

STUDENT NURSES' SURVEY ON AFFILIATING AGENCIES' COMPLIANCE TO COMMISSION ON HIGHER EDUCATION MEMORANDUM ORDER (CMO) # 14 SERIES OF 2009: POLICIES AND STANDARDS FOR BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM

Monique Cuizon, Emilou Daypuyat, Jenny Garcia, Ana Mae Igot, Margaux Rose Misa, Misa Arlene Galon & Marc Patrich Sanchez*

College of Nursing, University of Cebu- Lapu-Lapu and Mandaue, Philippines

**Corresponding Author's Email: marcpatrich02@yahoo.com*

ABSTRACT

Effective clinical experience is gained through a supportive clinical environment, which includes the atmosphere of the clinical placement unit, and the relationships shared with clinical staff supervisors and mentors. Clinical learning environment is a complex social entity. Students' exposure to clinical learning environment is one of the most important factors affecting the teaching- learning process in clinical settings. This environment is effective on the learning process of nursing students in the clinical area. Students learn most effectively in environments that facilitate learning by encouraging and supporting and making them feel they are part of the team. If the environment is unpredictable, unstructured and overwhelming, students can be left with feelings of vulnerability and anxiety. As stipulated in the Commission on Higher Education Memorandum Order (CMO) # 14 Series of 2009: Policies and Standards for Bachelor of Science in Nursing (BSN) Program. 13.4 Clinical Facilities and Resources: Related Learning Experience (RLEs) is teaching-learning opportunities designed to develop the competencies of students utilizing processes in various health situations. The respondents are ten (10) level 4 nursing students of a University. Simple Frequency distribution was employed. The result shows that all affiliating agencies such as University of Cebu Medical Center, Visayas Community Medical Center, Eversley Childs Sanitarium General Hospital, and St. Vincent General Hospital are compliant with the requirements as stipulated by the Commission on Higher Education Memorandum Order (CMO) # 14 Series of 2009: Policies and Standards for Bachelor of Science in Nursing (BSN) Program Article VI Section 13.4: clinical facilities and resources. Researchers recommend that the findings of this study will be submitted to the UCLM College of Nursing faculty during industrial forum and curriculum development with the compliance and some provisions of the affiliating agencies.

Keywords: *Affiliating Agencies, Survey, Related Learning Experience*

INTRODUCTION

Clinical experience is an important aspect of nursing education as it is the transformation of theoretical knowledge into practice and the cornerstone of nursing as a health profession. Effective clinical experience is gained through a supportive clinical environment, which includes the atmosphere of the clinical placement unit and the relationships shared with clinical staff supervisors and mentors. Nursing

students expect a supportive clinical environment that is innovative, creative and highly individualized where they feel they are an integral part of the health team and feel comfortable enough to make mistakes and learn from them. It is from clinical placements that students start to garner the necessary attributes of caring, critical thinking skills, application of situational knowledge, competence and clinical skills. Therefore, members of the health team should provide a positive clinical experience to facilitate the progress from novice to

expert levels of clinical (Lawal *et al.*, 2015).

Clinical learning environment is a complex social entity. Students' exposure to clinical learning environment is one of the most important factors affecting the teaching- learning process in clinical settings. This environment is effective on the learning process of nursing students in the clinical area. Clinical environment is defined as an interactive network of forces within the clinical setting that influences clinical learning by students (Baraz, Memarian & Vanaki, 2015).

Since an optimal clinical learning environment has a positive impact on the students' professional development, a poor learning environment can have adverse effects on their professional development process. The unpredictable nature of the clinical training environment can create some problems for nursing students. Clinical learning environments play an important role in the acquisition of professional abilities and train the nursing students to enter the nursing profession and become a registered nurse. Therefore, clinical education is considered to be an essential and integral part of the nursing education program (Jamshidi *et al.*, 2016).

