ATTITUDE TOWARD ELDERLY PATIENTS AMONG NURSING STUDENTS AND CLINICAL FACILITATORS IN UNIVERSITI SAINS MALAYSIA (USM)

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by

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LIST OF ABBREVIATION

ADLs   Activity Daily Livings

HREC   Human Research Ethics Committee

USM   Universiti Sains Malaysia

RKAOP   Revised Kogan Attitude toward Older People

SPSS   Statistical Package Social Sciences

TPB   Theory of Planned Behaviour

UK   United Kingdom

USA   United States of America

WHO   World Health Organization

SIKAP TERHADAP PESAKIT WARGA EMAS DALAM KALANGAN PELAJAR JURURAWAT DAN PENGAJAR FASILITATOR DI UNIVERSITI SAINS MALAYSIA (USM)

ABSTRAK

Warga emas ditakrifkan sebagai mereka yang berumur 60 tahun ke atas yang bersamaan dengan umur persaraan (Pertubuhan Kesihatan Sedunia, 2016). Sekarang semakin ramai penduduk tua, keperluan lebih ramai jururawat dengan sikap yang betul, pengetahuan dan kemahiran yang mencukupi juga mestilah semakin meningkat. Satu kajian keratan rentas telah dijalankan untuk mengkaji sikap terhadap pesakit tua dalam kalangan pelajar kejururawatan dan fasilitator klinikal di Universiti Sains Malaysia (USM). Soal selidik yang digunakan dalam kajian ini adalah soal selidik yang ditadbir sendiri dan untuk sikap, soal selidik telah diadaptasi daripada Hilt & Lipschultz (1997). Seramai 211 responden di USM yang memenuhi kriteria pengambilan dan pengecualian dipilih secara rawak. Data yang dikumpul dianalisa secara statistik menggunakan perisian SPSS versi 26.0. Ujian tepat nelayan digunakan untuk analisis data. Bagi tahap sikap, keputusan menunjukkan 94 (93.1%) untuk sikap positif dalam kalangan pelajar kejururawatan dan 19 (95.0%) di kalangan fasilitator klinikal. Seterusnya tiada perkaitan antara tahap sikap terhadap pesakit warga emas di kalangan pelajar kejururawatan dan fasilitator klinikal (p = 1.000). Hasil kajian secara menyeluruh menunjukkan tiada perkaitan antara pengalaman klinikal dan sikap di kalangan pelajar kejururawatan (p = 1.000). Kesimpulannya, majoriti responden mempunyai tahap sikap positif yang tinggi terhadap pesakit tua. Walau bagaimanapun, mereka masih perlu meningkatkan dan memperbaiki sikap mereka terutama dalam kalangan pelajar kejururawatan kerana mereka akan menjadi pelapis jururawat yang lebih berpengetahuan dan berkemahiran dalam menyampaikan penjagaan ke arah warga emas pada masa akan datang.

ATTITUDE TOWARD ELDERLY PATIENTS AMONG NURSING STUDENTS AND CLINICAL FACILITATORS IN UNIVERSITI SAINS MALAYSIA (USM)

ABSTRACT

The elderly defined as those aged 60 or above that equivalent to retirement ages (World Health Organization, 2016). As the increasing of the elderly population, more nurses with the right attitude, adequate knowledge and skill also must be on the increase. A cross-sectional study was carried out to study the attitude toward elderly patients among nursing students and clinical facilitators in Universiti Sains Malaysia (USM). The questionnaire used in this study was self-administered and for attitude, the questionnaires was adapted from Hilt & Lipschultz (1997). A total of 211 respondents in USM who fulfilled the inclusion and exclusion criteria were selected randomly. Data collected were statistically analyzed using the SPSS software version 25.0. Fisher's exact test was used for data analysis. As for the level of attitude, the results show 94 (93.1%) for positive attitude among nursing student and 19 (95.0%) among clinical facilitators, respectively. Next, there is no association between attitude toward elderly patients among nursing student and clinical facilitators (p = 1.000), respectively. Generally findings of this study show there was no association between clinical experience and attitude among nursing students (p = 1.000).

