



SUMMARY OF RURAL CLINIC PLACEMENT EVALUATIONS

3RD YEAR GENERAL NURSING STUDENTS
PARAY SCHOOL OF NURSING
7 JUNE – 28 JUNE, 2013

2ND YEAR NURSING ASSISTANT STUDENTS
PARAY SCHOOL OF NURSING
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3rd Year General Nursing Students
Paray School of Nursing
7 June – 28 June, 2013**

**2nd Year Nursing Assistant Students
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INTRODUCTION

Paray School of Nursing (SON) is run by the Catholic Church and is a non-profit institution. It is a member of the Christian Health Association of Lesotho (CHAL) and is one of the four CHAL schools that offer nurse training programs. Paray SON offers a three year diploma in general nursing, as well as a two year course to obtain a nurse assistant certificate.

MCHIP Lesotho supports placement of nursing and midwifery students into primary health care clinics. The purpose of this placement is to provide a clinical experience for the students that improves their clinical skills and increases their exposure to health related issues in Lesotho. The overall goal is to advance the students' clinical competencies in health promotion and disease prevention, as well as curative services in primary care setting.

MCHIP/Jhpiego supports Paray SON with the placement of third year nursing students and second year nurse assistant students to primary health care clinics to provide them with this clinical experience. Students were placed in primary health care clinics for two week rotations between 7 June and 28 June, 2013

SELECTION OF HEALTH CENTERS

Health centers (HCs) were chosen as clinical placement sites using recommendations from site assessments that were completed by MCHIP and Jhpiego in collaboration with Roma SON in October 2012. Additional site assessments were also conducted in September 2013. Ten health centers were selected and students were placed at Katse HC, Khohlo-Nts'ō HC, Mohlanapeng HC, St. Theresa HC, Sehong-Hong HC, Bobete HC, Linakeng HC, Mokoto HC, Thaba-Tseka HC, and Mamohau hospital.

Katse HC is located eighty kilometers from Paray SON. The HC has both electricity and running water. The clinic is staffed by two nurses and three trained nurse assistant (TNA). On average, the HC serves 70 to 80 patients per day in the clinic. Students are housed with the preceptor in the staff housing.

Khohlo-Ntšo HC is located seventy-two kilometers from Paray SON. The HC has solar power and running water. The Millennium Challenge Corporation (MCC) is building a new facility, but

the site was not ready for the 2012-2013 school year. The clinic is staffed by two nurses and one TNA. On average, the HC serves 50 to 70 patients per day in the clinic. Students are housed on-site in staff housing.

Mohlanapeng HC is located thirty-five kilometers from Paray SON. The HC has solar power and running water. The Millennium Challenge Corporation (MCC) has built a new facility. The clinic is staffed by two nurses and two TNAs. On average, the HC serves 40 to 50 patients per day in the clinic. Students are housed on-site at the clinic in the TB/HIV shelter.

St. Theresa HC is located fifty-five kilometers from Paray SON. The HC has solar power and running water. The Millennium Challenge Corporation (MCC) has built a new facility. The clinic is staffed by two nurses and two TNAs. On average, the HC serves more than 70 patients per day in the clinic. Students are housed in rented accommodation across from the clinic.

Sehong-Hong HC is located seventy-eight kilometers from Paray SON. The HC has solar power and running water. The Millennium Challenge Corporation (MCC) has built a new facility. The clinic is staffed by two nurses and one TNA. On average, the HC serves 60 to 70 patients per day in the clinic. Students are housed on-site at the clinic in the old clinic buildings.

Bobete HC is located forty kilometers from Paray SON. The HC has solar power, a generator, and running water. The Millennium Challenge Corporation (MCC) is not building a new facility at this site, the site is supported by Partners in Health and the Lesotho Flying Doctors. The clinic is staffed by four nurses and one TNA. On average, the HC serves 80 to 100 patients per day in the clinic. Students are housed in rented accommodation in the village a 15 minute walk from the clinic.

Linakeng HC is located fifty-five kilometers from Paray SON. The HC has solar power and running water. The Millennium Challenge Corporation (MCC) has built a new facility. The clinic is staffed by one nurse clinician, one nurse, and one TNA. On average, the HC serves more than 30 patients per day in the clinic. Students are housed on-site at the clinic in the TB/HIV shelter.

Mokoto HC is located forty-two kilometers from Paray SON. The HC has solar power and running water. The Millennium Challenge Corporation (MCC) is building a new facility, but the site was not ready for the 2012-2013 school year. The clinic is staffed by two nurses and one TNA. On average, the HC serves 30 to 40 patients per day in the clinic. Students are housed in a rented apartment across from the clinic.

Thaba-Tseka (DHMT) HC is located within 2 kilometers from Paray SON. The HC has power and running water. The Millennium Challenge Corporation (MCC) has built a new facility. The clinic is staffed by 4 nurses. On average, the HC serves 500-600 patients per month in the clinic. Students are housed at Paray SON and commute to the clinic daily.

Mamohau Hospital is located 90 kilometers from Paray SON. The hospital has power and running water. The Millennium Challenge Corporation (MCC) has renovated the outpatient

department portion of the facility. Students are housed on site at the adolescent corner which is directly across from the clinic.

METHODOLOGY

Study participants included third year nursing students from Paray SON, second year nurse assistant students from Paray SON, and clinic staff from Mamohau hospital.

Thirty-six Paray third year nursing students were placed at Katse HC, Khohlo-Ntšo HC, Mohlanapeng HC, St. Theresa HC, Sehong-Hong HC, Bobete HC, Mokoto HC, Thaba-Tseka HC, and Mamohau hospital for two weeks in June 2013. Twenty-eight of them participated in filling out the evaluation tool described below. One student filled out only one sheet of the evaluation tool and was excluded from data analysis for a total of twenty-seven third year nursing students fully completing the tool.

Eighteen Paray second year nurse assistant students were placed at Katse HC, Khohlo-Nts' o HC, Mohlanapeng HC, St. Theresa HC, Bobete HC, Linakeng HC, Mokoto HC, and Mamohau hospital for two weeks in June 2013. Seventeen of them participated in filling out the evaluation tool described below.

Eight staff members from Mamohau hospital who oversaw the students completed the evaluation tool. They included five general nurses, two nurse assistants, and one midwife. Staff members from the other clinics did not complete the evaluation tool. No clinical instructors from Paray SON completed the evaluation tool.

The data collection tool for this study was a Likert scale survey accompanied by open-ended questions. The students received a 15 question survey with 5 open-ended questions. The clinic staff received an 18 question survey with 4 open-ended questions. The responses for the Likert scale that included: (1) strongly disagree, (2), (3), (4), and (5) strongly agree. Responses 2, 3, and 4 were not defined as being disagree, neutral, and agree, in this tool, instead arrows suggested the range between strongly disagree and strongly agree. Participation in the study was voluntary and confidentiality was guaranteed.

The objectives of the evaluation are:

- To evaluate rural clinical venues providing placements to nursing students
- To identify strengths and/ or limitations of clinical placement venues
- To provide an opportunity for students, clinical faculty, and clinic staff to comment on their perception on clinical learning and on rural clinical placements
- To assist clinical venues in improving and enhancing the learning environment they provide students

Quantitative data from the Likert scale was analyzed by comparing the percentages of students' responses to a statement. Individual scores between different HCs were compared for clinic staff.

The student responses to the open-ended questions were reviewed and categories were developed to define the most common responses to the questions. A summary of these categories and chosen quotations are included in this report. The clinic staff responses to open-ended questions were reviewed and are listed in this report.

LIMITATIONS

Since respondents can interpret a Likert scale in a different manner the quantitative data was analyzed by combining (4) "agree" and (5) "strongly agree" statements and compared. This was completed to limit bias.

SUMMARY OF THIRD YEAR NURSING STUDENT PERCEPTIONS

The following figure shows the total percentage of students for each of the three clinics that "agree" or "strongly agree" with the statement. A breakdown of all scores can be found in appendix A.