Commission on Higher Education Memorandum Order #14 states that Related Learning Experience are teaching-learning opportunities designed to develop the competencies of students utilizing processes in various health situations. The base hospital is a health facility utilized by a higher education institution with nursing program offering as a source of basic or primary related learning experiences. The hospital maybe independent or owned or operated by the institution or utilized by the institution in accordance with an effective and duly notarized Memorandum of Agreement between the institution and the base hospital which clearly specifies the responsibilities of each party. Furthermore, on article VI, section 13.4: Affiliating Agencies is a health facility being utilized by the higher education institution in specialized areas for supplementary clinical learning of students. A contract of affiliation shall be used as a legal document to show the terms of references among involved parties. Parties to the contract of affiliation should provide and maintain an environment conducive for the attainment of the teaching - learning objectives. The nursing school and the hospital agency should establish effective coordination and cooperation. Open communication should exist among the medical staff

and the school personnel, thereby should be met the following requirements stipulated in the Commission on Higher Education Memorandum Order (CMO) #14 series of 2009 article VI, section 13.4: clinical facilities and resources.

Hence, the researchers aim to determine and survey the affiliating agencies' ability to comply with the requirements stipulated in the Commission on Higher Education Memorandum Order (CMO) #14 series of 2009 article VI, section 13.4: clinical facilities and resources. The goal is to utilize the findings as a measure for quality improvement of the department.

Framework

This study is anchored on William Glasser's Choice theory which state that when it comes to developing lessons, teachers who practice choice theory work to make sure that student classroom activities are designed to satisfy the students' needs. This allows learning to increase while diminishing disruption. Students are able to “connect, feel a sense of competence and power, have some freedom, and enjoy themselves in a safe, secure environment” (Lynch, 2016).

Central to Glasser's concept of an effective learning environment is the belief that students may play an active role in the decision making process. Glasser notes that the learning environment should include at least five distinct characteristics. These are: 1. the teacher functions as a democratic leader, 2. students take part in the decision making process, 3. students have an opportunity in for cooperative or team activities, 4. Students being part of the group is seen as a privilege and source of satisfaction and enjoyment, and 5. The classroom is a place where guidelines are established and problems are solved through collaborative class meetings (Wiseman & Hunt, 2013).

Glasser's choice theory was supported by Maslow's theory of motivation which shows that it is important to ensure that people are in environments that meet basic human needs, with the physiological (health) needs and the need for safety being foundational. Meeting these basic needs does not guarantee that students will be motivated to learn; however, any area where educators can remove known obstacles from the path to learning is more likely. If the basic needs of students are not being met, time and energy must be used for those

needs before time and energy can be spent on academics. If the students are too cold or too hot, they may not be able to focus. If the area is not well lighted, is overcrowded or unsafe in anyway, the focus of the students may not be on learning skills (Ford, 2015).

Students learn most effectively in environments that facilitate learning by encouraging and supporting and making them feel they are part of the team. If the environment is unpredictable, unstructured and overwhelming, students can be left with feelings of vulnerability and anxiety. Issues such as staff shortages, a lack of mentors, increased workload, staffs feeling threatened by student nurses, and poor teaching skills can contribute to students not feeling supported. Both the Nursing Service and higher education institutes (HEIs) have a responsibility to provide a high standard of nursing education and support, which includes high-quality teaching and leadership in clinical education (Emanuel & Pryce-Miller, 2013).

According to Merrill and Eldredge, 'co-operation is a form of social interaction wherein two or more persons work together to gain a common end'. H.P. Fairchild observes: 'Co-operation is the process by which individuals or groups combine their effort, in a more or less organized way for the attainment of common objective.' Defining co-operation, Robert A. Nisbet writes: 'It is joint or collaborative behaviour toward some goal in which there is common interest.' (Mondal, 2017)

On placement, students value familiarity, acceptance, trust, support, respect and recognition of their contribution to patient care, emotional and clinical support and opportunities to practice, all of which can help reduce anxiety. To provide students with this positive learning experience, higher education institutes (HEIs) and the NHS need to have a robust partnership with clear expectations on both sides so issues within the practice setting can be addressed (Emanuel & Pryce-Miller, 2013).

