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The Effect of Clinical Placement on Level IV Nursing Students' Professional Identity Formation

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Abstract

The study sought to evaluate the influence of clinical placements on the development of professional identity among the Level IV nursing students at Ateneo de Zamboanga University. It explored how clinical instructors, rotation experience, and learning environment impact the Level IV nursing students' professional identity and readiness for practice. The study evaluated the experiences of 180 Level IV nursing students using a survey questionnaire to rate factors affecting learning experiences and the effects of clinical placements on Professional Identity Formation. The aim was to gather comprehensive feedback on respondents' experiences to understand their professional identities and future intentions in nursing. The study shows that clinical placements significantly influence students' professional identities, with most respondents stating they positively impact their competency, confidence, and skills. Positive factors such as supportive clinical instructors, opportunities for reflection, and exposure to different cases, in either hospital or community placements, provided invaluable opportunities to gain firsthand experience that combines academic knowledge with practical skills, thus enhancing readiness for professional practice. These experiences are crucial for preparing students for their professions and achieving career goals. This supports the theory that clinical rotations significantly influence the development of professional identities among Level IV nursing students. The study recommends enhancing nursing education through better clinical areas, healthcare facility collaborations, and experiential learning. This maximizes student training and clinical placement options. The Nursing Board should align the curriculum and professional standards, promote a healthy learning environment, and employ effective teaching methods. It also invites further research with larger samples and longitudinal data gathering to have a more full understanding of the elements that influence professional identity.