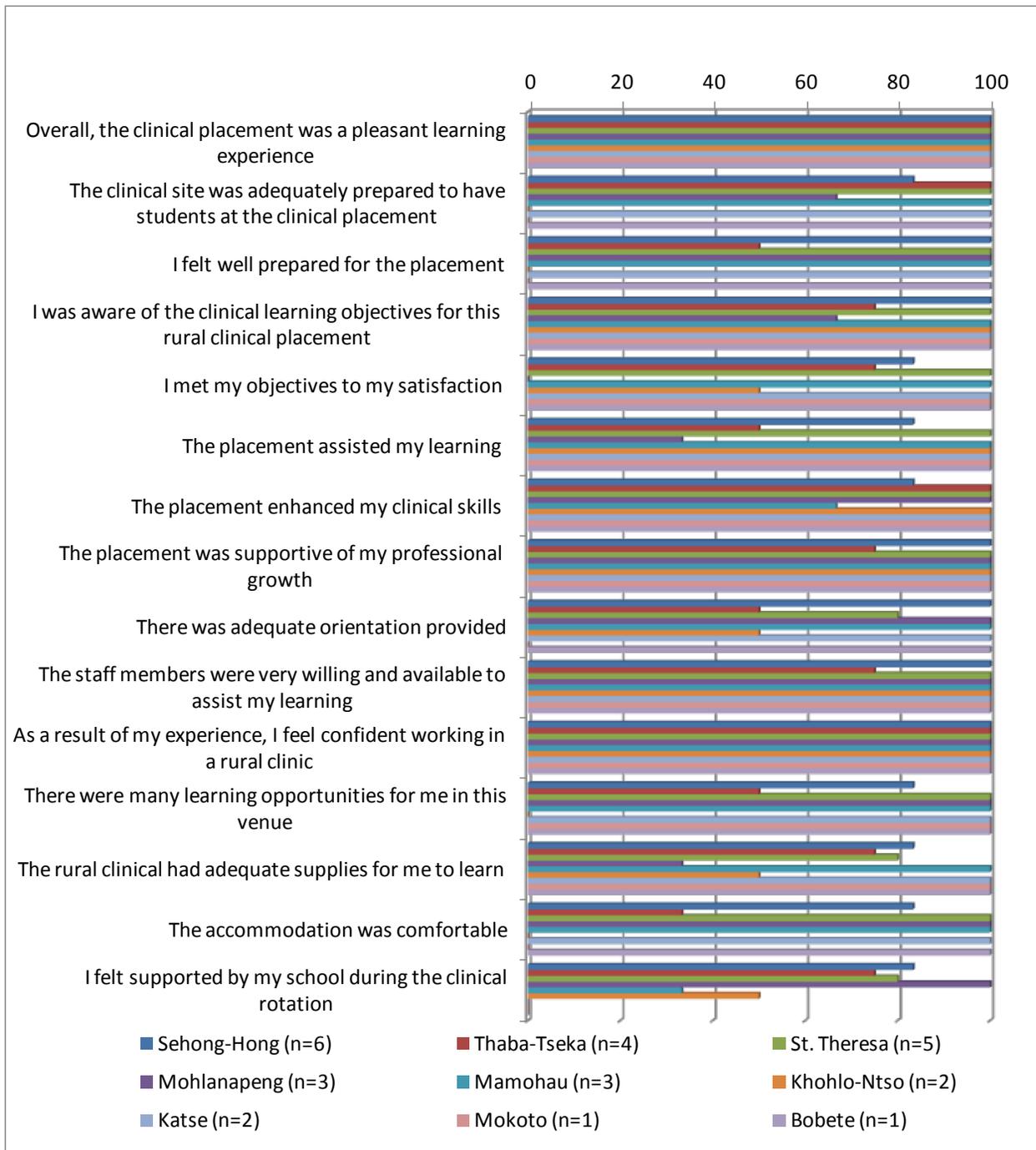


Figure 1: Comparison of the total % of third year Paray nursing students per clinic that agrees or strongly agrees with clinic evaluation statements for rural PHC rotations in June 2013

Third Year Nursing Student Perspectives

Best things about the placement – third year nursing student perspective

<p>Sehong-Hong</p>	<p>Hands-on Learning</p> <ul style="list-style-type: none"> • We learn how to consult • We learn how to prescribe medication • There were family planning services which assisted in learning more on them <p>Supportive Staff</p> <ul style="list-style-type: none"> • The staff members were willing to assist my learning • The staff very willing to supervise and share knowledge as well as clinical experience <p>Good learning atmosphere</p> <ul style="list-style-type: none"> • The environment is conducive for most services though not all services are done accordingly <p>Exposure to HIV screening and HIV+ patients</p> <ul style="list-style-type: none"> • We learn how to test and counsel people for HIV <p>Other</p> <ul style="list-style-type: none"> • Equipment was available for practice • Good working condition e.g. warm environment during working hours
<p>Thaba-Tseka</p>	<p>Good Learning Atmosphere</p> <ul style="list-style-type: none"> • I learned a lot of things that helped me to grow bigger in the profession • The clinic environment was conducive to learning with all the facilities <p>Diversity of Clinical Learning</p> <ul style="list-style-type: none"> • Ability to learn about family planning services • Opportunity to be in psychiatric department <p>Supportive Staff</p> <ul style="list-style-type: none"> • The staff was so helpful and aided in our learning <p>Other</p> <ul style="list-style-type: none"> • Equipment • Being able to consult patients
<p>St. Theresa</p>	<p>Good Learning Atmosphere</p> <ul style="list-style-type: none"> • Environment was conducive for learning • It is a good place for learning since we were given opportunity to explore <p>Supportive Staff</p> <ul style="list-style-type: none"> • Staff members were willing to help therefore we met objectives • Nurses were always there for us when we need them <p>Well Equipped Clinic</p> <ul style="list-style-type: none"> • Equipment was adequate and modernist <p>School Support</p> <ul style="list-style-type: none"> • Clinical instructors were visiting and they did improve our learning <p>Other</p> <ul style="list-style-type: none"> • Patients manage to get their services accordingly, no one is brought home

	<p>without reasons</p> <ul style="list-style-type: none"> • Days were scheduled according to specific tasks to specific patients
Mohlanapeng	<p>Hands-on Learning</p> <ul style="list-style-type: none"> • Consulting independently and examination • Prescription of medication to clients <p>Supportive Staff</p> <ul style="list-style-type: none"> • Team work - the staff and students were all sharing work and doing it together • Staff members were eager to help me <p>Independence</p> <ul style="list-style-type: none"> • Working independently as I was in a position to consult the patients <p>Other</p> <ul style="list-style-type: none"> • Time management - things were done depending on time schedule • Environment was conducive
Mamohau	<p>Hands-on Learning</p> <ul style="list-style-type: none"> • We were allowed to do deliveries not only observe • We were able to go on outreach <p>Good Learning Atmosphere</p> <ul style="list-style-type: none"> • The environment was conducive and there were many pregnant mothers to learn on • Learning is good that is the staff is willing and always ready to help students <p>Supportive Staff</p> <ul style="list-style-type: none"> • Nurses were willing to guide and assist us in our learning • The nursing sisters were willing to help us
Khohlo-Ntšo	<p>Hands-on Learning</p> <ul style="list-style-type: none"> • Consultation of patient in the clinic and outreach <p>Exposure to HIV screening and HIV+ patients</p> <ul style="list-style-type: none"> • Learning on antiretroviral therapy and initiation of ART <p>MCH</p>
Katse	<p>Hands-on Learning</p> <ul style="list-style-type: none"> • Learned prescriptions • Had a chance to learn about family planning which is excluded in the clinical area of our institution <p>MCH</p> <ul style="list-style-type: none"> • Antenatal care • Postnatal care <p>Other</p> <ul style="list-style-type: none"> • Gained more independence
Mokoto	<ul style="list-style-type: none"> • Consultation of patients • Diagnosis of pregnancy • Initiation of patients on HAART

Bobete	<ul style="list-style-type: none">• The environment was conducive for learning purposes• The nurses were eager to help• The equipment was well organized
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Areas that need improvement – third year nursing student perspective

<p align="center">Sehong-Hong</p>	<p>Timing of placement</p> <ul style="list-style-type: none"> • To place students at clinical attachment during summer to avoid coldness • The clinical attachment should be before we write our final exam <p>Accommodation and supplies</p> <ul style="list-style-type: none"> • The accommodation need to be improved • There should be enough equipment to be used like lamp and pots <p>School Support</p> <ul style="list-style-type: none"> • The tutors should not be in hurry if they are going to evaluate us during attachment • The clinical instructors should have enough time to visit the student at the clinic <p>Other</p> <ul style="list-style-type: none"> • General orientation of students need also to be improved
<p align="center">Thaba-Tseka</p>	<p>School Support</p> <ul style="list-style-type: none"> • Enough clinical instructors for support • The clinical instructors should visit the students regularly time <p>Clinical Infrastructure</p> <ul style="list-style-type: none"> • They should fix the water problem so the clinic will be functional <p>Longer Duration of Placement</p> <ul style="list-style-type: none"> • Time should be increased <p>Other</p> <ul style="list-style-type: none"> • Well orientation before the clinical placement
<p align="center">St. Theresa</p>	<p>Medication Availability</p> <ul style="list-style-type: none"> • Medications should be always available for the patients • Drug supplies should be adequate to meet demands <p>Additional Clinic Staff</p> <ul style="list-style-type: none"> • Professional counselor is needed as there is only one lay counselor • Staff should be increased as there is a shortage of personnel <p>Clinical Infrastructure</p> <ul style="list-style-type: none"> • Warmth is needed as it is very cold where patients wait for health talk on arrival • There should be enough lamps for all the clinics <p>Health Education</p> <ul style="list-style-type: none"> • Health education should always be done to patients <p>Other</p> <ul style="list-style-type: none"> • Vital signs should be taken to all patients regardless of their arrival
<p align="center">Mohlanapeng</p>	<p>Equipment and Supplies</p> <ul style="list-style-type: none"> • Equipment - not enough equipment to be used, eg. in case of wound dressing! <p>Longer Duration of Placement</p> <ul style="list-style-type: none"> • Time was not enough in the placement <p>Other</p>

	<ul style="list-style-type: none"> • Adequate supervision by clinical instructors • Availability of staff
Mamohau	<p>Clinical Infrastructure</p> <ul style="list-style-type: none"> • Adequate warming systems should be available • The place was cold and therefore there should be improvement on warming system <p>Longer Duration of Placement</p> <ul style="list-style-type: none"> • Students should be placed for a longer time for more experience <p>Accommodation and supplies</p> <ul style="list-style-type: none"> • Eating utensils and stoves including pots should be there • Everything should be organized not that we should borrow pots, stoves, from the village coz really it hurts
Khohlo-Nts'ο	<ul style="list-style-type: none"> • Under five clinic • Consultation of patients because there are specific days on which patients are seen and so if the patients didn't come out that day they must go home without getting services • MCH
Katse	<ul style="list-style-type: none"> • Pharmacy • Maternity services • Tuberculosis services
Mokoto	<ul style="list-style-type: none"> • Preparation of residence for the students • The student should be notified in time about the time they should • Equipment should be collected for the student
Bobete	<ul style="list-style-type: none"> • Accommodation • Time for clinical practice • Communication and arrangement of needed equipments for students