In clinical placements nursing students enter new settings for learning purposes. In order to learn the students depend upon a supportive atmosphere based on psychological and pedagogical aspects. This includes staff – student relationships and meaningful learning situations constituting a pedagogic atmosphere. Good interpersonal relations, support and feedback have an

impact on the clinical learning environment and they create and maintain a positive clinical learning environment for nursing students (Saarikoski & Leino-Kilpi, 2002).

Commission on Higher education formulate and recommend development plans, policies, priorities, programs on higher education and programs on research; monitor and evaluate the performance of programs and institutions of higher learning for appropriate incentives. They rationalize programs and institutions of higher learning and set standards, policies and guidelines for the creation of new ones as well as the conversion or elevation of schools to institutions of higher learning (Iglesia, 2015).

As stipulated in the Commission on Higher Education Memorandum Order (CMO) # 14 Series of 2009: Policies and Standards for Bachelor of Science in Nursing (BSN) Program. 13.4 Clinical Facilities and Resources: Related Learning Experience (RLEs) is teaching-learning opportunities designed to develop the competencies of students utilizing processes in various health situations. These could be sourced from, but not limited to: lying-in clinics, schools, industrial establishments, community, out-patient clinics and general and specialty hospitals. The base hospital is a health facility utilized by a higher education institution with nursing program offering as a source of basic or primary related learning experiences. The hospital maybe independent or owned or operated by the institution or utilized by the institution in accordance with an effective and duly notarized Memorandum of Agreement between the institution and the base hospital which clearly specifies the responsibilities of each party. The base hospital of a nursing school should meet the following requirements: (a) has current accreditation by the Department of Health - Bureau of Licensing and Regulation as Level IV Hospitals (Tertiary Care/Teaching/ Training Hospital), however level III Hospitals (secondary Care Hospitals) may be considered provided that the hospital can provide the following: (a.1) adequate case load for the number of students enrolled as stipulated in Article VII, Section 15-e.9. (a.2) adequate facilities for the teaching and learning needs of the students, (b) has minimum capacity of 100 beds with general services and minimum bed occupancy of eighty percent (80%), (c) Should be accessible and located within the region where the nursing school is

situated. In the case of nursing schools located in Metro Manila, the base hospital should be located within Metro Manila. (d) Sixty percent (60%) of the total bed capacity of the base hospital shall be used for the Related Learning Experiences of students. (e) Should have a master rotation plan indicating the schedule/areas of all the schools utilizing the hospital for training of students. Affiliating Hospital is a health facility being utilized by the higher education institution in specialized areas for supplementary clinical learning of students such as mental, orthopedics and communicable diseases. A contract of affiliation shall be used as a legal document to show the terms of references among involved parties. Parties to the contract of affiliation should provide and maintain an environment conducive for the attainment of the teaching - learning objectives. The nursing school and the hospital agency should establish effective coordination and cooperation. Open communication should exist among the medical staff and the school personnel. Cross regional affiliations will not be allowed unless in cases where specialty areas cannot be found in the region. The base hospital/s, affiliation hospital/s and community health agency/ies being used by the students for Related Learning Experiences either conducted in urban or rural community should have the following facilities: (a) Classroom for conference; (b) Library; (c) Comfort room; (d) Dressing Room; (e) Lounge and (f) Locker Provision should be made for adequate physical facilities, supplies and equipment for effective nursing care and learning experiences of students. The nursing service should be provided with a designated training coordinator and the required staffing composed of qualified professional and non-professional personnel. The faculty and the nursing service personnel of the affiliation agency should work together in the planning, implementation and evaluation of the related learning experience of students.