In conclusion, most respondents have a high level of a positive attitude toward elderly patients. However, they still need to increase and improve their attitude, especially among nursing students. They will be nurse's liner who are more knowledgeable and skilful in delivering care to the elderly in the future.

CHAPTER 1 INTRODUCTION

This thesis represents a detailed explanation of the study of Attitude toward Elderly Patients Among Nursing Student and Clinical Facilitators in Universiti Sains Malaysia (USM). The background of the study, problem statement, research objectives, research question, research hypothesis and significance of the study will be outlined in this chapter one by one.

1.1   Background of the Study

The phenomenon increase in demographic ageing determines that health workers must be well prepared in care of complex needs; specifically, future nurses must be trained to care for older people, especially nursing students. The current literature suggests that attitudes toward the elderly affect the quality of care that nurses provide as well as the quality of care that the elderly receive, and it is necessary to identify these attitudes and their influences on the population, especially on older people (Fernandes et al., 2018).

According to the World Health Organization (WHO), the proportion of older adults in the world was 12% in 2015, and it will reach 22% with more than two billion people over the age of 60 in 2050 (World Health Organization, 2015). Otherwise, over the next 20 years, the number of adults aged 65 is expected to nearly double, growing from 12% to 20% in the U.S. population (Medicine, 2008). The increase in older adults will produce new and challenging demands on existing health care systems. Adults over the age of 65 currently account for 65% of hospital stays (Mezey, Boltz, Esterson, & E, 2005), have four times the number of hospital admissions when compared to adults younger than 65 years (Administration on Aging, 2004)), account for 26% of all physician office visits,

38% of emergency room visits, 85% of home health care visits, and 90% of nursing home use (Plonczynski et al., 2007). These percentages are projected to increase as the population ages (Medicine, 2008).

In Malaysia, as a result of the decrease in birth rate and mortality rate, alleviation in infectious diseases, and maintenance in the health care system, there is a two-fold increment in the ageing population over 25 years, from 685 thousand in the year 1975 to 1,463.4 thousand in the year 2000 as described by Pala (1998) (Nur'Asyura Adznam et al., 2009). Malaysia has a multi-ethnic population displaying different demographic characteristics among various ethnicities. A study reveals that the Chinese ethnic has the highest proportion of senior citizens at 8.8 %. In contrast, Bumiputera and Indian elderly proportions have increased at a slower rate, constituting 5.7% and 5.6% of their respective ethnicities in the year 2000 (Hamid, 2019). Alliance for a Safe Community chairman Tan Sri Lee Lam Thye state that Malaysia must be prepared to assist the elderly population. In Malaysia, senior citizens are defined as persons aged 60 years and above based on the World Assembly on Ageing 1982 in Vienna (Teh, 2019).

Then, according to this topic, Hovey et al. reviewed 11 kinds of research on student attitudes toward the elderly. They emphasized that student presentation toward a nursing degree had the least effect on their attitudes, although incorporating experiences that actively involve students significantly impacted (Hovey, Dyck, Reese, & Kim, 2017). In their review of research on the perceptions about geriatric care of undergraduate nursing students, Algoso et al. state that universities have a responsibility to emphasize the significance of the aged care experience and represent the basis of nursing practice. They stress that beginning nurses should be encouraged to value geriatric care when preparing

for their nursing careers, incorporating positive attitudes toward ageing (Fernandes et al., 2018).

An increase in the number of health professionals globally with expertise in gerontology care will be needed. In particular, nurses will be increasingly responsible for caring for senior citizens (Ghimire et al., 2019). The impact of Malaysia's ageing population on the health care system is seen as an essential factor that significantly influences nursing education. Holtzen, Knickerbocker, Pascucci, and Tomajan (1993) and Baumbusch and Andrusyszyn (2002) explain that nursing students require gerontological knowledge and experience to meet the health care demands of the 21st century. The Canada Gerontology Association (2008) advises that nursing faculty need to be prepared students knowledgeable in gerontology and have experience caring for older adults (Simpkins, 2013). Thus, nursing faculty, especially clinical instructors, play a significant role in ensuring that older adults receive high-quality care from the nursing student during clinical placement.