Most improved clinical skills – third year nursing student perspective

<p>Sehong-Hong</p>	<p>Diagnosis and Treatment Skills</p> <ul style="list-style-type: none"> • Consultation at outpatient (prescribing drugs) • Consultation of patients and prescription of drugs <p>HIV</p> <ul style="list-style-type: none"> • Counseling of patient pre and post HIV testing • Counseling patient and initiating patients on ART <p>Communication skills</p> <ul style="list-style-type: none"> • Counseling <p>MCH</p> <ul style="list-style-type: none"> • History taking and assessment of pregnant mother • Antenatal care and ART <p>Other</p> <ul style="list-style-type: none"> • Documentation
<p>Thaba-Tseka</p>	<p>Diagnosis and Treatment Skills</p> <ul style="list-style-type: none"> • Patient consultation <p>MCH</p> <ul style="list-style-type: none"> • Giving immunizations to children • Family planning services • Antenatal services <p>Psychiatric services</p>
<p>St. Theresa</p>	<p>Diagnosis and Treatment Skills</p> <ul style="list-style-type: none"> • Patients consultation and prescribing • Have learned how to consult <p>MCH</p> <ul style="list-style-type: none"> • Antenatal and postnatal care • Deliveries observations were adequate • Vaccinating under five children and pregnant mothers <p>Other</p> <ul style="list-style-type: none"> • Have improved my knowledge on ART drugs • Health education and counseling
<p>Mohlanapeng</p>	<p>Communication skills</p> <ul style="list-style-type: none"> • Counseling skills <p>Diagnosis and Treatment Skills</p> <ul style="list-style-type: none"> • Consultation of patients • Pharmacological knowledge <p>MCH</p> <ul style="list-style-type: none"> • Examination of pregnant women • Vaccination of under five • ANC <p>Other</p> <ul style="list-style-type: none"> • HIV/AIDs testing and counseling

Mamohau	<p>MCH</p> <ul style="list-style-type: none"> • Antenatal care • Postnatal care • Had a chance to observe abnormalities of the delivery such as vacuum delivery • Able to do vaginal examinations <p>Other</p> <ul style="list-style-type: none"> • Able to perform abdominal palpations • Immunization
Khohlo-Ntšo	<p>MCH</p> <ul style="list-style-type: none"> • MCH • Under five clinic <p>HIV</p> <ul style="list-style-type: none"> • Have improved on antiretroviral therapy and initiation of HAART <p>Diagnosis and Treatment Skills</p> <ul style="list-style-type: none"> • Consultation of patient •
Katse	<p>Diagnosis and Treatment Skills</p> <ul style="list-style-type: none"> • Consultation • Prescription of medications appropriately <p>MCH</p> <ul style="list-style-type: none"> • Care of pregnant woman • Care of both mother and child under 5 years <p>Other</p> <ul style="list-style-type: none"> • Handling different nursing dilemmas and dealing with challenges
Mokoto	<ul style="list-style-type: none"> • Consultation of patients • Diagnosis of pregnancy • Initiation of patients on HAART
Bobete	<ul style="list-style-type: none"> • Management of chronic diseases • Problem solving skills • Diagnosing and prescription

Would third year nursing students like to work in a similar clinic after completing their training?

Yes: 77.8%	
Independence	<ul style="list-style-type: none"> • Because I was able to do things independently where necessary and discuss with other nurses when necessary also. • When working in health care I really felt independent and managed to see my potentials and weaknesses (areas to improve).
Challenging and diverse clinical care	<ul style="list-style-type: none"> • There are many challenges that we meet which makes us stronger and experienced. • There is a lot of challenging cases which makes one to learn more everyday and be independent.
Learning opportunity	<ul style="list-style-type: none"> • The environment was conducive and there is a lot to learn since a nurse keeps on learning on a daily basis. • The facility is conducive for the working nurse and I will continue gaining experience.
Supportive staff	<ul style="list-style-type: none"> • The working environment is motivating and the staff members are cooperative and the services are accessible.
Need for staff	<ul style="list-style-type: none"> • I have seen there is a shortage of staff and patients are many to be helped.
Maybe: 22.2%	
	<ul style="list-style-type: none"> • In cases, whereby working environment is pleasant and transport is reliable. • I feel I still need more practice at the hospital to gain experience prior rural clinics. • If there is transport available for when I want help for further patient's management. • The placement is my own home place so most of the people know me and they sometimes not feel free to state their problems.
No: 0%	

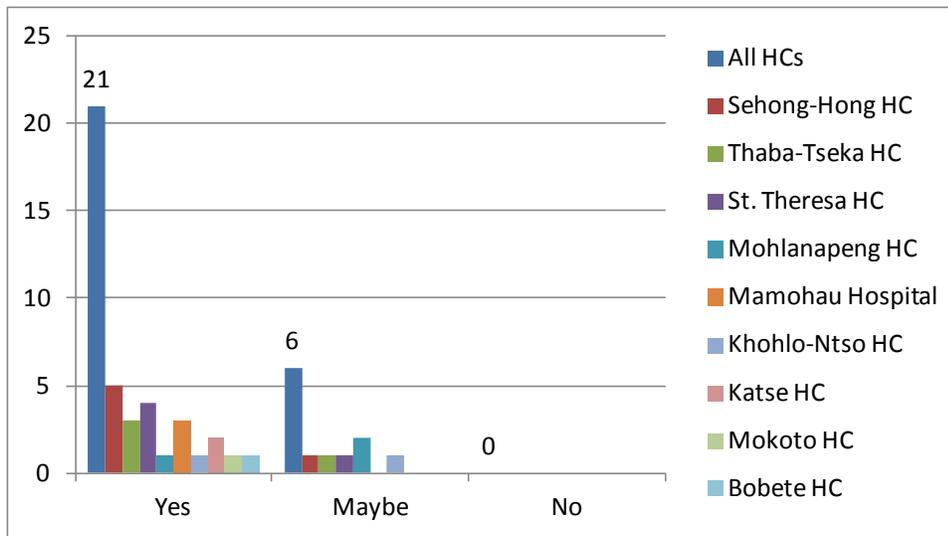


Figure 2: 3rd year Paray nursing students in rural PHC rotations in June 2013 at 9 different sites and their willingness to work in a similar rural clinic upon completion of their training

ADDITIONAL COMMENTS FROM THIRD YEAR NURSING STUDENTS ABOUT CLINICAL PLACEMENTS

- **Good Learning Experience**
 - The environment was pleasant
 - It was beneficial and I encourage it to be done before exams as this will help in answering some of the courses sections community, HIV/AIDs, obstetrics
 - I love that place so much it functions more like a grown up clinic and I would like other students to be placed in that clinic
 - I find this attachment so beneficial because I have learned many things that have improved my skills
 - Really recommend more students to be sent there for their practice
 - Attachment was beneficial and it should be done always
 - The clinical placement was very beneficial and should always be done
 - The placement area was beneficial since I have improved and achieved many skills and independence
 - The clinical placement was very helpful
 - The placement was very helpful for learning and acquiring skills in practice
- Improvements in environment and living conditions at the clinic even though the clinic is not yet finished but with time learning will be facilitated
- The support from the institution was adequate (paraffin gas, mattress, and transport)
- Time allocated was not adequate
- To be attached to the rural clinic prior third year
- Students should go at least twice in a programme of general nursing
- Nursing would be a perfect profession if people work together, they should not squabble about experiences and schools they learned
- I felt abundant (did student mean abandoned?) during my clinical practice because none of my tutor or clinical instructors
- Some rural areas have problem in network conduction

Summary of Second Year Nurse Assistant Student Perceptions

The following figure shows the total percentage of students for each of the three clinics that “agree” or “strongly agree” with the statement. A breakdown of all scores can be found in appendix A.