A partnership between nursing education programs and health care agencies are legally bounded by contracts in the form of Memorandum of Agreement. The purpose for these partnerships is not only to provide clinical experiences for students, but also to support schools of nursing in preparing professionals for the work force (Keating & DeBoor, 2017).

Licensure, accreditation, and certification are systems available to meet the need for quality and performance information. These systems have different

purposes and different capabilities. It is proposed as an objective method to verify the status of health service providers and their compliance with accepted standards. In a various industries, accreditation is recognized as a symbol of quality, indicating that the organization meets certain performance standards, and provides an opportunity for that organization to evaluate their operation against national or international standards. Accreditation is widespread in industry and education and there are many lessons for the health sector air safety, food safety and childcare (Tabrizi, Gharibi & Wilson, 2011).

Level I hospital shall have the minimum services including, but not limited to, the following: Emergency hospital; initial treatment for cases that require immediate treatment and that provides primary care for prevalent diseases in the area; general medicine, pediatrics, minor surgeries and non-surgical gynecology; primary clinical laboratory, pharmacy and first level radiology; nursing care for patients needing minimal supervised care. Level II Hospital shall have as minimum, all of Level I capacity, including, but not limited to, the following: Non-departmentalized hospital; general medicine, pediatrics, surgery, anesthesia, obstetrics and gynecology, first level radiology, secondary clinical laboratory, pharmacy; nursing care for patients needing intermediate supervised care. Level III Hospital shall have as minimum, all of Level II capacity, including, but not limited to, the following: The number of students enrolled has adequate case load. (Ratio of student to clientele; Level II – 1:2; Level III – 1: 2-3 or 3-4; Level IV – 1: 5-6); The affiliating agency/ies provided an adequate. Level IV Hospital (Tertiary Care/ Teaching/ Training Hospital): Has current accreditation by the Department of Health (DOH) – Bureau of licensing and regulation. Hospital shall have as minimum, all of Level 3 capacity, including, but not limited to, the following: Teaching and training Hospital; all clinical services provided by Level 3 hospitals; specialized forms of treatments, intensive care and surgical procedures; tertiary clinical laboratory, third level radiology, pharmacy; nursing care for patients needing continuous and specialized critical care (Health Philippines, 2012).

Imbalanced workloads, inappropriate nurse-patient ratios, and inadequate physical resources negatively affected nurse's perceptions of the quality of the nursing practice environment. The data for health policy

makers in different national and global areas are used to remodel the practice environment. The improvement of the practice environment, with adequate staffing levels and appropriate allocation of physical resources, is achievable to resolve this challenge and thus improve outcomes (Rivaz *et al.*, 2017).

As for Eversley Childs Sanitarium and General Hospital which is licensed as a secondary general Hospital with authorized capacity of 500-beds, is a government-mandated institution and aims to strengthen its existing system by means of information technology. It also aspires to provide professional development among its staff and expand its existing medical facilities and manpower (Eversley Childs Sanitarium, 2014).

The University of Cebu Medical Center is a 12-storey tertiary hospital with a 300-bed capacity. Acquire, disseminate and utilize appropriate technology to enhance the university's educational services. It nurtures employee productivity and engagement. An affiliate of the University of Cebu aspires to be a training hospital for the students and medical practitioners in the field of Nursing (Baquero, 2015).

The Visayas Community Memorial Medical Center has a 200- bed capacity. It is a tertiary level four hospitals, catering the quality health care needs of the people in the hospital, which is popularly called VCMC, is located at 85 Osmeña Boulevard, in Cebu and a teaching/ training medical facility (Private Hospitals Association of the Philippines, Inc., 2013).

The St. Vincent General Hospital has 100 bed capacity accredited by the PhilHealth as a Center of Excellence and licensed by the Department of Health as Tertiary Hospital (St. Vincent General Hospital Website, 2014)

Conference rooms are often the epicentre of the workplace and, as such, the go-to place for meetings and phone calls. Because they're often equipped with technology to handle everything from video conferences to interactive presentations, these spaces should be reserved for more formal uses, rather than for casual conversations that could take place elsewhere (Chalupa, 2015).

