

Analysis of Professional Identity of Nursing Students Before and After Clinical Practice

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Abstract

Objective: To explore the influence of clinical practice on nursing students' professional identity. **Methods:** cluster sampling was used to select 80 nursing students in 2021 in a medical college. The professional identity was investigated and analyzed before and after practice. **Results:** the scores of professional identity and professional self-efficacy before practice were (53.88 ± 3.04) and (80.43 ± 7.71); After practice, the scores of professional identity (68.32 ± 5.21) and professional self-efficacy (92.77 ± 6.92) were statistically significant (P < 0.05); **Conclusion:** clinical practice can promote nursing students' professional identity and professional self-efficacy. In terms of training plan, schools can consider increasing clinical practice time before nursing students enter clinical practice, such as clinical internship, so as to increase nursing students' recognition of nursing major and reduce the professional conversion rate and turnover rate after employment.

Keywords

Nursing students; Clinical practice; Professional identity.

1. Introduction

Professional identity refers to the establishment of values and goals generally recognized by individuals engaged in the profession after in-depth understanding of professional behavior [1,2]. Professional identity of nursing students refers to their views and emotions on nursing profession, and is the psychological state that determines their professional behavior tendency [3]. In 2020, the number of registered nurses per 1000 people in China has reached 3.35, far more than 2.36 in 2015, but the total number of nursing staff still can not meet the actual needs [4]. Relevant studies have found that low professional identity is one of the important reasons for the high turnover rate of nurses and the instability of nursing team. The turnover rate of nurses with low working years is significantly higher than that of nurses with more than 5 years [4], which is related to the low-level professional identity of nursing students [2]. There are many factors affecting nursing students' professional identity, such as gender, educational background, psychological toughness, college entrance examination volunteer, humanistic care, professional maturity and other influencing factors [1-3]; Who mentioned that the shortage of health personnel is considered to be one of the most fundamental reasons hindering the achievement of global health and development goals [5], and nursing students, as a reserve force of nursing human resources, affect the stable development of the nursing industry. This paper investigates and analyzes the professional identity of nursing students before and after clinical practice, in order to provide reference for nursing educators and nursing managers to formulate intervention measures to enhance the professional identity of nursing students.

2. Research Objects and Methods

2.1. Research Objects

Using the method of cluster sampling, 36 nursing undergraduate students of 2017, 16 nursing junior college students of 2018, 16 nursing junior college students of 2018, 16 nursing junior college students of 2018 and 12 midwifery junior college students of 2018 were selected. Inclusion criteria: ① 2021 internship nursing students; ② Never had clinical practice or work related to nursing; ③ Internship period \geq 6 months; ④ Willing to participate in this survey. Exclusion criteria: ① participated in internship or work related to clinical nursing; ② Unwilling to participate in this survey.

2.2. Research Methods

2.2.1. Questionnaire and Scale

General information questionnaire: designed by the researcher based on the purpose and content of the research and referring to a large number of documents, including age, gender, discipline background, whether to be the only child, whether to be a student cadre, place of residence, reasons for choosing nursing major, whether there are nursing related practitioners at home, and employment intention.

Professional identity questionnaire for nursing students: compiled by Hao Yufang, with 17 items and 5 dimensions, including self-concept, retention benefit and turnover risk, social support and self-reflection, autonomy of career choice and social persuasion. Likert-5 scoring method is adopted, and the degree of conformity includes 5 items: very inconformity, inconformity, between the two, conformity and very conformity. The options range from "very inconsistent" to "very consistent". The higher the score, the stronger the professional identity of nursing students. Cronbach's α of the questionnaire is 0.827.

Professional self-efficacy scale for nursing students: compiled by Hao Yufang, it has 27 items and 6 dimensions, including professional attitude and belief, problem-solving ability, ability to collect professional information and career planning, professional cognition, professional value and career choice. Likert-5 scoring method is adopted, and the degree of conformity includes 5 items: very inconformity, relatively inconformity, between, relatively inconformity and very inconformity. The options range from "very inconsistent" to "very consistent". The higher the score, the better the sense of self-efficacy. Cronbach's α is 0.841.