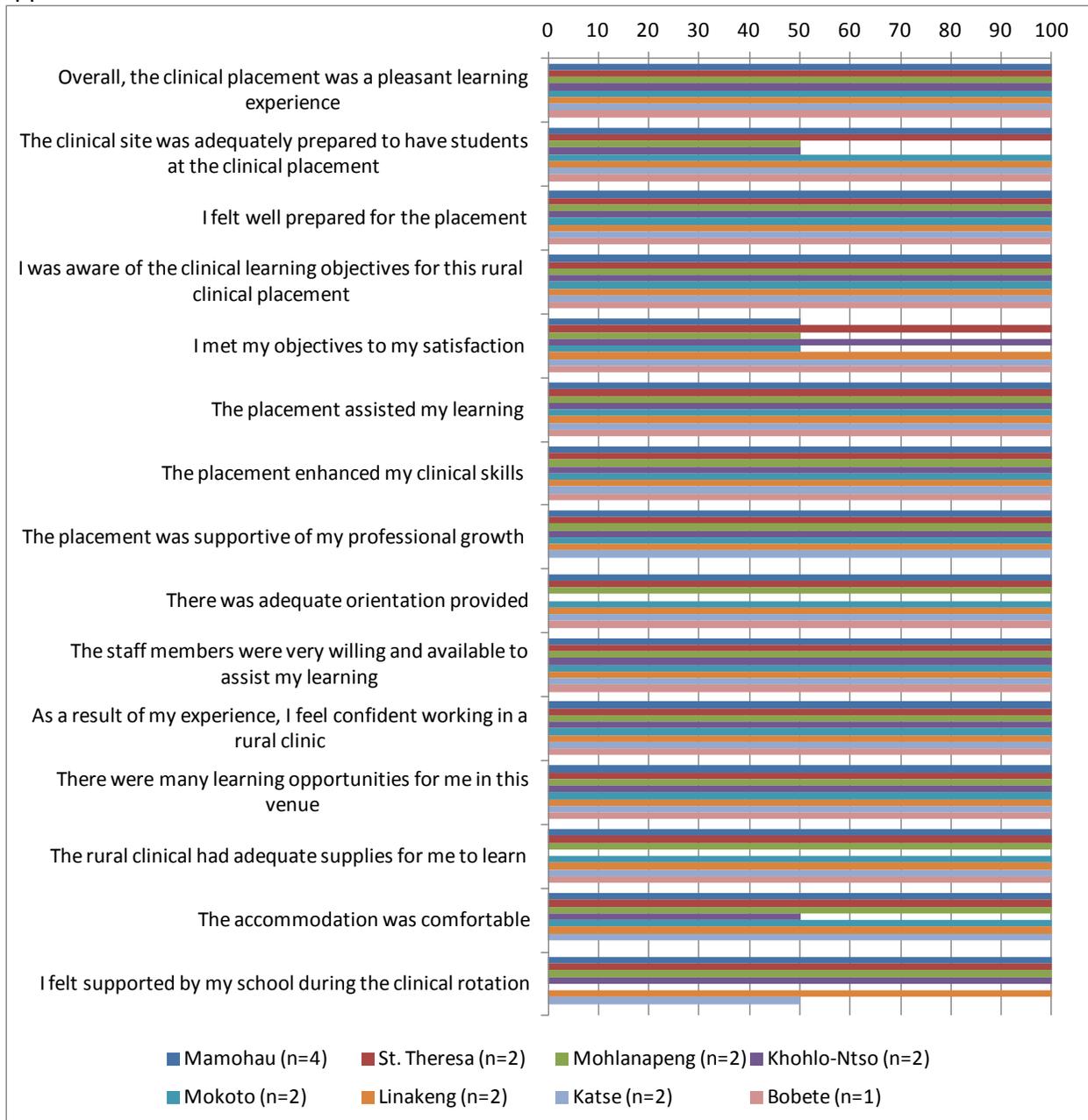


Figure 3: Comparison of the total % of second year Paray nurse assistant students per clinic that agrees or strongly agrees with clinic evaluation statements for rural PHC rotations in June 2013

Best things about the placement – second year nurse assistant student perspective

<p align="center">Mamohau</p>	<p>MCH</p> <ul style="list-style-type: none"> • Many deliveries conducted including still births which I conducted for the first time • Episiotomy/suturing after tearing which I did for the first time and using emergency delivery packs • Vaccinating children in hospitals and in outreaches <p>Patient/Community Interaction</p> <ul style="list-style-type: none"> • Working in the outreaches and learning how the community works towards health <p>Supportive Staff</p> <ul style="list-style-type: none"> • Clinical staff were willing to help <p>Other</p> <ul style="list-style-type: none"> • Working with people from different profession and earning experiences from each one • Comfortable accommodation
<p align="center">St. Theresa</p>	<p>Hands-on Learning</p> <ul style="list-style-type: none"> • We as learners we were given a chances to do things in our own and helped where necessary • Consulting patients without doctors presence and prescribing medications • Being able to health educate under five clinic to bigger number of people <p>Other</p> <ul style="list-style-type: none"> • There was a good place for us learners to stay we were free and comfortable
<p align="center">Mohlanapeng</p>	<p>Hands-on Learning</p> <ul style="list-style-type: none"> • Also, I had a chance of listening to patients complaints an prescribe medications accordingly • Consulting the patients <p>Other</p> <ul style="list-style-type: none"> • Knowing about the ARVs and how to dispense them • First we had a very well welcome and orientation and that made us to feel comfortable • I had a good exposure on working independently and helped me to socialize with my colleagues and working as a team
<p align="center">Khohlo-Ntšo</p>	<p>Hands-on Learning</p> <ul style="list-style-type: none"> • We were able to make our own decisions as we do consultation • The time we here placed there was enough to gain skill <p>Good Learning Atmosphere</p> <ul style="list-style-type: none"> • We were able to learn more about family planning methods (drugs) • It improved the learning more because we got exposed to other things not available at hospital

	<p>Other</p> <ul style="list-style-type: none"> • The school try to support us with paraffin, stoves and gas • The health care team participate all to things like health educations during the outreach
Mokoto	<ul style="list-style-type: none"> • I was able to take responsibility • Know how to apply no sterility, no sepsis • I was able to work as team • I was able to go to the outreaches to provide care to the community
Linakeng	<ul style="list-style-type: none"> • Being at Linakeng Health Centre it has been great because I have learned how to pack DNA PCR from exposed children, use PIMA for doing CD4 counts without sending them to the hospital and also how to do percentages of how patient takes there drugs • Consulting client in ART corner • The clinic experience was a pleasant learning experience • The placement was supportive of my professional growth
Katse	<p>Health education</p> <p>Hands-on Learning</p> <ul style="list-style-type: none"> • Consultation • Prescription
Bobete	<ul style="list-style-type: none"> • Experience, I gained so much experience throughout this placement • Teamwork, I learned that in rural clinics teamwork is the first priority between staff members • Acknowledgement, we were respected and trusted by the staff and patients to do our work

Areas that need improvement – second year nurse assistant student perspective

<p align="center">Mamohau</p>	<p>Clinical Infrastructure</p> <ul style="list-style-type: none"> • Postnatal ward should be warmed in winter to keep newborns warm • Lack of equipments used during outreaches, women assessments such as providing beds <p>Placement logistics</p> <ul style="list-style-type: none"> • Improve in your transportation • The attachment should not be on same department but should be in all departments considering community • All the department should have a full detail of what is going to take place in their department e.g. have a written document from school not only the objectives <p>Accommodation and Supplies</p> <ul style="list-style-type: none"> • Improvement on resident preparations because sometimes you live together in one room where you cook, bath, and sleep in all together • More support in things used stoves, heaters and pots
<p align="center">St. Theresa</p>	<p>Clinic Programs</p> <ul style="list-style-type: none"> • Health education to HIV infected persons and importance of using drugs • Antenatal services especially to pregnant mothers and immunization of children • Patients should be allowed to come every day to avoid unnecessary deaths <p>Other</p> <ul style="list-style-type: none"> • We had a huge freedom to do things alone so that can lead to many mistakes as we are learning
<p align="center">Mohlanapeng</p>	<p>Clinical Infrastructure</p> <ul style="list-style-type: none"> • Sterilizing room • Observation room • Maternity/labour ward <p>Other</p> <ul style="list-style-type: none"> • Basing from school, I think they did a lot to meet us but I believe they should increase the number of pots •
<p align="center">Khohlo-Ntšo</p>	<p>Equipment and supplies</p> <ul style="list-style-type: none"> • Equipment used must be ordered in time • Equipments should be available at health centres to make work easier and quicker <p>Placement logistics</p> <ul style="list-style-type: none"> • The communication must be improved because they were not aware that we are still coming • The nurses must help us to rotate meaning they should schedule us <p>Other</p> <ul style="list-style-type: none"> • Paraffin should be increased because it is very cold in rural areas

	especially during winter
Mokoto	<p>Accommodation and Supplies</p> <ul style="list-style-type: none"> • Students should be supply with pots not two but more of them • The school should provide with irons and candles for students • School should supply students with all equipment they will need <p>Other</p> <ul style="list-style-type: none"> • Placement of longer period eg. a month or more • Students should be given their objectives so that they will be easily guided
Linakeng	<p>Placement logistics</p> <ul style="list-style-type: none"> • Improve with communication with the drivers when to start to take us • The students should be given a day before going to the placement for their preparation <p>Clinic Programs</p> <ul style="list-style-type: none"> • ANC the obstetrics records should be given to every pregnant mother because it is very important. • In waiting room health talk should be done, especially for hygiene, the importance of knowing the vaccines for their children
Katse	<p>Clinic Programs</p> <ul style="list-style-type: none"> • ANC • TB screening <p>Clinical Infrastructure</p> <ul style="list-style-type: none"> • Labour ward
Bobete	<ul style="list-style-type: none"> • Residence, we shared one small room and sometimes it was difficult to do some things • Direction of the placement was very limited • Support from the school, none of our tutors ever came or even called us to check up on us

Most improved clinical skills – second year nurse assistant student perspective

<p align="center">Mamohau</p>	<p>MCH</p> <ul style="list-style-type: none"> • Working with pregnant women in villages • Helping women during delivery and suturing • Delivery using delivery emergency packs • How to give vaccines to the children under five <p>Other</p> <ul style="list-style-type: none"> • How to work on poor areas where equipments are insufficient • Giving health education to the community in rural areas
<p align="center">St. Theresa</p>	<p>HIV</p> <ul style="list-style-type: none"> • I am in standard of counseling people for HIV testing • Initiating infected HIV patients on stage 1 <p>Diagnosis and Treatment Skills</p> <ul style="list-style-type: none"> • I can consult along without assistance <p>Communication Skills</p> <ul style="list-style-type: none"> • Listening to the patients <p>MCH</p> <ul style="list-style-type: none"> • Administration of vaccines to under five and TT to pregnant mothers
<p align="center">Mohlanapeng</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Building of rapport in between patients <p>HIV</p> <ul style="list-style-type: none"> • Filling ART record books <p>Health education</p> <ul style="list-style-type: none"> • Health education to the community
<p align="center">Khohlo-Ntšo</p>	<p>Diagnosis and Treatment Skills</p> <ul style="list-style-type: none"> • I'm able to make decisions alone during consultation • I was able to improve my knowledge on drugs eg. grade/branch name <p>HIV</p> <ul style="list-style-type: none"> • ART issues • Changes in ART treatment <p>MCH</p> <ul style="list-style-type: none"> • Family planning issues
<p align="center">Mokoto</p>	<p>Diagnosis and Treatment Skills</p> <ul style="list-style-type: none"> • Grouping signs and symptoms and make diagnosis • To prescribe drugs for patients with different illnesses <p>Problem solving skills</p> <p>Other</p> <ul style="list-style-type: none"> • Able to work as a team eg. working with patients tracker
<p align="center">Linakeng</p>	<p>HIV</p> <ul style="list-style-type: none"> • Filling of ART register • I have improved a lot in ART services <p>Diagnosis and Treatment Skills</p>

	<ul style="list-style-type: none"> • In prescribing medications with diagnosis MCH <ul style="list-style-type: none"> • Improve again in the ANC clinic and under five children
Katse	MCH <ul style="list-style-type: none"> • Post natal care Health education Diagnosis and Treatment Skills <ul style="list-style-type: none"> • Consultation
Bobete	<ul style="list-style-type: none"> • MCH and labour ward • Consulting patients and examining them • ART department

Would second year nurse assistant students like to work in a similar clinic after completing their training?