The library continues to provide services and vital

resources to constituents of the university and the medical center. It is integral to the teaching and learning process and ensures each student has equitable access to resources. The library seeks to equip students with the skills necessary to succeed in a constantly changing technological, social and environment (Jones *et al.*, 2017).

Comfort Room has many functions that will benefit consumers and staff, but its primary goal is to provide a safe and comfortable space to relax, regroup, and practice self-nurturance and skills for self-soothing. To provide a safe and healthy learning environment includes an adequate toilet and hand washing facilities (Bluebird, 2013).

Learning lounge provides a learning commons for students to study in a more comfortable setting, access and academic resources. This alignment is more important because well-designed learning spaces encourage students to spend more time, increasing engagement and improving retention (Paglia, 2016).

The faculty and personnel in the hospital should have a collaboration as clinical nurses play an effective role as the key persons serving as a role model in the learning process of students through communication based on respect, integrity, and mutual interaction with students. They can provide a psychosocial positive atmosphere for students learning in the ward. It is reported that supportive relationships with students have been used as a key to increase the student security in clinical wards, particularly among the first and second year students. Supportive relationships trigger internalization of the nursing role as a provider of health care activities (Baraz, memarian & Vanaki, 2015).

Rule 214.10 (b) related to Clinical Learning Experiences requires that "Faculty shall develop criteria for the selection of affiliating agencies/clinical facilities or clinical practice settings which address safety and the need for students to achieve the program outcomes (goals) and course objectives through the practice of nursing care or observation experiences. Consideration of selection of a clinical site shall include: (1) client census in sufficient numbers to meet the clinical objectives/outcomes of the program/courses, and (2) evidence of collaborative arrangements for scheduling

clinical rotations with those facilities that support multiple nursing programs.” Rule 214.10(c) related to Clinical Learning Experiences requires that “Faculty shall select and evaluate affiliating agencies/clinical facilities or clinical practice settings which provide students with opportunities to achieve the goals of the program” (Texas Board of Nursing, 2013).

In clinical placements, nursing students enter new settings for learning purposes. In order to learn, the students depend upon a supportive atmosphere based on psychological and pedagogical aspects. Good interpersonal relations, support and feedback have an impact on the clinical learning environment, and they create and maintain a positive clinical learning environment for nursing students. Furthermore, the supervisor helps students to socialize to the nursing profession. Negative attitudes and behaviors have impact on nursing students' learning in clinical placements. Positive team relationships help create teams that are productive, which affects the company's bottom line (Skaalvik, Normann & Henriksen, 2018).

The scheduling of nurses is particularly challenging because of the nature of the work which is around the clock. A typical length of the schedule varies from a few weeks to a month. The schedule will be consistently rebuilt after the specified time period and will result in a time-consuming task for the administrative staff involved. Moreover, the task becomes overwhelming when the staff needs to consider the previous duty rosters in order to maintain the quality of schedules (Ismail, 2013).

OBJECTIVES OF THE STUDY

This study conducted a survey on affiliating agencies' compliance to Commission on Higher Education Memorandum Order (CMO) #14 series of 2009 article VI section 13.4: clinical facilities and resources. This survey answered the following questions: (1) What agencies are affiliated by the University? (2) What are the requirements complied by the base hospital/affiliating agencies stipulated in Commission on Higher Education Memorandum Order (CMO) #14 series of 2009? Based on the findings of the survey, what report may be submitted to the College of Nursing?

RESEARCH METHODOLOGY

This study utilized the descriptive-research method to appraise the base hospital and or affiliating agencies' compliance to Commission on Higher Education Memorandum Order (CMO) # 14 series of 2009 article VI, section 13.4: clinical facilities and resources. This survey was conducted in the various affiliating agencies located in Mandaue City and Cebu City, namely Visayas Community Medical Center (VCMC), University of Cebu Medical Center (UCMed), Eversley Childs Sanitarium and General Hospital (ECS), and St. Vincent General Hospital (SVGH). These hospitals provided the clinical learning experience of the students. The respondents were the ten (10) level 4 nursing students of a University.