Research of effective clinical instructor's characteristics provides insight into educational programs for developing professional nurses. Nursing students' experiences and perception measure effective clinical instructors' characteristics in nursing education. Evidence suggested that nursing student ratings can be a reliable and valid indicator of effective teaching. Critical incident in early research about faculty's clinical teaching behaviours starts with Barham's (1965) and Jacobson's (1966). The behaviours that the researcher identified were deemed actions that compare with effective teaching. Over the next four decades, clinical teaching effectiveness studies had focused primarily on the clinical instructor's characteristics (Ismail et al., 2015).

1.2 Problem Statement

The increase in the elderly population is challenging healthcare workers' problems, especially among nurses. It is because elderlies are less healthy than the young, hence increasing the proportion of the aged group associated with an increase in the prevalence of ill health. The physical and social changes related to ageing are combined with multiple acute and chronic diseases (Mafauzy, 2000).

On the other hand, an earlier study found that the specific problem toward the nursing student's age was students' intentions to work with or preferences for working with older adults. These studies have repeatedly shown students prefer not to work with older adults or work in nursing home settings. Moyle (2003) conducted a cross-sectional survey of undergraduate nursing students; 97% of respondents indicated they had no intention of working in long-term care. They saw the environment as a depressing place where everyone was dying (Moyle, 2003). Students' lack of preference to work with older adults was also found in an earlier study. The author conducted a mixed-methods study and found that students ranked using with the elderly lowest among nine choices of work settings and populations. In interviews, the researcher had found that students saw working with the elderly as boring, unchallenging, and uninteresting (King et al., 2013).

Besides, the problem of nursing students' attitude change had been examined in the previous s. The attitudes of 118 baccalaureate nursing students over 3 years had found that students' attitude scores became less favourable as clinical experience with more critically ill older adults increased. Then, Holroyd et al. (2009) which the researcher had conducted a cross-sectional study of 197 nursing students and found a drop in positive attitudes and a rise in negative attitudes at the beginning of Year 1 and Year 4 of the nursing program due to clinical experience with an older adult (Holroyd, Dahlke, Fehr,

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Jung, & Hunter, Attitudes toward aging: Implications for a caring profession., 2009). These authors indicated that students had considerable exposure to complex older adults during the sampling period (King et al., 2013).

Furthermore, as far as everyone knows, modern-day clinical instructors are the "teachers" who are with students in the clinical setting, which need to be expert in clinical and teaching performance. (Ironside, Diekelmann, & Hirschmann, 2005). Besides, nursing instructors have also been identified as powerful role models for their students, influencing student attitudes toward the elderly (Simpkins, 2013). However, minimal research explores clinical instructor attitudes towards older adults and what may positively shift nursing student attitudes. Therefore, it is crucial to complete further research to help provide a greater understanding of this topic.

There is a very lack of study in Malaysia on attitude among nursing students and clinical facilitators. This is why the present research focuses on nursing students and clinical facilitators to assess the level of attitude toward the elderly and promote a high positive attitude toward them.

1.3 Research Question

The research question for this study is:

1. What is the level of attitude toward elderly patients among nursing students in USM?

2. What is the level of attitude toward elderly patients among clinical facilitators in USM?

3. Is there any association between the level of attitude toward elderly patients among nursing students and clinical facilitators in USM?

4. Is there any association between clinical experience and the level of attitude toward elderly patients among nursing students in USM?

1.4   Research Objective
1.4.1   General Objective

The study's general objective is to determine the level of attitude toward the elderly patients among nursing student and clinical facilitators in Universiti Sains Malaysia (USM).

1.4.2   Specific Objective

1. To identify the level of attitude toward elderly patients among nursing students in USM.

2. To identify the level of attitude toward the elderly patients among clinical facilitators in USM.

3. To determine an association between the level of attitude toward elderly patients among nursing students and clinical facilitators in USM.

4. To determine the association between clinical experience and the level of attitude towards elderly patients among nursing students in USM.

1.5   Research Hypothesis

1. **The null hypothesis, H₀:** There is no significant association between the level of attitude towards elderly patients among nursing students and clinical facilitators in USM.