Yes: 88.2%	
Community	<ul style="list-style-type: none"> • I would like to work there because I will have chance to help community out there in villages and that will be weekly and helpful for the community • I like the part of outreaches because very far clients that cannot reach the health centre are also helped • Because in this facility there is every day outreach so they meet the motto who say "we are here to serve our nation". I really like to help the rural community like this facility do. • People around the community we were serving were happy to have us also members of staff • I would love to work in a similar rural clinic because I get involved in giving services to the less fortunate
Learning opportunity	<ul style="list-style-type: none"> • Because I will experience more knowledge that I have • I like to improve my knowledge of consulting and prescribing for the patients without a doctor, being independent when working for my patients
Supportive staff	<ul style="list-style-type: none"> • Because the nurses out there are capable to work as a team • Because the staff were able to help us to learn some things that we didn't know before like dispensing drugs and giving family planning commodities
Challenging and diverse clinical care	<ul style="list-style-type: none"> • Because I gain more and I was exposed to different conditions of the patient
Maybe: 11.8%	
	<ul style="list-style-type: none"> • It is extremely cold • There is lack of knowledge to the people living in rural areas eg. there are many home deliveries so I would like to work there and educate people
No: 0%	

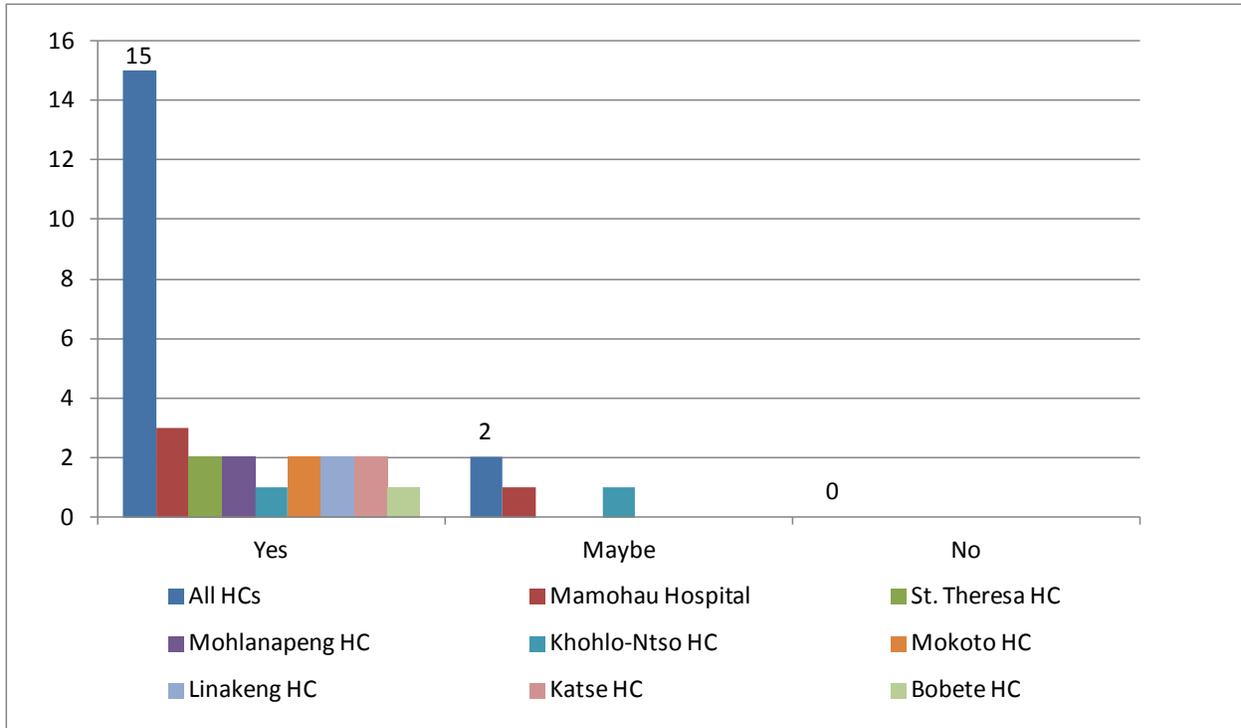


Figure 4: 2nd year Paray nurse assistant students in rural PHC rotations in June 2013 at 8 different sites and their willingness to work in a similar rural clinic upon completion of their training

ADDITIONAL COMMENTS FROM SECOND YEAR NURSE ASSISTANT STUDENTS ABOUT CLINICAL PLACEMENTS

- **Good Learning Experience**
 - I would like to advise my school to place other students there for experiences such as weekly outreaches which are not done in our hospital here
 - This was the best clinical attachment ever, I wish my other colleagues be placed here some other time too
 - It was very good to be in the clinical and I hope other students should be attached even two times before completing their studies
 - I find these as a very good idea and would like other students to experience it as well
 - It useful to place student in clinics because it enable them to manage disease without the order of the doctor.
 - Being placed in rural clinics was a very good change indeed because I learned to be confident and independent.
 - There should be more clinical placements like this and especially in Bobete H/C because there is a lot to learn about and there are a lot of challenges
- To this facility is very cold so I beg the school to provide the more heating system. I encourage the school to bring many more students as they will earn more practice like we did
- There were only two nurses so staff should be increased above all they were nursing assistants which are at risk of doing everything alone
- I would comment that at least students should be placed at clinical area at completion of first year after being taught PHC and community. PHC staff members (e.g. Mrs. Madeyo) should teach on have a coach shop with students on immunization and vaccination sessions. I felt a need while she was giving it at Mashai clinic. Student nurse assistants should be introduced on intravenous therapy such as inserting IV line because it's a challenge when RNs are not there (regardless their scope of practice)
- Nurses in charge should allow the staff members to go for outreaches and give health education to the community
- Next time if the students are not of the same gender they must be given at least two lamps because we do not stay in the same house
- The pregnant mother should be advised to have the babies clothes, tissue, pads, so they should take them when going everywhere, because they will be able to be help even if they deliver everywhere
- Really the people were happy to have us as also we were the first student to practice, they were very impressed

SUMMARY OF CLINIC STAFF PERCEPTION

The following figure shows individual scores of clinic staff for Mamohau hospital.

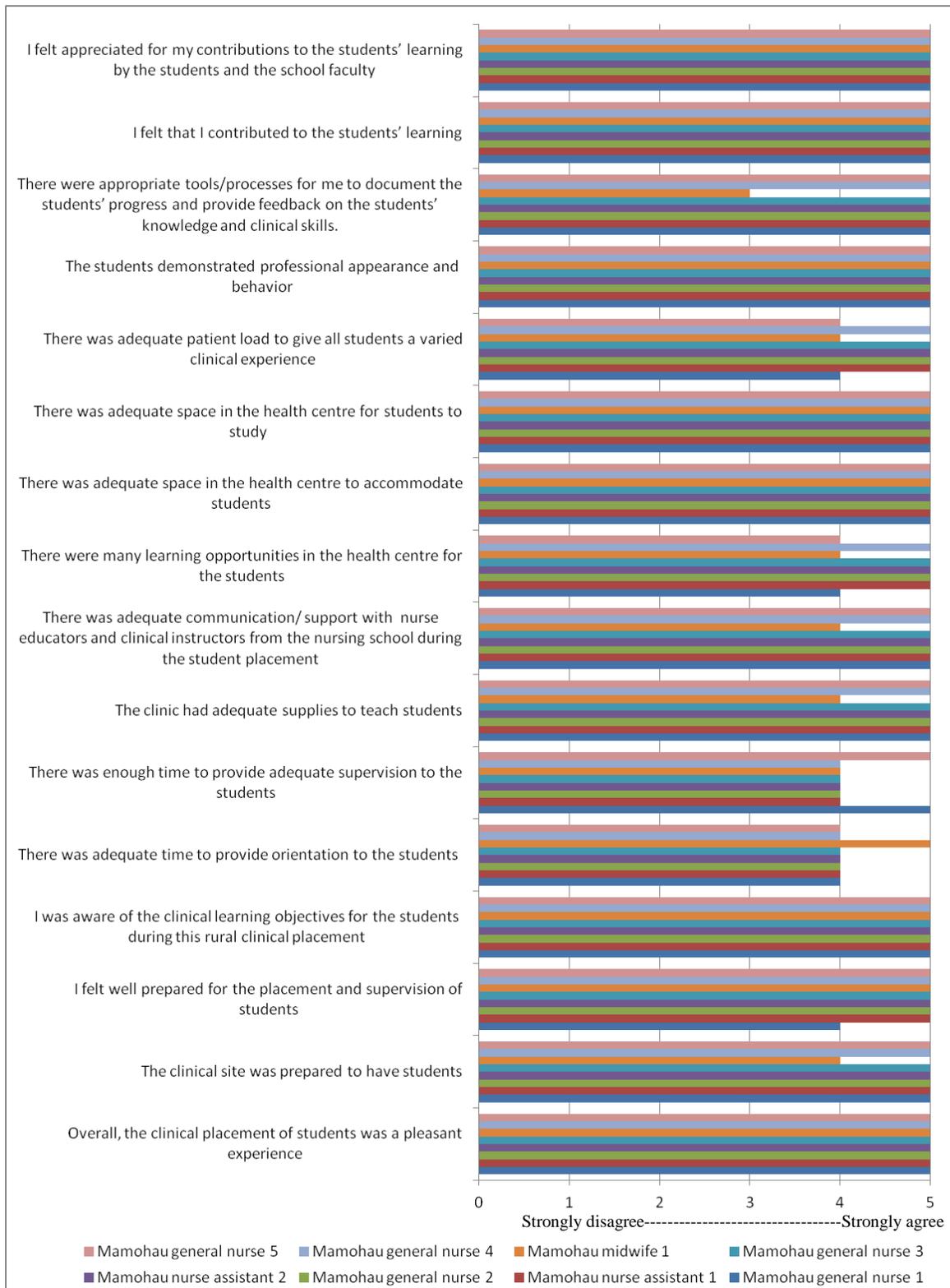


Figure 5: Comparison of individual scores from rural clinical staff from Mamohau hospital

