

A Conceptual framework to guide clinical learning for student nurses In a Nursing Education Institution in Gauteng, South Africa

 Background and Aim	 Methods	 Framework Focus	 Outcomes & Impact
Background - Clinical learning opportunities are significant components of nursing education and practice - Student nurses face limited clinical learning opportunities during work-integrated learning Aim: Develop a framework to guide clinical learning for student nurses 	- Qualitative, exploratory, descriptive, contextual design - Phases: - Concept analysis - Perceptions of clinical learning opportunities - Framework development - Evaluation of the framework 	- Dynamic healthcare settings - Critical roles of nurse educators, Clinical facilitators, and operational managers - Student nurses as active participants - Collaborative and problem-based clinical learning activities, - Community-based research activities - The use of emerging technologies 	- Autonomous, confident, and competent healthcare professionals - Acquired higher-order skills - Socialization into the profession and global competitiveness 