2.2.2. Investigation Methods

According to the time of issuing the questionnaire, the respondents who distributed the questionnaire twice were named as the control group and the experimental group (they were the same group of nursing students before and after, and were divided into two groups for easy distinction). The respondents were instructed to fill in the questionnaire truthfully, 80 questionnaires were distributed before and after, and 75 valid questionnaires were obtained, with an effective rate of 93.8%.

- ① The frequency and composition ratio are used to describe the composition of the sample.
- ② Using the self pre post control design in this kind of experimental research, this paper analyzes the differences of professional identity and professional self-efficacy of nursing students before and after the clinical practice of 2021 Medical College of Shaoguan University.

2.3. Statistical Processing

Adopt SPSS 17 0 software for statistical analysis. The counting data were described by frequency (n) and constituent ratio (%), and the measurement data were described by mean \pm standard deviation. Paired sample t-test and analysis of variance were used for analysis and comparison before and after practice. $P < 0.05$, with statistical significance.

3. Survey Results and Analysis

3.1. Basic Information of Respondents

A total of 75 people were investigated, including 9 boys, accounting for 12%, and 66 girls, accounting for 88%; 36 undergraduates, accounting for 48%, 39 junior colleges, accounting for 52%; The average age was 22 ± 0.5 years; 12 only children, accounting for 16%; 14 urban students, accounting for 18.7%; Among the willingness to study nursing, 34 chose by themselves, accounting for 45.3%, and 41 chose by adjustment and other factors, accounting for 54.7%; There are 23 nursing practitioners at home, accounting for 30.7%. Univariate analysis of each factor showed that there was a statistically significant difference in professional identity between nursing students selected by themselves and those selected by other factors such as adjustment ($F = 4.698, P < 0.05$); There were significant differences in professional identity ($F = 4.998, P < 0.05$) and professional self-efficacy ($F = 4.193, P < 0.05$) between nursing students with nursing practitioners at home and nursing students without nursing practitioners at home, but there were no significant differences in gender, education, age, whether living in urban areas or whether they are only children.

3.2. Comparison of Professional Identity Before and After Clinical Practice

The total score of professional identity of nursing students after clinical practice was (68.32 ± 5.21) higher than that before practice (53.88 ± 3.04), and the difference was statistically significant ($P < 0.05$). Among them, the differences in professional self-concept, retention benefit and turnover risk, social support and self-reflection were statistically significant, which were the main factors to improve the professional identity of nursing students after practice, there is no difference in the autonomy of career choice and social persuasion.

3.3. Comparison of Professional Self-efficacy Before and After Clinical Practice

The score of professional self-efficacy of nursing students after clinical practice (92.77 ± 6.92) was higher than that before practice (80.43 ± 7.71), and the difference was statistically significant ($P < 0.05$). The differences between professional attitude and belief, problem-solving ability, ability to collect professional information and career planning ability, career cognition and career choice are statistically significant. They are the main factors to improve career self-efficacy after practice, and there is no difference in career value.

3.4. Influence of Clinical Practice on Professional Identity of Nursing Students

In this study, the professional identity questionnaire of nursing students was used to investigate the professional identity of nursing students before and after practice. The analysis was carried out from five dimensions. The total score of nursing students after clinical practice was significantly higher than that before practice, and the difference was statistically significant ($P < 0.05$), indicating that clinical practice can improve the professional identity of nursing students. It is not excluded that during the period of COVID-19, clinical nursing staff volunteered to go to the front line without fear of danger and hardship, so that nursing students felt their sense of social responsibility was significant, and the social status of nursing staff was improved, which changed the perception of nursing workers to some extent [6-9]; During the epidemic period, although the nursing work is more laborious and cumbersome, but "every man has a responsibility when the country is in trouble", the sense of mission and professionalism imperceptibly affect the medical staff. As an angel in white, they can contribute to the country, which makes them feel honored, and the professional identity of nurses has been improved [9-11]. In the battle against the epidemic, the role of nurses has been constantly affirmed and praised, the society has increased its understanding and respect for the nurse profession, and the professional social support has been improved. Therefore, the level of nurses' professional identity has also been improved. However, workload, work intensity and

pressure are the negative factors of nurses' professional identity. Under the special circumstances of the current epidemic, managers should make corresponding countermeasures, such as appropriately adjusting workload, increasing salary, balancing and coordinating the relationship between nurses' family and work, in order to truly improve nurses' professional identity.

