**Christ wrote:**

**First Clinical Experience**

Fear can be a primary engine in which individuals either face ahead of the challenge or reconsider. Clinical as a new nurse was a fearful experience for an individual who had no other experience in the healthcare profession. The author recollects barely being able to take a blood pressure on a patient, which seems silly now and being hesitant with basic care. The trepidation of caring for another human when one has little experience in life can be insurmountable. Each clinical whether it was pediatrics, psychiatric, or community brought along new fears that the author had to overcome. As a nurse of roughly 4 years of experience, reflecting on these times helps to understand the situation of student nurses. Although some students may be farther along in terms of clinical experience, the educator must not always base their own experience on the group and include different activities based on the learner’s level (Gaberson, K. B., Oermann, M. H., & Shellenbarger, T., 2015, p. 101). The environment to help ease the students in clinical must be one created organically. Collaboration between the educator, staff, and the students can help create an environment that helps to ease learners in a daunting setting (Lecuyer, 2019). This can include identifying staff members who enjoy teaching students, rotating between different floors, or having open communications with students. Clinical is an important step for the fledgling nurse and a positive experience can help ease early tensions.

**Identifiable Issues**

One issue presented in clinical has been hesitation in regards to practicing certain skills such as cardiovascular auscultation, eye examination, or lung percussion. This issue seems to be brought upon from both lack of experience and doubtfulness of practicing the skills accurately. Just like any other new skills, initial doubts and fear can be expected when beginning a new educational endeavor. As an educator and more importantly a former student, this presents an opportunity to help guide students. The resolution, from personal experience, is to instruct students to practice each skill with another student and repeat step by step. Students did seem to be more conformable after the lab session was over and were eager to learn the next skill set. This issue can be handled in multiple ways depending on the student and the skill itself. Some students are strong in other areas of assessment than others and may require a different approach such as one on one instruction, case studies, or even extra time during the session. Each intervention may be more successful depending on the student and level of clinical skill. A study on students in regards to stress in clinical showed that one of the greatest sources of anxiety for students is in regards to skills developed before clinical and use of them once they are thrust into that setting (Hou, 2018). By alleviating students' fears with addressing issues in regards to hesitation or lack of confidence in performing skills, students may feel less anxious once in clinical. Confidence in their skills and self may help students to reach the potential each one has as a future nurse.

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