

**OP05**

**Memorable learning experience, impact of school on life, and perception of clinical learning environment among nursing and medical students**

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**Background:** The learning environment impacts students' motivation, success, and fulfilment, and central to this is the psychological safety of students. Psychologically safe environments lead to collaboration, positive learning experiences, and effective practitioners.

**Objectives:** The study aimed to assess the perception of the clinical learning environments of medical and nursing students at the College of Medicine, University of Ibadan, Ibadan, Nigeria.

**Methods:** This was a cross-sectional study carried out in November, 2021 using the validated questionnaires – Dundee Ready Education Measure (DREEM) and the John Hopkins Learning Environment Scale (JHLES) as well as two open-ended questions (OEQs). The OEQs were ‘tell us about a memorable learning experience in medical/nursing school’ (MLE) and ‘what impact has your time in medical/nursing school had on your life’ (IoL). Data were collected from third to sixth-year clinical medical, and first to third-year nursing students and analysed using SPSS v23. For the OEQs, an inductive approach was used for manual coding and thematic analysis. Coding and themes were both semantic and interpretive and data were managed using NVIVO v14 software. The responses to the OEQs were graded on a Likert scale from 1 (very negative) to 5 (very positive).

**Results:** A total of 193 students completed the validated questionnaires with a mean age of 22 ( $\pm 2.58$ ) years. The mean total DREEM score was 111/200 ( $\pm 10.2$ ), interpreted as more positive than negative. However, the perceptions were more negative than positive in two of the five DREEM domains – perception of the atmosphere and social self-perception. The mean overall JHLES score was 91/140 ( $\pm 14.8$ ), also more positive than negative, and this was so for all its seven domains. Nursing students had better academic self-perception than medical students ( $P = 0.002$ ) while medical students had better perception of their learning atmosphere ( $P = 0.021$ ). Seventy-five students (39%) answered one or both OEQs, with 57 (29%) answering the memorable learning experience (MLE) and 59 (30%), the impact of medical/nursing school on life (IoL) question. Sixteen and twenty-two percent of answers to MLE and IoL questions were negative. No students gave negative answers to both OEQs. Overall, 29% of students gave a negative response to one question.

The overall themes for memorable learning experience questions were:

1. Novelty
2. Enhancing experiences – ‘That teaching method made me feel seen as a student and got me excited to solve problems’, by a 4th year medical student
3. Learning environment atmosphere – ‘I was impressed by the way he was able to change the atmosphere from a very tense one to a funny and calm one’
4. Psychological effects.

For the impact on life questions, the overall themes were as follows:

1. Personal development – this included appreciation of hard work, motivation to be better people, purpose and direction in life, social and intellectual development.
2. Aspirational
3. Psychological – ‘it made me see that broken people break people’

**Conclusion:** Whatever the positive benefits of being a student are, psychologically unsafe environments, even for the very few, lead to negative psychological sequelae, poor overall learning process and health practitioners ill-prepared for the future. Despite the overall positive picture of the clinical learning environment in this study, there are significant areas of students’ welfare that need to be addressed. It has been shown that a formal pedagogic programme for clinicians improve the quality of their student centred teaching (1).

**Keywords:** *learning clinical environment; psychological safety; thematic analysis, DREEM*

## Reference

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