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Title: IN PURSUIT OF AN OPTIMAL MODEL OF UNDERGRADUATE NURSE CLINICAL EDUCATION: AN INTEGRATIVE REVIEW

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ABSTRACT

Clinical learning experiences are an essential part of nurse education programs. Numerous approaches to clinical education and student supervision exist. The aim of this integrative review was to explore how studies have compared or contrasted different models of undergraduate nurse clinical education. A search of eight databases was undertaken to identify peer-reviewed literature published between 2006-2015. Eighteen studies met the inclusion criteria. A diverse range of methodologies and data collection methods were represented, which primarily explored student experiences or perceptions. The main models of undergraduate nurse clinical education identified were: traditional or clinical facilitator model; the preceptorship or mentoring model; and the collaborative education unit model in addition to several novel alternatives. Various limitations and strengths were identified for each model with no single optimal model evident. Thematic synthesis identified four common elements across the models: the centrality of relationships; the need for consistency and continuity; the potential for variety of models; and the viability/ sustainability of the model. The results indicate that effective implementation and key elements within a model may be more important than the overarching concept of any given model. Further research is warranted to achieve an agreed taxonomy and relate model elements to professional competence.

Key words

Nursing students, Clinical education, Clinical placements, Education models

Highlights

- There is no single ideal undergraduate/pre-licensure nurse clinical education model.
- The importance of interpersonal relationships across education models.
- Effective implementation and support of a given model are central for success.

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education programs (Crombie et al., 2013; Eick et al., 2012). This review sought to identify if there was an optimal model of clinical education and/or student supervision to maximise learning outcomes. In addition, exploration of the methodological approaches to evaluating differing models in the included studies may inform future scholarship in this area.

AIM

The overall aim of this integrative review was to identify, describe and critically review studies that from the student perspective compared or contrasted clinical education models, including models of student supervision, within undergraduate nursing programs. The two main objectives of the review were to:

- Describe the methodological approaches taken in each study and consider if any challenges were encountered.
- Integrate the findings from the studies to inform our understanding of undergraduate nurse clinical education and establish if an optimal model(s) emerged.

METHODS

Search methods

An integrative review using a systematic approach was employed. This review method supports simultaneous inclusion and examination of “diverse methodologies” generating a comprehensive approach to address the objectives of this review (Whittemore and Knafl, 2005, p.547). The literature search was guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analysis checklist - PRISMA (Moher et al., 2009). Eight electronic databases were searched: Academic Search Complete, CINAHL, Medline Ovid, ProQuest Health and Medical, Scopus, PsychInfo plus the Joanna Briggs Institute EBP Database and Cochrane Library. Hand searching of nurse education journals and references lists of included papers was undertaken. The search terms were: clinical education, practice education, practice learning, clinical learning environment and undergraduate, student, pre-registration and model/models, nurs*, nursing, nurse. In order to capture studies investigating contemporary curricula the search was limited to the last 10 years, Jan 2006-Dec 2015. Inclusion criteria were: 1) English language; 2) peer-reviewed; 3) compared models of undergraduate clinical

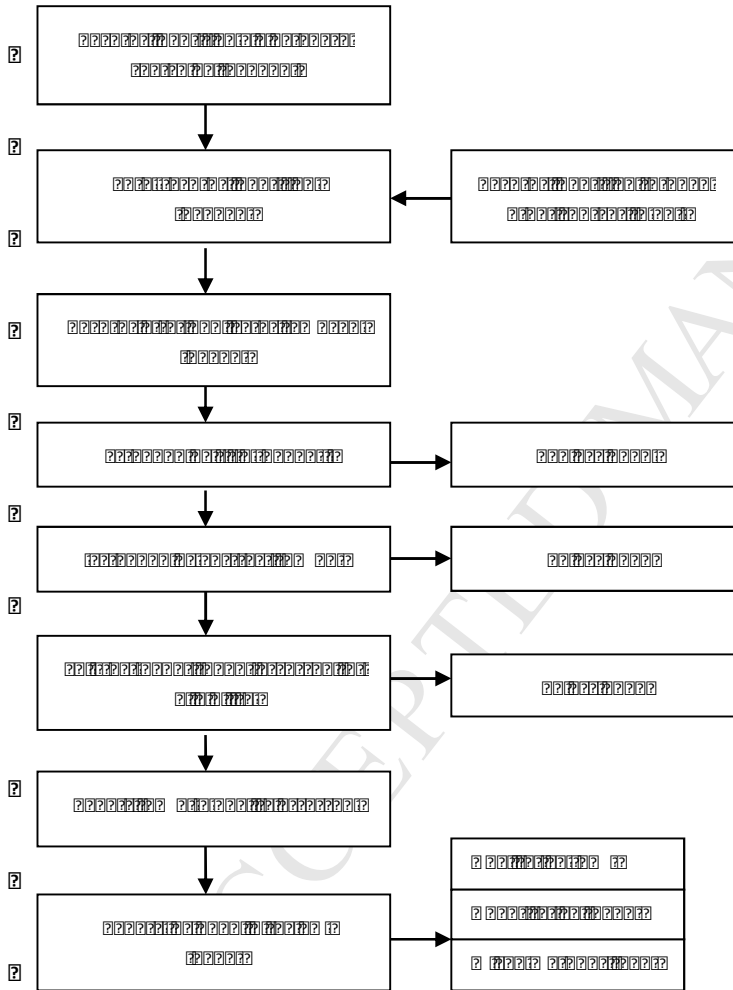
Figure 1. Schematic diagram of the proposed method.

The proposed method is based on the combination of the genetic algorithm (GA) and the particle swarm optimization (PSO) algorithm. The GA is used to search for the optimal parameters of the PSO algorithm. The PSO algorithm is used to search for the optimal parameters of the neural network.

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Figure 1: Schematic diagram of the proposed system architecture.	Figure 1
Figure 2: Comparison of the proposed system with existing systems.	Figure 2
Figure 3: Performance metrics of the proposed system.	Figure 3
Figure 4: Results of the proposed system under various conditions.	Figure 4

Figure 1

Figure 1: Schematic diagram of the proposed system architecture.

The proposed system architecture consists of several key components. It starts with data input from various sources, which is processed by a central processing unit. This unit is connected to a network layer that facilitates communication between different nodes. The network layer is supported by a secure communication protocol. The system also includes a monitoring and control module that ensures the smooth operation of all components. The architecture is designed to be scalable and adaptable to changing requirements. The system is implemented using state-of-the-art technologies to ensure high performance and reliability. The overall design aims to provide a comprehensive solution for the intended application. The system is tested under various conditions to validate its performance and robustness. The results of the tests are presented in the following sections.

Figure 2: Comparison of the proposed system with existing systems.

The proposed system is compared with existing systems in terms of performance, security, and scalability. The comparison shows that the proposed system outperforms existing systems in several key areas. For example, it has a higher throughput and lower latency. Additionally, it provides enhanced security features that protect the data and the system. The proposed system is also more scalable than existing systems, allowing it to handle a larger volume of data and users. The comparison is supported by experimental results and theoretical analysis. The proposed system is shown to be a significant improvement over existing solutions. The results of the comparison are summarized in the following table.

Figure 3: Performance metrics of the proposed system.

The performance metrics of the proposed system are evaluated under various conditions. The metrics include throughput, latency, and error rate. The results show that the proposed system maintains high performance even under heavy load and adverse conditions. The system is able to handle a large number of concurrent users and transactions without significant degradation in performance. The latency is kept low, ensuring that the system is responsive to user requests. The error rate is also kept low, indicating the reliability of the system. The performance metrics are compared against existing systems to highlight the advantages of the proposed system.

Figure 3: Performance metrics of the proposed system.

Figure 4

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Overview of included studies (Table 2)

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Study design, study objectives and data collection methods

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Table 1. Summary of the data sets used in this study.

Dataset	Year	Description	Number of samples	Number of classes	Number of features	Number of classes	Number of samples	Number of classes	Number of features
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
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97	97	97	97	97	97	97	97	97	97
98	98	98	98	98	98	98	98	98	98
99	99	99	99	99	99	99	99	99	99
100	100	100	100	100	100	100	100	100	100

Table 1. Summary of the data sets used in this study.

Methodological challenges identified by study authors

Methodological challenges identified by study authors

2

Methodological challenges identified by study authors

Methodological challenges identified by study authors

Terminology

The traditional model block rotational

Methodological challenges identified by study authors

2

2

Methodological challenges identified by study authors

2

The preceptorship model (mentorship) model

Preceptorship models are based on the concept of mentorship, where a more experienced practitioner (the preceptor) provides guidance and support to a less experienced practitioner (the preceptee). This model is often used in clinical settings, such as nursing, where the preceptor is responsible for the preceptee's learning and development. The preceptorship model is characterized by a one-to-one relationship between the preceptor and the preceptee. The preceptor provides the preceptee with the opportunity to observe and participate in the preceptor's practice, and to receive feedback and support. The preceptorship model is often used in clinical settings, such as nursing, where the preceptor is responsible for the preceptee's learning and development. The preceptorship model is characterized by a one-to-one relationship between the preceptor and the preceptee. The preceptor provides the preceptee with the opportunity to observe and participate in the preceptor's practice, and to receive feedback and support.

Collaborative models (shared practice) model

Collaborative models are based on the concept of shared practice, where practitioners work together to provide care and support to patients. This model is often used in clinical settings, such as nursing, where practitioners work together to provide care and support to patients. The collaborative model is characterized by a team approach to practice, where practitioners work together to provide care and support to patients. The collaborative model is often used in clinical settings, such as nursing, where practitioners work together to provide care and support to patients. The collaborative model is characterized by a team approach to practice, where practitioners work together to provide care and support to patients.

Other models: (peer support) model

Other models include peer support models, where practitioners provide support and guidance to each other. This model is often used in clinical settings, such as nursing, where practitioners provide support and guidance to each other. The peer support model is characterized by a team approach to practice, where practitioners provide support and guidance to each other. The peer support model is often used in clinical settings, such as nursing, where practitioners provide support and guidance to each other. The peer support model is characterized by a team approach to practice, where practitioners provide support and guidance to each other.

Table 1. Theoretical framework of the study

Table 2. Research objectives and research questions

Research Objective	Research Question	Conceptual Framework
1. To explore the experiences of students in the flipped classroom.	1. How do students experience the flipped classroom?	1. Personalisation
2. To explore the experiences of teachers in the flipped classroom.	2. How do teachers experience the flipped classroom?	2. Student involvement, satisfaction, personalisation and task orientation.
3. To explore the experiences of parents in the flipped classroom.	3. How do parents experience the flipped classroom?	3. Task orientation, satisfaction and individualisation.
4. To explore the experiences of students in the flipped classroom.	4. How do students experience the flipped classroom?	4. Student centeredness.
5. To explore the experiences of teachers in the flipped classroom.	5. How do teachers experience the flipped classroom?	5. Student centeredness.
6. To explore the experiences of parents in the flipped classroom.	6. How do parents experience the flipped classroom?	6. Student centeredness.
7. To explore the experiences of students in the flipped classroom.	7. How do students experience the flipped classroom?	7. Student centeredness.
8. To explore the experiences of teachers in the flipped classroom.	8. How do teachers experience the flipped classroom?	8. Student centeredness.
9. To explore the experiences of parents in the flipped classroom.	9. How do parents experience the flipped classroom?	9. Student centeredness.

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Abstract: This study explores the impact of digital technology on the learning and teaching process in higher education. It examines how digital tools and resources have transformed traditional classroom settings and opened new avenues for personalized and self-paced learning. The research also addresses the challenges associated with digital learning, such as digital literacy, access, and the need for updated pedagogical approaches. The findings suggest that while digital technology offers significant benefits, it is most effective when integrated with sound pedagogical principles and supported by institutional infrastructure. Future research should focus on developing effective digital pedagogical strategies that maximize the potential of technology while ensuring equitable access and high-quality learning outcomes.

Section 1	Section 2	Section 3	Section 4
Section 1.1	Section 2.1	Section 3.1	Section 4.1
Section 1.2	Section 2.2	Section 3.2	Section 4.2
Section 1.3	Section 2.3	Section 3.3	Section 4.3
Section 1.4	Section 2.4	Section 3.4	Section 4.4
Section 1.5	Section 2.5	Section 3.5	Section 4.5
Section 1.6	Section 2.6	Section 3.6	Section 4.6
Section 1.7	Section 2.7	Section 3.7	Section 4.7
Section 1.8	Section 2.8	Section 3.8	Section 4.8
Section 1.9	Section 2.9	Section 3.9	Section 4.9
Section 1.10	Section 2.10	Section 3.10	Section 4.10
Section 1.11	Section 2.11	Section 3.11	Section 4.11
Section 1.12	Section 2.12	Section 3.12	Section 4.12
Section 1.13	Section 2.13	Section 3.13	Section 4.13
Section 1.14	Section 2.14	Section 3.14	Section 4.14
Section 1.15	Section 2.15	Section 3.15	Section 4.15
Section 1.16	Section 2.16	Section 3.16	Section 4.16
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Section 1.36	Section 2.36	Section 3.36	Section 4.36
Section 1.37	Section 2.37	Section 3.37	Section 4.37
Section 1.38	Section 2.38	Section 3.38	Section 4.38
Section 1.39	Section 2.39	Section 3.39	Section 4.39
Section 1.40	Section 2.40	Section 3.40	Section 4.40

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The central role of interpersonal relationships

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References

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Figure 1: Schematic diagram of the proposed system

The proposed system is designed to address the challenges of data privacy and security in the cloud environment. It consists of several key components and processes:

- Data Collection:** Data is collected from various sources and stored in a secure cloud environment.
- Data Encryption:** The collected data is encrypted using a robust encryption algorithm to ensure confidentiality.
- Data Storage:** The encrypted data is stored in a distributed cloud storage system for redundancy and availability.
- Data Access:** Authorized users can access the data through a secure interface, where the data is decrypted and presented to the user.
- Data Security:** The system implements multiple layers of security, including access control, authentication, and auditing, to protect the data from unauthorized access and breaches.

Figure 2: Performance comparison of the proposed system

The performance of the proposed system is evaluated against several key metrics, including execution time, storage efficiency, and security robustness. The results demonstrate that the proposed system outperforms existing methods in several aspects:

- Execution Time:** The proposed system shows significantly lower execution times compared to traditional methods, especially for large-scale data processing tasks.
- Storage Efficiency:** The system achieves higher storage efficiency by utilizing advanced compression techniques and distributed storage architectures.
- Security Robustness:** The proposed system exhibits superior security performance, with enhanced resistance to various types of attacks and breaches.

The experimental results confirm the effectiveness of the proposed system in providing a secure and efficient data management solution. The system's performance is consistently superior across different data sizes and access patterns, making it a viable option for organizations seeking to enhance their data security and operational efficiency.

2 3 4 5 6 7 8

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000

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