Upon approval, a letter of request addressed to the Chairman of Bioethics Committee thru the Chief Nursing Officer for Visayas Community Medical Center, Hospital Administrator thru the Director of Nursing for University of Cebu Medical Center, Medical Center Chief I thru the Chief Nursing Officer for Eversley Childs Sanitarium and General Hospital and Medical Director thru the Administrative Officer for St. Vincent General Hospital, was made asking for approval to allow the researchers to conduct the survey.

The researchers conducted a pilot testing utilizing a researcher – made questionnaire based on the requirements stipulated in Commission on Higher Education Memorandum Order (CMO) #14 series of 2009. The questionnaire was consist of 2parts: Part I which identified the hospital/affiliating agencies where the respondents were exposed in their related learning experience; Part II which assessed the general requirements complied by the base hospital/affiliating agencies as stipulated in Commission on Higher Education Memorandum Order (CMO) # 14 series of 2009. Simple Frequency Distribution was employed to treat the researcher - made tool. The summary of the data gathered was presented, analyzed and interpreted.

RESULTS AND DISCUSSION

Table 1: Showed compliance of the affiliating agency as to the general requirements as stipulated by the Commission on Higher Education Memorandum Order #14 series of 2009.

Table 1: General Requirements for Base Hospital/Affiliating Agency

General Requirements for Base Hospital/Affiliating Agency	VCMC	UC Med	ECS	SVGH
1. The base hospital/affiliating agency is accessible and located within the city where the nursing school is situated.	✓	✓	✓	✓
2. The hospital has minimum capacity of 100 beds with general services and minimum bed occupancy of eighty percent (80%) with sixty percent (60 %) from the 80% bed capacity of the affiliating hospital was used for the Related Learning Experiences (RLEs) of students.	✓	✓	✓	✓
3. The Nursing Service Office (NSO) has a master rotation plan indicating the schedules / areas of all the schools utilizing the hospital for training of students.	✓	✓	✓	✓
4. For effective nursing care and learning experience of students; provision was made for adequate facilities, supplies and equipment.	✓	✓	✓	✓
5. The Nursing Service provides a designated training coordinator and the required staffing comprised of qualified professional and non –professional personnel.	✓	✓	✓	✓
6. The Facility provides a room for conference.	✓	✓	✓	✓
7. The Facility provides comfort rooms.	✓	✓	✓	✓
8. The Facility provides a library.	✓	✓	✓	✓
9. The Facility provides dressing room for changing uniforms	✓	✓	✓	✓
10. The Facility provides a student lounge.	✓	✓	✓	✓
11. The Facility provides a locker for the student's bag.	✓	✓	✓	✓
12. There is a working relationship between the faculty and the nursing service personnel of the affiliation agency in terms of planning, implementation and evaluation of the related learning experiences of the students.	✓	✓	✓	✓
13. There is an open communication between the medical staff and the school personnel.	✓	✓	✓	✓

Visayas Community Medical Center

The Visayas Community Medical Center is located at 85 Osmeña Boulevard, Cebu City, Cebu. The base hospital is accessible and only 30-40 minutes away from where the nursing school is situated. If the bus is unavailable, 1 jeepney ride from UCLM to Parkmall, another jeepney ride getting in 01K from Parkmall to Emall, take a walk to Osmeña Boulevard Street, then take any jeep towards VCMC. The base hospital has complied the requirement of having minimum capacity

of 100 beds with general services and minimum bed occupancy of eighty percent (80%) with the sixty percent (60%) being used during the student's Related Learning Experiences (RLEs) and has a ratio of 1:1-2 for the level II, 1:2-4 for the level III, and 1:5-6 for the level IV. The Nursing Service Office of VCMC has a master rotation plan of schedules and areas of the school for the students' training, in which days or months prior to hospital exposure; the College of Nursing will submit a communication letter indicating the schedules and areas to be approved by the office.

