*, 23(19-20), 2958-2967.
- Bozbaş, Y. (2015). *The relationship between classroom teachers' self-efficacy beliefs and classroom management skill perceptions* (Unpublished Master's Thesis). Istanbul Aydın University, Istanbul.
- Courtney M., Edwards H, Smith S., & Finlayson K. (2002) The impact of rural clinical placement on student nurses' employment intentions. *Collegian: Journal of the Royal College of Nursing, Australia* 9, 12-18
- Demir, S., Ercan, F., (2018). The first clinical practice experiences of psychiatric nursing students: a phenomenological study. *Nurse Educ. Today* 61, 146-152.

- Edwards H, Smith S, Finlayson K & Chapman H. (2004). The impact of clinical placement location on nursing students' competence and preparedness for practice. *Nurse Education Today*, 24, 248-255.
- Er, F. (2013). *Investigation of working conditions of nurses working in public hospitals according to nurse-friendly hospital criteria*. Atatürk University Institute of Health Sciences, Master's Thesis, Erzurum
- Erkal İlhan, S. (2018). *Changes in university nursing undergraduate education curriculum from past to present*. 1st International & 3rd National Nursing History Congress Izmir, 905.
- Fagerberg I, Winbald B & Ekman S. (2000). Influencing aspects in nursing education on Swedish nursing students' choices of first work area as graduated nurses. *Journal of Nursing Education*, 39, 211-218.
- Günay, U. & Kılınç, G. (2018). The transfer of theoretical knowledge to clinical practice by nursing students and the difficulties they experience: A qualitative study. *Nurse Educ Today*, 65, 81-86.
- Günaydin, N., & Çoban, S. A. (2021). Experiences of nursing students during clinical education in mental health clinics: A phenomenological qualitative study. *Nurse Education in Practice*, 54, 103113.
- Happel B & Gaskin CJ. (2013). The attitudes of undergraduate nursing students towards mental health nursing: a systematic review. *Journal of Clinical Nursing* 22, 148-158.
- Happel, B & Platania-Phung C. (2012). Mental health placements in a general health setting: no substitute for the real thing! *Journal of Clinical Nursing* 21, 2026-2033.
- Hisamatsu, Y., Hasada, K., Amano, F., Tsubota, Y., Wasada-Tsutsui, Y., Shirai, N., ... & Odashima, K. (2006). Highly Selective Recognition of Adenine Nucleobases by Synthetic Hosts with a Linked Five-Six-Five- Membered Triheteroaromatic Structure and the Application to Potentiometric Sensing of the Adenine Nucleotide. *Chemistry-A European Journal*, 12(29), 7733-7741.
- Jack, K., Hamshire, C., Harris, W. E., Langan, M., Barrett, N. & Wibberley, C. (2018). "My mentor didn't speak to me for the first four weeks": Perceived unfairness experienced by nursing students in clinical practice settings. *J Clin Nurs*, 27, 929-938.
- Meraviglia, M., Grobe, S. J., Tabone, S., Wainwright, M., Shelton, S., Miner, H., & Jordan, C. (2009). Creating a positive work environment: Implementation of the nurse-friendly hospital criteria. *JONA: The Journal of Nursing Administration*. 39 (2): 64-70.
- Meraviglia, M., Grobe, S. J., Tabone, S., Wainwright, M., Shelton, S., Yu, L., & Jordan, C. (2008). Nurse-friendly hospital project: Enhancing nurse retention and quality of care. *Journal of Nursing Care Quality*. 23 (4): 305-313.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: Examples for discussion and analysis*. John Wiley & Sons.
- Mikkonen, K., Merilainen, M. & Tomietto, M. (2020a). Empirical model of clinical learning environment and mentoring of culturally and linguistically diverse nursing students. *J Clin Nurs*, 29, 653-661.
- Morrow, R., Rodriguez, A., & King, N. (2015). Colaizzi's descriptive phenomenological method. *The Psychologist*, 28(8), 643-644.

- Newton, J. M., Jolly, B. C., Ockerby, C. M., & Cross, W. M. (2010). Clinical learning environment inventory: factor analysis. *Journal of Advanced Nursing*, 66(6), 1371-1381.
- Ögel K. (2009). Motivational interview technique. *Türkiye Klinikleri Psychiatry-Special Topics*, 2(2),41- 4.
- Özkütük, N., Orgun, F., & Akçakoca, B. (2018). Investigation of the Current Situation Regarding Higher Education Institutions Providing Nursing Education in Turkey. *Journal of Higher Education*, 150-7.
- Özsaban, A., & Bayram, A. (2020). Factors affecting clinical practice experiences of nursing students in Turkey: a systematic review. *Ankara Journal of Health Sciences*, 9(2), 124-145.
- Şendağ, S., Gedik, N., Caner, M., & Toker, S. (2019). Podcast Use in Mobile Assisted Language Learning: Tutor-Centered Intensive Listening and Mobile Extensive Listening. *Mersin University Journal of Faculty of Education*, 15(1), 1-27.
- Spence Laschinger, H. K. (1992). Intraclass correlations as estimates of interrater reliability in nursing research. *Western Journal of Nursing Research*, 14(2), 246-251.
- Tanner C. (2006). The next transformation: clinical education. *Journal of Nursing Education* 45, 99-100.
- Taşdelen, S. & Zaybak, A. (2013). The Determination the level of stress of nursing students during their first clinical experience. *J of Florence Nightingale*, 21, 101-106
- Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): A 32-item checklist for interview sand focus groups. *International Journal for Quality in HealthCare*, 19(6), 349-357.
- Ulutaşdemir, N., Ay, H., Göçmen, A., Uzun, S., & Kulakaç, N. (2022). Needs of caregivers of patients with palliative neurological problems: a qualitative study. *Current Psychology*, 1-7.
- Willig, C. (2013). *Introducing qualitative research in psychology*, Open University Press.
- Yıldırım, A., & Şimşek, H. (2016). *Qualitative research methods in social sciences*, Seçkin Publishing.
- Yıldırım, N., Aydoğan, A., & Bulut, M. (2021). A qualitative study on the experiences of the first nurses assigned to COVID-19 units in Turkey. *Journal of Nursing Management*, 29(6), 1366-1374.

Appendix-1



T.C.
GÜMÜŞHANE ÜNİVERSİTESİ REKTÖRLÜĞÜ
BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Sayı : E-95674917-108.99-149362

Konu : Etik Onay

Sayın Dr. Öğr. Üyesi Sevda UZUN

**“HEMŞİRELİK ÖĞRENCİLERİ İÇİN ÖĞRENME DOSTU HASTANEDE OLMASI
GEREKENLER VE HASTANEDE MOTİVE EDİCİ FAKTÖRLER”**

konulu etik kurul başvurunuz, Üniversitemiz Bilimsel araştırma ve Yayın etiği Kurulunun 27/12/2022 tarih ve 2022/7 sayılı toplantısında görüşülmüş olup, projenin yürürlükteki mevzuata uygun olduğuna oy birliği ile karar verilmiştir.

Bilgilerinize rica ederim.

Prof. Dr. Bayram NAZIR
Kurul Başkanı V.

Bu belge, güvenli elektronik imza ile onaylanmıştır.

Belge Doğrulama Kodu : 082E-UKD6-0819D

Belge Doğrulama Adresi : <https://ehyssorgu.gumushane.edu.tr/>

Adres:
Telefon No : Fax No :
e-Posta : Internet Adresi : <http://www.gumushane.edu.tr/>
Kep Adresi : gumushaneuniversitesi@ho01.kep.tr

Bilgi İçin :Demet MUTAF
İlççi
Dahili No:

