

Effects of Clinical Practice Teaching Effectiveness and Clinical Practice Learning Environment on the Clinical Practice-Related Powerlessness and Clinical Competence of Nursing Students.

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- **Abstract:** The objective of this study is to establish the basic data for effective clinical practice instruction by researching the clinical practice teaching effectiveness and clinical practice learning environment, and also understanding the factors having effects on the clinical practice-related powerlessness and clinical competence of nursing students. The results of this study are as follows. In the results of analyzing the statistically significant variables($p=.05$) in the general characteristics of subjects, and the factors having effects on the clinical practice-related powerlessness and clinical competence, the factors having effects on the clinical practice-related powerlessness were residence type ($\beta=.168$, $p=.005$) and clinical practice learning environment ($\beta=-.396$, $p=.000$), which showed 24.2% explanatory power ($F=13.033$, $p=.001$). The factors having effects on the clinical competence were clinical practice period ($\beta=.213$, $p=.001$), clinical practice teaching effectiveness ($\beta=.301$, $p=.001$), and clinical practice learning environment ($\beta=.219$, $p=.010$), which showed 26.3% explanatory power($F=12.524$, $p=.001$). Thus, it would be necessary to develop an effective intervention program for the increase of clinical practice teaching effectiveness and environmental improvement for nursing students through cooperation between preceptor and instructor.
- **Keywords:** Clinical Practice Teaching Effectiveness, Clinical Practice Learning Environment, Clinical Practice-Related Powerlessness, Clinical Competence, Nursing Student