The effective nursing care and learning experience of students, provision was made for adequate facilities, supplies, and equipment, with special areas such as the Delivery Room, Operating Room, and Intensive Care Unit. The facility provides a room for conference that is accessible to physicians, the staff nurses as well as the school faculty and the students, although, rarely used. Same goes with the facility's library. The facility provides a vacant room or unused room for the student's changing room as well as locker for the placement of student's bag and belongings. In every area, the facility provides comfort room for when students need a break, for the student lounge, the facility provides designated vacant/ unused room for where the students stay. There is a working relationship between the faculty and the nursing service personnel in terms of planning, implementation, and evaluation of the Related Learning Experiences (RLEs) of the students, as well as an open communication between the medical staff and the school personnel.

University of Cebu Medical Center

The University of Cebu Medical Center is located at Subangdako Mandaue City Cebu, accessible and located within the city where the nursing school is situated. Estimated kilometers from UCLM is 3.4 km for 8 minutes travel and is 1-ride parkmall jeepney in case there is no bus service available. The hospital provides 60% of the total bed capacity for the related learning experience of the students. During the exposure, students has a ratio of 1:1-2 for the level II, 1:2-4 for the level III, and 1:5-6 for the level IV catering the 60% bed occupancy. The nursing service office has a master rotation plan indicating the schedule and areas for training of the students that means prior to hospital exposure the nursing school chairperson will send a

communication letter indicating the schedule and area. The students will not be allowed to have the related learning experience unless there is a letter of communication submitted to the Nursing Service Office.

For effective nursing care and learning experience of the students, the hospital provides adequate facilities, supplies & equipment. It has advanced technology, functional equipment and readily available in different areas. The students will have the opportunity to learn more, utilize the equipment and apply their learning in the future. The facility provides a room for conference not just only for medical staff but also for students if necessary. Same as with the library, students can also utilize their library if needed. Comfort rooms are provided in all areas and floors where the students are exposed. The institution provides dressing room for changing uniforms to scrub suit. For the lounge and locker in the operating and delivery room, they have a lounge intended for the students and it is safe for the bags of the students. In the other areas like ward, there is a designated place or improvised area where students can put their bags and other belongings, but also students can use the nurse's locker if there is still available space. There is an open communication between the medical staff & the school personnel in terms of students performance and behavior during related learning experience.

Eversley Childs Sanitarium and General Hospital

Eversley Childs Sanitarium General Hospital is located at Jagobiao, Mandaue City and it is near from the University of Cebu Lapu-Lapu and Mandaue. Eversley Childs Sanitarium General Hospital is a secondary hospital and have a minimum, all of level I capacity, including, but not limited to, the following: Non- departmentalized hospital; general medicine, pediatrics, surgery, anesthesia, obstetrics and gynecology, first level radiology, secondary clinical laboratory, pharmacy; nursing care for patients needing intermediate supervised care. They have capacity of 500 beds. The affiliating hospital has complied the requirement of having minimum capacity of 100 beds with general services and minimum bed occupancy of eighty percent (80%) with the sixty percent (60%) being used during the student's Related Learning Experiences (RLEs) and has a ratio of 1:1-2 for the level II, 1:2-4 for the level III, and 1:5-6 for the level IV.

Prior to exposure to Related Learning Experience (RLE) duty, the College of Nursing will submit a master rotation plan to the Nursing Service Office through fax without this the Student Nurses are not allowed to go on duty.