Best things about the placement – clinic staff perspective

Mamohau
<ul style="list-style-type: none">• A good listener• Experience on their objectives• Good interaction skills with clients and coworkers• Learning for both nurses and students was effective• Reduction of workload for the hospital• Students have enough theory prior to attachments• Students were able to do procedure• Students were able to perform according to expected standards• Very innovative thinking

Areas that need improvement – clinic staff perspective

Mamohau
<ul style="list-style-type: none">• Attachment should in busy season for maternity (Sept-Dec)• Procedure files were not provided• Can learn more on doing a pap smear• Time for attachments should be lengthened• To be more exposed to new guidelines of PMTCT• To take a lead in giving health education

Would you like to have students coming on a regular basis to your facility?

- Mamohau
 - Yes, they are very resourceful in terms of human resources and the quality of work remains to standard, no short cuts.
 - Yes, because learning is efficiently initiated and students get more of hands on hence greater exposure to the nursing field.
 - Yes, because the presence of students reduces workload and get more of the hands on hence greater experience.
 - Yes, because the presence of students improves competences of nurses and skills.

Additional comments given by nursing staff:

- Students should be placed more frequently so that they learn more and assist nurses to remember to perform nursing procedures as expected
- Kindly asking to offer them further training into general nursing as they are also keen to upgrade themselves.

CONCLUSIONS

Overall, the twenty-seven third year nursing students and seventeen second year nurse assistant students from Paray SON and the clinic staff from Mamohau hospital agreed that the PHC placements were a positive experience.

100% of the third year nursing students agreed or strongly agreed that the experience was a pleasant one and that they feel confident working in a rural environment following the clinical placement. The majority of the students agreed or strongly agreed that they were aware of their learning objectives, that the placement enhanced their clinical skills, that the placement was supportive of their professional growth and that the staff members were willing to help the students learn. Most of the students agreed or strongly agreed that the clinic site was prepared to have them and that they felt well prepared, except for the four students who were placed at Mokoto HC and Khohlo-Ntšo. Students placed at Mokoto HC also did not feel there was adequate orientation and those at Khohlo-Ntšo did not feel there were adequate learning opportunities at the HC. The majority of students felt that they met their objectives, that there was adequate supplies for learning in the clinic, and that the placement assisted in their learning except for the students placed at Mohlanapeng HC.

The statements that were responded to most negatively were that the accommodation was comfortable and that the students felt supported by their school during the clinical placement. The majority of students placed at Thaba-Tseka HC, Mokoto HC, and Khohlo-Ntšo HC did not agree or strongly agree that the accommodations were comfortable. The majority of students placed at Mamohau hospital HC, Mokoto HC, Bobete HC, and Khohlo-Ntšo HC did not agree or strongly agree that they felt supported by their school during the placement.

77.8% of the third year Paray nursing students (n=21) stated that they would be willing to work at a rural clinic upon completion of their training program. Six students stated that they would maybe work in a rural clinic, two had been placed at Mohlanapeng HC and one student each was placed Sehong-Hong HC, Thaba-Tseka HC, St. Theresa HC, and Khohlo-Ntšo HC. No students stated that they would not work in a rural clinic. Five themes were identified as reasons the students were willing to work in rural clinics following program completion, they included: community, challenging and diverse clinical care, learning opportunity, supportive staff, and need for staff. Students who answered maybe stated they needed more experience in the hospital first and that there needed to be better transportation to the clinics.

Nine categories were identified in the third year Paray nursing students' answers to what the best things about the clinical placements were. Three categories that were present in answers from five or more of the clinical sites and included having a supportive staff, having hands on learning opportunities, and having a good atmosphere. Other categories included that the students thought the clinics had a diversity of clinical learning, that they had support from their schools, that they experienced independence, that the clinics were well equipped, that they were exposed to HIV positive patients, and that the students learned maternal child care.

Alternatively, nine categories were identified in the third year Paray nursing students' answers to areas for improvement. Students at three or more health clinics suggested that longer durations of clinical placements, improved accommodations and supplies (e.g. pots), and better clinical infrastructure would improve the experience. Other areas for improvement included school support, medication availability, increased clinical staff members, clinic equipment and supplies, and health education activities. Students from Sehong-Hong HC also suggested that the placements be during warmer weather and before final examinations.

The third year nursing students were also asked to identify skills that were most improved following the clinical placement. Five categories were identified from the third year Paray nursing students' answers. Students at seven or more health centers felt that their diagnosis and treatment skills and maternal child care skills improved. Students at Sehong-Hong HC and Mohlanapeng HC thought their communication skills improved. Students at Sehong-Hong HC, Khohlo-Ntšo HC, and Mokoto HC felt their HIV care skills improved and students at Thaba-Tseka felt their psychiatric service skills were enhanced by the clinical placement experience.

100% of the second year nurse assistant students agreed or strongly agreed that the experience was a pleasant one, that they felt prepared for the placement, that they were aware of their objectives for the clinical, that the placement assisted in the students' learning, that the placement enhanced their clinical skills, that the staff members were willing to help the students learn, that the students feel confident working in a rural clinic, and that there were many learning opportunities. 50% or more of the students agreed or strongly agreed that the clinical site was prepared to have students and that they met their objectives. The majority of students agreed or strongly agreed that the placement was supportive of their professional growth and that the accommodation was comfortable, except for the student at Bobete HC. 100% of the students agreed or strongly agreed that there was adequate orientation and that the clinic had adequate supplies to learn, except for the students placed at Khohlo-Ntšo HC. The majority of the students agreed or strongly agreed that they felt supported during their school during the rotation except for the students placed at Mokoto HC and Bobete HC.

88.2% of the second year nurse assistant students from Paray SON (n=15) stated that they would be willing to work at a rural clinic upon completion of their training program. Two students stated that they would maybe work in a rural clinic; one was placed at Khohlo-Ntšo HC and the other at Mamohau hospital. No students stated that they would not work in a rural clinic. Four themes were identified as reasons the students were willing to work in rural clinics following program completion, they included: community, challenging and diverse clinical care, learning opportunity, and supportive staff. Students who answered maybe stated that it was cold in the rural areas and that they would consider working in rural clinics to help educate those that live in rural communities.

Six categories were identified in the second year nurse assistant students' answers to what the best things about the clinical placements were. The most common category was having hands on learning opportunities. Other categories included that the students thought the clinics had a good learning atmosphere, that the students learned maternal child care, that staff was

supportive, that they delivered health education, and that they had good patient and community interactions.

Alternatively, five categories were identified in the second year nurse assistant students' answers to areas for improvement. Students at three or more health clinics suggested that better clinical infrastructure, clinical programs, and placement logistics would improve the experience. Other areas for improvement included accommodations and supplies (e.g. pots) and clinic equipment and supplies.

The second year nurse assistant students were also asked to identify skills that were most improved following the clinical placement. Six categories were identified from their answers. Students at five or more health centers felt that their diagnosis and treatment skills, HIV care, and maternal child care skills improved. Students also felt that their communication skills, problem solving skills, and health education skills improved.

Staff members at Mamohau hospital included five general nurses, two nurse assistants, and one midwife. Four general nurses and one nurse assistant attended Jhpiego's preceptor skills training course and all strongly agreed the course made them more competent preceptors and that they were able to apply the skills learned in the course. 50% of the staff members agreed or strongly agree that they had enough time to supervise the students, that there was an adequate patient load to accommodate the students, that there was adequate space in the clinic for students, that the clinic was prepared to have students, that there was adequate time to provide orientation to the students, and that the clinic had adequate supplies to teach the students.

All staff members that responded to the survey agreed that they would like the students to come to the clinics regularly, stating that the students help alleviate their work load, that staff members improve their knowledge and skills when students are in the clinic, and that students receive hands-on experiences. The staff members thought the experience could be improved by increasing the duration of the placement, having the students come during a busy season in the maternity ward, and having better communication between the school and the clinical site on which procedures students have to build capacity on.

Recommendations

Based on this evaluation, the following recommendations can be made:

- Increase the length of time for rural clinic placements.
- Place students in the clinics during the busy clinic seasons
- Improve learning supplies for students and staff at the clinics.
 - Include general learning nursing tools, like anatomy and physiology and manuals, nursing skills texts, as well as tools that will provide information about the specific needs of the population including HIV care, maternal child care, and community health nursing.
 - This activity may require further funding.

- Interface with the clinics regularly to ensure the staff feel prepared to host students and so that staff feels supported.
- Work with Paray SON and the health clinics to ensure that the students have necessary supplies and orientation to placements and to create a communication link between the staff at the health centers and Paray SON.
- Distribute evaluation tools to clinical instructors and to clinic staff. Distribute the evaluation tools to more than one member of the clinic staff to receive more information on their perceptions of the program.
- Suggest increased supervision of clinical instructors at clinic sites.
- Provide transport or research funding for transport for outreach activities at the clinics.
- Continue to monitor the accommodations of the students and the infrastructure needs of the clinics as more MCC clinics are completed for improvement.
- Continue to monitor the students' experiences at the clinics.
- Provide feedback and share reports with Paray SON and the health centers.