The alternative hypothesis, H.A.: There is a significant association between attitude towards elderly patients among nursing students and clinical facilitators in USM.

2. **The null hypothesis, H$_0$:** There is no significant association between clinical experience and the level of attitude toward elderly patients among nursing students in USM.

The alternative hypothesis, H.A.: There is a significant association between clinical experience and the level of attitude toward elderly patients among nursing student in USM.

1.6 Significance of The Study

The increase in the number of elderly patients can influence nursing students attitude due to lack of knowledge to handle the patient. Thus, it is essential to alert the nursing student perspective and what factor that the nursing student perspective can influence nursing student attitude toward the elderly patients. So, the significance of this study is that it provides insight into what attitude level are nursing student attitudes towards elderly patients in USM. Then, the finding of this study can be useful to offer valuable information regarding the attitude need for the nursing students to know in handling elderly patients in the hospital.

Besides, this study also will explain the association between clinical facilitators' and nursing students' attitudes towards elderly patients. This is because clinical facilitators play an important role in influencing nursing students, especially in attitude and behaviour to nursing students, which they can emulate in handling patients. Results of this study also proposed procedures that nursing program could utilise to foster positive attitudes towards the elderly patients among clinical facilitators and nursing students.

1.7   Conceptual and Operational Definitions

1)   Attitude

The manner of acting or feeling of someone concerning a person or thing; tendency or orientation, especially of the mind (Dictionary, 2012). In this study, the attitude is related to nursing students' attitude toward the elderly in indicating a positive or negative attitude toward the elderly (Hilt & Lipschultz, 1997)

2)   Elderly

According to the Nation (2009), the elderly or ageing population is defined as a person aged 60 years and above. However, the age of the elderly is different depending on the policies in each country itself. Malaysia approved the aged elderly of 60 years old as recommended by Ministry of Health Malaysia as well as agreed in the World Assembly on Ageing at Vienna in 1982. In this study, the researcher defined elderly clients as 60 years old and above that admit in the ward at Hospital Universiti Sains Malaysia (HUSM).

3)   Clinical facilitators

A clinical facilitator is defined as a person who responsible for giving direct supervision and instruction to students in the clinical aspect of training education (Tim & Thomas, 2001). In this study, the researcher defined clinical facilitator as lecturer, tutor and clinical instructor who supervise the student in the wad at Hospital USM.

4) Nursing students

The nursing student is an individual who enrolled in the nursing program (Medical Dictionary, 2009). Nursing students are also classified as students who are in progress in completing their study. Upon completion, of course, students will be eligible to write a national nursing exam and apply for registration nurse (Simpkins, 2013). In this study, a nursing student is referring to a participant who is respondent in this research population which are all nursing students in Universiti Sains Malaysia.

5) Clinical experience

Clinical experience is the state which students participate in supervised learning sessions in real world health care environments, which provide them with the opportunity to put what they've learned in the classroom into practice (University of Pittsburgh, 2020). In this study, clinical experience is related to independent variable of this study.

CHAPTER 2 LITERATURE REVIEW

2.1. Introduction

This chapter aims to explore the literature on the topic of attitude towards elderly patients among nursing students and clinical facilitators. This literature review is to summarise the current literature related to the subject. The purpose of the literature review is to gain more knowledge about the level of attitude toward elderly patients among nursing student and clinical facilitators. This includes the nursing student attitude toward elderly patients, the clinical facilitators' attitude toward the elderly patients, the association between nursing students and clinical facilitators, an association between clinical experience and nursing student attitude toward elderly patients and measurement of attitude toward elderly. Lastly, this chapter also presented a suitable conceptual framework for this study.

2.2. Overview of Elderly

The overview of elderly comprises of definition and prevalence, the ageing process and elderly care.

