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Undergraduate Student Nurses' Functional Requirements for e-Portfolios: A Qualitative Research Study

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Abstract

The advantages of e-portfolios when may assist schools in constructing teaching tools better suited to professional clinical education thereby enabling students to acquire clinical competency and the confidence to practice. The purpose of this study was to investigated senior nursing students' e-portfolio the needs and perceptions of student nurses regarding the use of e-portfolio in the Last Mile practicum course.

Keywords:
e-portfolio, interviews, Last Mile practicum course, undergraduate student nurse.

Introduction

Nursing education enables students to integrate cognitive, psychomotor, and affective skills necessary to the development of professional competence prior to the start of clinical practice. The first year of clinical work is a challenging and stressful time for a new nurse, with inadequate preparation being cited as the most serious contributing cause[1]. In response, the nursing community has been reforming clinical practice education. Nursing education is promoting the e-portfolio (electronic-portfolio) method as a means of facilitating learning, motivation and sense of accomplishment[2][3]. Despite various educational technologies due to advances in computer science, poor student acceptance has led to the abandonment of many of these innovations[4]. In order to investigate university nursing students' preferences of e-portfolio for the final stage of their clinical training course (through this course, schools and hospitals offer cooperative education and internship programs, this course was designed by schools to improve student clinical competence), and upon graduation, students continue working for the same hospitals.e-portfolio during the final stage of their clinical training experience the Last Mile practicum course (LMPC), a study was conducted based on the Technology Acceptance Model (perceived ease of use, perceived usefulness and other factors pertain to user's technology acceptance process). The goal of e-portfolio use was for students to integrate knowledge and application toward acquiring sufficient professional competence and confidence to ensure a smooth transition to clinical practice.

Methods

A semi-structured interview guideline was employed to conduct focus group investigations in this descriptive qualitative. Participants included a purposive sampling of 58 students, all female and between 20 and 23 years old. All were in the fourth year of a nursing baccalaureate program and had recently completed the LMPC which is a mandatory course. Data analysis was based on the content analyses method proposed by Miles and Huberman.

Results

Data analysis revealed the following four main themes: 1) anticipated functions achieved, 2) ease of uploading data and showcasing learning results,3) functionality extensions to enhance mobile learning, and 4) policy guidelines for mandatory use and plagiarism prevention.
The students requested more functionality within the e-portfolio for the LMPC. They suggested that up-load speeds should be improved and a formatted learning report established. Finally, students agreed that even if e-portfolio is useful, it must follow school guidelines and be protected from plagiarism.

Discussion

Nursing education increasingly emphasizes students' application of clinical knowledge and practical abilities. Instructor guidance during nursing internships has shown a substantial impact on professional training[5]. Using digital portfolios enables students to acquire, accumulate, and store knowledge, as well as reflect and self-evaluate. Several user requirements have been identified for the successful implementation of e-portfolios in nursing education. The e-portfolio system must facilitate positive rapport between nursing students and instructors while establishing clear internship goals. Instructors can use e-portfolios to understand student perspectives through their self-reflections, the quantitative indicators of improvements in clinical practice and their learning needs. The system should provide a user-friendly and stable system for data upload. The e-learning content should be linked with the teaching system used by the hospital and offer additional functionality. Mobile versions of the e-portfolio technology should be developed to increase access. Teachers must be trained and fully conversant in the use of the system. Rewarding teachers and students for usage of the system, as well as antiplagiarism measures, should be implemented. Preceptors can use e-portfolios to understand student perspectives through their self-reflections, the quantitative indicators of improvements in clinical practice competencies, and their learning needs. These measures would enhance portfolio use, nursing students' clinical practice competency and reduce the adaptation time for new nurses.

Conclusions

E-portfolio assists in integrating knowledge, skills, and achievement recognition into the learning process, the use of e-portfolio with upgrades can enable learning of clinical competencies by students in this practicum course in preparation for their future nursing practice.

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