Appendix A

Table 1: Paray 3rd year nursing student response to Likert survey statements per health center in percentage (%)

	Health Centre	Number of students	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Overall, the clinical placement was a pleasant learning experience	Sehong-Hong	6	0%	0%	0%	67%	33%
	Thaba-Tseka	4	0%	0%	0%	25%	75%
	St. Theresa	5	0%	0%	0%	20%	80%
	Mohlanapeng	3	0%	0%	0%	33%	67%
	Mamohau	3	0%	0%	0%	0%	100%
	Khohlo-Ntso	2	0%	0%	0%	100%	0%
	Katse	2	0%	0%	0%	0%	100%
	Mokoto	1	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	0%	100%
The clinical site was adequately prepared to have students at the clinical placement	Sehong-Hong	6	0%	0%	17%	50%	33%
	Thaba-Tseka	4	0%	0%	0%	75%	25%
	St. Theresa	5	0%	0%	0%	20%	80%
	Mohlanapeng	3	0%	0%	33%	0%	67%
	Mamohau	3	0%	0%	0%	33%	67%
	Khohlo-Ntso	1	0%	0%	100%	0%	0%
	Katse	2	0%	0%	0%	0%	100%
	Mokoto	1	100%	0%	0%	0%	0%
	Bobete	1	0%	0%	0%	0%	100%
I felt well prepared for the placement	Sehong-Hong	5	0%	0%	0%	40%	60%
	Thaba-Tseka	4	0%	0%	50%	0%	50%
	St. Theresa	5	0%	0%	0%	40%	60%
	Mohlanapeng	3	0%	0%	0%	33%	67%
	Mamohau	3	0%	0%	0%	100%	0%
	Khohlo-Ntso	2	0%	0%	100%	0%	0%
	Katse	2	0%	0%	0%	0%	100%
	Mokoto	1	0%	100%	0%	0%	0%
	Bobete	1	0%	0%	0%	0%	100%

	Health Centre	Number of students	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
I was aware of the clinical learning objectives for this rural clinical placement	Sehong-Hong	6	0%	0%	0%	33%	67%
	Thaba-Tseka	4	0%	25%	0%	0%	75%
	St. Theresa	5	0%	0%	0%	80%	20%
	Mohlanapeng	3	0%	0%	33%	0%	67%
	Mamohau	3	0%	0%	0%	67%	33%
	Khohlo-Ntso	2	0%	0%	0%	50%	50%
	Katse	2	0%	0%	0%	0%	100%
	Mokoto	1	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	0%	100%
I met my objectives to my satisfaction	Sehong-Hong	6	0%	17%	0%	50%	33%
	Thaba-Tseka	4	25%	0%	0%	50%	25%
	St. Theresa	5	0%	0%	0%	80%	20%
	Mohlanapeng	3	0%	0%	100%	0%	0%
	Mamohau	3	0%	0%	0%	67%	33%
	Khohlo-Ntso	2	0%	0%	50%	50%	0%
	Katse	2	0%	0%	0%	50%	50%
	Mokoto	1	0%	0%	0%	100%	0%
	Bobete	1	0%	0%	0%	0%	100%
The placement assisted my learning	Sehong-Hong	6	0%	0%	17%	0%	83%
	Thaba-Tseka	4	0%	0%	50%	0%	50%
	St. Theresa	5	0%	0%	0%	40%	60%
	Mohlanapeng	3	0%	0%	67%	0%	33%
	Mamohau	3	0%	0%	0%	33%	67%
	Khohlo-Ntso	2	0%	0%	0%	100%	0%
	Katse	2	0%	0%	0%	0%	100%
	Mokoto	1	0%	0%	0%	100%	0%
	Bobete	1	0%	0%	0%	0%	100%

	Health Centre	Number of students	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
The placement enhanced my clinical skills	Sehong-Hong	6	0%	0%	17%	33%	50%
	Thaba-Tseka	4	0%	0%	0%	50%	50%
	St. Theresa	4	0%	0%	0%	25%	75%
	Mohlanapeng	3	0%	0%	0%	33%	67%
	Mamohau	3	0%	0%	33%	0%	67%
	Khohlo-Ntso	2	0%	0%	0%	0%	100%
	Katse	2	0%	0%	0%	0%	100%
	Mokoto	1	0%	0%	0%	100%	0%
	Bobete	1	0%	0%	0%	0%	100%
The placement was supportive of my professional growth	Sehong-Hong	6	0%	0%	0%	50%	50%
	Thaba-Tseka	4	0%	25%	0%	0%	75%
	St. Theresa	5	0%	0%	0%	60%	40%
	Mohlanapeng	3	0%	0%	0%	67%	33%
	Mamohau	3	0%	0%	0%	33%	67%
	Khohlo-Ntso	2	0%	0%	0%	50%	50%
	Katse	2	0%	0%	0%	0%	100%
	Mokoto	1	0%	0%	0%	100%	0%
	Bobete	1	0%	0%	0%	0%	100%
There was adequate orientation provided	Sehong-Hong	6	0%	0%	0%	33%	67%
	Thaba-Tseka	4	0%	0%	50%	25%	25%
	St. Theresa	5	0%	0%	20%	20%	60%
	Mohlanapeng	3	0%	0%	0%	33%	67%
	Mamohau	3	0%	0%	0%	33%	67%
	Khohlo-Ntso	2	0%	0%	50%	50%	0%
	Katse	2	0%	0%	0%	50%	50%
	Mokoto	1	0%	0%	100%	0%	0%
	Bobete	1	0%	0%	0%	0%	100%

	Health Centre	Number of students	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
The staff members were very willing and available to assist my learning	Sehong-Hong	6	0%	0%	0%	0%	100%
	Thaba-Tseka	4	0%	0%	25%	0%	75%
	St. Theresa	5	0%	0%	0%	20%	80%
	Mohlanapeng	3	0%	0%	0%	0%	100%
	Mamohau	3	0%	0%	0%	0%	100%
	Khohlo-Ntso	2	0%	0%	0%	50%	50%
	Katse	2	0%	0%	0%	0%	100%
	Mokoto	1	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	0%	100%
As a result of my experience, I feel confident working in a rural clinic	Sehong-Hong	6	0%	0%	0%	33%	67%
	Thaba-Tseka	4	0%	0%	0%	50%	50%
	St. Theresa	5	0%	0%	0%	20%	80%
	Mohlanapeng	3	0%	0%	0%	67%	33%
	Mamohau	3	0%	0%	0%	67%	33%
	Khohlo-Ntso	2	0%	0%	0%	50%	50%
	Katse	2	0%	0%	0%	0%	100%
	Mokoto	1	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	0%	100%
There were many learning opportunities for me in this venue	Sehong-Hong	6	0%	0%	17%	33%	50%
	Thaba-Tseka	4	0%	0%	50%	25%	25%
	St. Theresa	5	0%	0%	0%	60%	40%
	Mohlanapeng	3	0%	0%	0%	67%	33%
	Mamohau	3	0%	0%	0%	33%	67%
	Khohlo-Ntso	2	0%	0%	100%	0%	0%
	Katse	2	0%	0%	0%	0%	100%
	Mokoto	1	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	0%	100%

	Health Centre	Number of students	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
The rural clinical had adequate supplies for me to learn	Sehong-Hong	6	0%	0%	17%	67%	17%
	Thaba-Tseka	4	0%	0%	25%	50%	25%
	St. Theresa	5	0%	0%	20%	40%	40%
	Mohlanapeng	3	0%	0%	67%	33%	0%
	Mamohau	3	0%	0%	0%	0%	100%
	Khohlo-Ntso	2	0%	0%	50%	50%	0%
	Katse	2	0%	0%	0%	100%	0%
	Mokoto	1	0%	0%	0%	100%	0%
	Bobete	1	0%	0%	0%	0%	100%
The accommodation was comfortable	Sehong-Hong	6	0%	0%	17%	67%	17%
	Thaba-Tseka	3	0%	0%	67%	0%	33%
	St. Theresa	5	0%	0%	0%	20%	80%
	Mohlanapeng	3	0%	0%	0%	0%	100%
	Mamohau	3	0%	0%	0%	67%	33%
	Khohlo-Ntso	2	50%	50%	0%	0%	0%
	Katse	2	0%	0%	0%	0%	100%
	Mokoto	1	100%	0%	0%	0%	0%
	Bobete	1	0%	0%	0%	0%	100%
I felt supported by my school during the clinical rotation	Sehong-Hong	6	0%	0%	17%	50%	33%
	Thaba-Tseka	4	0%	0%	25%	50%	25%
	St. Theresa	5	0%	0%	20%	20%	60%
	Mohlanapeng	3	0%	0%	0%	67%	33%
	Mamohau	3	0%	0%	67%	33%	0%
	Khohlo-Ntso	2	0%	50%	0%	0%	50%
	Katse	2	50%	50%	0%	0%	0%
	Mokoto	1	0%	0%	100%	0%	0%
	Bobete	1	100%	0%	0%	0%	0%

Appendix A

Table 2: Paray 2nd year nurse assistant student response to Likert survey statements per health center in percentage (%)