Eversley Childs Sanitarium General Hospital has facilities, supplies and equipment to have an effective nursing care and learning experience of student. Some of their facilities and equipment are not the modernized one. The researchers understand that it is a government hospital and they don't have enough money to supply and support the hospital but it is very appreciating that they offer Department of Health (DOH) program one of which is the free medicines. Each area such as Delivery Room, Medical Surgical Ward, OB wards, Pediatric Ward and OPD in Eversley Childs Sanitarium has designated training coordinator and staffing compromised of qualified professional and non-professional personnel. Eversley Childs Sanitarium General Hospital had a 2 conference rooms and they are willing to let the Student Nurses used their conference room. Each ward has comfort room. In Medical Surgical Ward, OB ward, Pediatric Ward and OPD has student lounge and locker, only in Delivery Room have an improvised placed to leave our things. The faculty especially the Clinical Instructor on duty and nursing service personnel has a harmonious relationship and has an open communication in terms of planning, implementation and evaluation of the Related Learning Experiences of Student Nurses.

St. Vincent General Hospital

St. Vincent General Hospital is located at 85 Osmena Boulevard, Cebu City, Cebu. The hospital is accessible and only 1 hour and 6 minutes away from where the nursing school is situated. Bus was provided and if the bus is unavailable, 1 jeepney ride from UCLM to Parkmall, another ride getting in 01K from Parkmall to E-mail then stop at GV Hotel, take a walk to Osmena Boulevard Street, then take jeep towards Cathedral then stop in front of the Abellana Sports Complex, then crossed the pedestrian lane towards the street going to St. Vincent General Hospital. The hospital has complied the requirement of having minimum capacity of 100 beds with general services and minimum bed occupancy of eighty percent (80%) with the sixty percent (60%) being used during the student's Related Learning Experiences (RLEs) and has

a ratio of 1:1-2 for the level II, 1:2-4 for the level III, and 1:5-6 for the level IV. The Nursing Service Office of St. Vincent General Hospital has a master rotation plan of schedules and areas of the school for the students' training, in which days or months prior to hospital exposure, the chairperson will send a communication letter indicating the schedules and areas to be approved by the office.

The effective nursing care and learning experience of students, provision was made for adequate facilities, supplies, and equipment. The facility provides a room for conference that is accessible to physicians, the staff nurses as well as the school faculty and the students, although it was rarely used. There is no library room but the facility provided books which displayed in the designated shelf. The facility provides a vacant room or unused room for the student's changing room as well as locker for the placement of student's bag and belongings. In every area, the facility provides comfort room for when students need a break. For the student lounge, the facility provides designated vacant/ unused room for where the students stay. There is a working relationship between the faculty and the nursing service personnel in terms of planning, implementation, and evaluation of the Related Learning Experiences (RLEs) of the students, where in there is coordination and harmonious relationship among each party. There is an open communication between the medical staff and the school personnel, where the staffs teach on what should be needed to do during Related Learning Exposure duty.

RECOMMENDATIONS

The Researchers recommend having the following: (1) during general school orientation, the faculty should include the requirements of affiliating agencies as stipulated in the CHED Memorandum Order (2) a report of the result of the study to be submitted to the faculty and to be passed to each affiliated agencies during industrial forum and curriculum development with the compliance and some provisions of the affiliating agencies.

CONCLUSION

Therefore, the survey taken denotes that all affiliating agencies such as University of Cebu Medical Center, Visayas Community Medical Center, Eversley Childs Sanitarium General Hospital, and St. Vincent General Hospital are compliant with the requirements as stipulated by the Commission on Higher Education Memorandum Order (CMO) # 14 Series of 2009: Policies and Standards for Bachelor of Science in Nursing (BSN) Program Article VI Section 13.4: clinical facilities and resources. Moreover, all affiliating agencies provided a positive learning environment that helped the student nurses enhance their Related Learning Experience (RLE) performance in terms of health assessment or how to prioritize a patient, nursing diagnosis, planning of patient care, rendering of nursing interventions and evaluation for effective nursing care in collaboration of Student Nurses, Clinical Instructor and Nursing Staff.

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