In the professional identity questionnaire, the differences of professional self-concept, retention benefit and turnover risk, social support and self-reflection of nursing students were statistically significant ($P < 0.05$), and there was no difference in career choice autonomy and social persuasion, which showed that the improvement of nursing students' professional identity was more affected in their self-awareness of nursing, future employment and future development, College entrance examination voluntary career choice autonomy [11] also has an impact on nursing students' professional identity, but what this study shows is that no matter whether it is personal will to choose nursing major at the beginning, the professional identity has improved after clinical practice. Professional related social practice activities can improve the professional identity of nursing students [6-9]. In the early stage, nursing students will participate in professional related nursing practice. In the process of personal experience of social practice, nursing students will gradually find that nursing work is not a simple injection and medication, find their desired professional emotion and professional values in practice, strengthen their confidence in the profession, stimulate professional emotion and improve their professional identity in social practice. When an individual has firm professional confidence, he will focus on career development and practice, and actively look for personal and social values in his career. The early stage of nursing education is the key period for the formation of nursing students' professional identity [5,6]. They should be guided to participate in social practice related to nursing specialty, lead nursing students to apply their learning and serve the society. In activities such as professional experience and social practice, nursing students can more experience their professional benefits, stimulate their professional emotion and enhance their professional identity.

3.5. Influence of Clinical Practice on Professional Self-efficacy of Nursing Students

In this study, the professional self-efficacy questionnaire of nursing students was used to investigate the professional self-efficacy of nursing students in the period of clinical practice, which was analyzed from six dimensions. The results showed that the professional self-efficacy of nursing students before and after practice was statistically significant ($P < 0.05$). The professional self-efficacy of nursing students after practice was significantly higher than that before practice.

In clinical internship practice, nursing students look at theory through practice and have a more specific and in-depth understanding of the connotation and major responsibilities of nursing profession. Among the six dimensions, professional attitude and belief, problem-solving ability, ability to collect professional information and career planning ability, career cognition and career choice were statistically significant before and after practice ($P < 0.05$), and there was no difference in career value before and after practice. It shows that through clinical practice, nursing students have their own career planning and professional values compared with before practice, have a better understanding of nursing specialty, and improve their adaptability in clinical nursing work.

3.6. The Status Quo of Occupation Identity of Nursing Students Under COVID-19

Professional identity of nursing students is a process in which nursing students gradually develop and determine their professional role of nurses from personal theoretical and practical learning, and it is also a state of nursing students' degree of identity with the nursing profession

they will be engaged in [12-14]. Novel coronavirus pneumonia occupation identity is formed through the clinical teacher's words and deeds, and is learned from the nursing predecessors. In the fight against this new crown pneumonia epidemic, the nursing staff showed great love and selfless dedication spirit. They always adhered to the first line of defense against epidemic disease and played a stimulating role in the practice nursing students. The exemplary role of clinical teaching teachers in the practice of nursing students has a subtle impact on their professional identity; During the epidemic period, the professional identity score of nursing students in practice was higher than that in other times [9-12], which may also be the reason why the professional identity of nursing students in this study was higher than that before practice.

4. Conclusion

This study investigated and analyzed the professional identity and professional self-efficacy of nursing students before and after the clinical practice of 2021 in a medical college. The results showed that after 6 months of clinical practice, the professional identity and professional self-efficacy of nursing students were significantly improved, indicating that the practical activities in clinical practice promoted the improvement of nursing students' professional identity. In terms of training plan, the school can consider increasing clinical practice time before nursing students enter clinical practice, such as clinical internship, so as to increase nursing students' recognition of nursing specialty and reduce the professional conversion rate and turnover rate after employment.

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