	Health Centre	Number of students	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Overall, the clinical placement was a pleasant learning experience	Mamohau	4	0%	0%	0%	0%	100%
	St. Theresa	2	0%	0%	0%	50%	50%
	Mohlanapeng	2	0%	0%	0%	0%	100%
	Khohlo-Ntso	2	0%	0%	0%	0%	100%
	Mokoto	2	0%	0%	0%	0%	100%
	Linakeng	2	0%	0%	0%	0%	100%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	0%	100%
The clinical site was adequately prepared to have students at the clinical placement	Mamohau	4	0%	0%	0%	0%	100%
	St. Theresa	2	0%	0%	0%	0%	100%
	Mohlanapeng	2	0%	0%	50%	0%	50%
	Khohlo-Ntso	2	0%	0%	50%	50%	0%
	Mokoto	2	0%	0%	0%	0%	100%
	Linakeng	2	0%	0%	0%	50%	50%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	100%	0%
I felt well prepared for the placement	Mamohau	4	0%	0%	0%	0%	100%
	St. Theresa	2	0%	0%	0%	50%	50%
	Mohlanapeng	2	0%	0%	0%	50%	50%
	Khohlo-Ntso	2	0%	0%	0%	100%	0%
	Mokoto	2	0%	0%	0%	50%	50%
	Linakeng	2	0%	0%	0%	0%	100%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	0%	100%

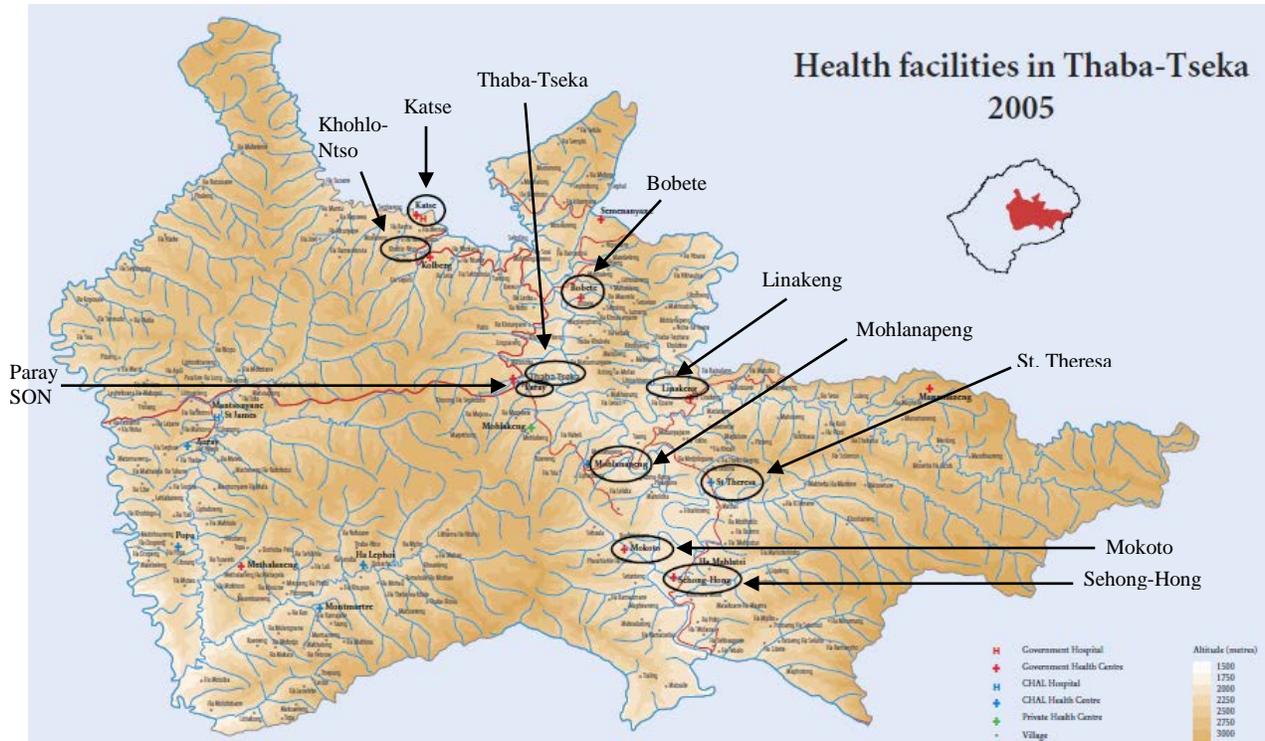
	Health Centre	Number of students	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
I was aware of the clinical learning objectives for this rural clinical placement	Mamohau	4	0%	0%	0%	0%	100%
	St. Theresa	2	0%	0%	0%	50%	50%
	Mohlanapeng	2	0%	0%	0%	50%	50%
	Khohlo-Ntso	2	0%	0%	0%	0%	100%
	Mokoto	2	0%	0%	0%	100%	0%
	Linakeng	2	0%	0%	0%	0%	100%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	100%	0%
I met my objectives to my satisfaction	Mamohau	4	0%	50%	0%	25%	25%
	St. Theresa	2	0%	0%	0%	100%	0%
	Mohlanapeng	2	0%	50%	0%	50%	0%
	Khohlo-Ntso	2	0%	0%	0%	100%	0%
	Mokoto	2	0%	0%	50%	0%	50%
	Linakeng	2	0%	0%	0%	100%	0%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	100%	0%
The placement assisted my learning	Mamohau	4	0%	0%	0%	0%	100%
	St. Theresa	2	0%	0%	0%	0%	100%
	Mohlanapeng	2	0%	0%	0%	0%	100%
	Khohlo-Ntso	2	0%	0%	0%	0%	100%
	Mokoto	2	0%	0%	0%	0%	100%
	Linakeng	2	0%	0%	0%	0%	100%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	100%	0%

	Health Centre	Number of students	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
The placement enhanced my clinical skills	Mamohau	4	0%	0%	0%	25%	75%
	St. Theresa	2	0%	0%	0%	0%	100%
	Mohlanapeng	2	0%	0%	0%	0%	100%
	Khohlo-Ntso	2	0%	0%	0%	100%	0%
	Mokoto	2	0%	0%	0%	100%	0%
	Linakeng	1	0%	0%	0%	100%	0%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	100%	0%
The placement was supportive of my professional growth	Mamohau	4	0%	0%	0%	0%	100%
	St. Theresa	2	0%	0%	0%	100%	0%
	Mohlanapeng	2	0%	0%	0%	0%	100%
	Khohlo-Ntso	2	0%	0%	0%	100%	0%
	Mokoto	2	0%	0%	0%	0%	100%
	Linakeng	2	0%	0%	0%	0%	100%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	100%	0%	0%
There was adequate orientation provided	Mamohau	4	0%	0%	0%	25%	75%
	St. Theresa	2	0%	0%	0%	50%	50%
	Mohlanapeng	2	0%	0%	0%	0%	100%
	Khohlo-Ntso	2	0%	50%	50%	0%	0%
	Mokoto	2	0%	0%	0%	0%	100%
	Linakeng	2	0%	0%	0%	50%	50%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	100%	0%

	Health Centre	Number of students	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
The staff members were very willing and available to assist my learning	Mamohau	4	0%	0%	0%	0%	100%
	St. Theresa	2	0%	0%	0%	0%	100%
	Mohlanapeng	2	0%	0%	0%	0%	100%
	Khohlo-Ntso	2	0%	0%	0%	0%	100%
	Mokoto	2	0%	0%	0%	0%	100%
	Linakeng	2	0%	0%	0%	0%	100%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	0%	100%
As a result of my experience, I feel confident working in a rural clinic	Mamohau	4	0%	0%	0%	0%	100%
	St. Theresa	2	0%	0%	0%	50%	50%
	Mohlanapeng	2	0%	0%	0%	0%	100%
	Khohlo-Ntso	2	0%	0%	0%	50%	50%
	Mokoto	2	0%	0%	0%	50%	50%
	Linakeng	2	0%	0%	0%	0%	100%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	0%	100%
There were many learning opportunities for me in this venue	Mamohau	4	0%	0%	0%	25%	75%
	St. Theresa	2	0%	0%	0%	100%	0%
	Mohlanapeng	2	0%	0%	0%	0%	100%
	Khohlo-Ntso	2	0%	0%	0%	50%	50%
	Mokoto	2	0%	0%	0%	100%	0%
	Linakeng	2	0%	0%	0%	50%	50%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	0%	100%

	Health Centre	Number of students	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
The rural clinical had adequate supplies for me to learn	Mamohau	4	0%	0%	0%	0%	100%
	St. Theresa	2	0%	0%	0%	50%	50%
	Mohlanapeng	2	0%	0%	0%	50%	50%
	Khohlo-Ntso	2	0%	0%	100%	0%	0%
	Mokoto	2	0%	0%	0%	50%	50%
	Linakeng	2	0%	0%	0%	50%	50%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	0%	0%	100%
The accommodation was comfortable	Mamohau	4	0%	0%	0%	25%	75%
	St. Theresa	2	0%	0%	0%	0%	100%
	Mohlanapeng	2	0%	0%	0%	0%	100%
	Khohlo-Ntso	2	0%	0%	50%	50%	0%
	Mokoto	2	0%	0%	0%	0%	100%
	Linakeng	2	0%	0%	0%	50%	50%
	Katse	2	0%	0%	0%	0%	100%
	Bobete	1	0%	0%	100%	0%	0%
I felt supported by my school during the clinical rotation	Mamohau	4	0%	0%	0%	0%	100%
	St. Theresa	2	0%	0%	0%	50%	50%
	Mohlanapeng	2	0%	0%	0%	0%	100%
	Khohlo-Ntso	2	0%	0%	0%	0%	100%
	Mokoto	2	0%	0%	100%	0%	0%
	Linakeng	2	0%	0%	0%	50%	50%
	Katse	2	50%	0%	0%	0%	50%
	Bobete	1	0%	100%	0%	0%	0%

Appendix B
 Map of Maseru district with location of Paray SON and health centers used for clinical placement



Appendix C

Total number of students enrolled at Paray Son for the 2012-2013 school year

Students	Male	Female	Total
Nursing Assistants	0	18	18
1 st year students	8	38	46
2 nd year Students	1	15	16
3 rd year students	7	29	36
Midwives	0	0	0