2.2.1. Definition and Prevalence of Elderly

According to the World Health Organization, "We must refine and define the strategies that stimulate healthy and active ageing. Active ageing strategies concern everyone from policymakers to researchers, from practitioners to every individual on this planet. From the gender perspective, we must recognise gender-based difficulties and inequalities, which affects how well we age as men and women."(Mukherjee & Kar, 2003). Next, somewhere in the range of 2015 and 2050, the extent of the total populace

of more than 60 years will almost be two-fold, from 12% to 22%. By 2020, the number of individuals matured 60 years and more seasoned will dwarf kids more youthful than five years. In 2050, 80% of more seasoned individuals will be living in low and center pay nations. The movement of the populace maturing is a lot quicker than before. All governments face significant difficulties to guarantee that their wellbeing and social frameworks are prepared to benefit as much as possible from this segment move (WHO, 2018).

In Malaysia, the statistic of the elderly according to state in 2010, Selangor has the largest population of elderly aged 60 years or over in 2010. However, it is still a relatively young state. Compared to Perak, the country with the highest percentage of older persons (12%), Selangor's elderly only makes up about 6% of the total population in 2010 (Hamid, 2019). At present, the number of Malaysians aged 60 years and above is predicted to be 1.4 million and is projected to increase to 3.3 million in the year 2020. According to earlier study, the percentage of the population that is 60 years and above also increased, which was 5.2% in 1190 and 6.3% in the year 2000. In the year 2020, the population of Malaysia is expected to be increased from 18.4 million to 33.3 million which with an increase in about 80% (JEAN-F. TOMB et al., 1997)

2.2.2. Ageing Process

Ageing is a gradual, continuous process of natural change that begins in early adulthood. During early middle age, numerous substantial capacities start to decay slowly. Individuals do not get old or older at a particular period. Generally, age 65 has been assigned as the start of a mature age. Yet, the explanation was situated ever, not science. Numerous years prior, age 65 was picked as the age for retirement in Germany, the top country to set up a retirement program, and it keeps on being the retirement age

for a great many people in created social orders, even though this custom is evolving (Richard, 2019).

2.2.3. Elderly care

Care for the elderly involves dedicated support for an older person who wishes to continue living in their own home. It may include housekeeping services, cooking meals, personal care, domiciliary care, mobility support, administering medication or only companionship and support getting out and about. Elderly care can be offered through regular home visits, during day or night. A carefully selected live-in career can also be arranged, providing the extra reassurance that someone is always there to support and help you live independently. Especially for someone living with dementia, this additional support within the home environment can be invaluable in maintaining routines and living with a reasonable degree of independence (Helping, 2012).

The main objectives of providing nursing care to the elderly are to maintain and promote an optimum level of health and function, identify health problems at an early phase as much as can. Furthermore, to avoid worsening a current health condition and avoid further complications is also nurses' role in caring elderly. The organized framework through which the nurse delivers care involves assessing, identifying needs, planning, implementing, and evaluating nursing care. While providing care to elderly persons, nurses should be aware of the possible complications of the disease and the treatment. They need to assess the patient's physical, mental status and cognitive skills, understand their acute and chronic health issues and common health concerns, such as falls, changing sleep patterns and incontinence. Various functions of nurses that can contribute to the older people's optimum health and overall well-beingnclude supportive,

stimulating, educative, life-enhancing, and managerial (Sukhpal, Care of Elderly Patients: Role of Nurses, 2015).

2.3. Nursing Student Attitude Toward Elderly Patients

The definition of attitude is acting or feeling of someone concerning a person or thing; tendency or orientation, especially of the mind (Dictionary, 2012). Attitudes play an important role in affecting nursing professional to work with the elderly. Especially nurses can feel both experience positive and negative attitude toward the elderly.

Based on the previous study in India conducted by Sukhpal Kaur et al. (2014) among nursing students shows that attitude of the nursing students regarding the care of elderly, most of the respondents had 64.6% of positive attitude regarding the care of elderly. 30.1% of the respondents had a neutral attitude. Then, only 5.3% had a negative attitude regarding the care of the elderly. Besides, the mean attitude score was 60.38 ± 8.95, with a range of 22 to 78 (Baljeet Kaur, 2014).

Then, another previous study conducted by Strugala et al. (2016) among 360 nursing students to measure their attitude had 133 of them presented 36.9% a positive attitude towards the elderly, and 227 had 63.1% an opposing viewpoint. The study also shows that 66.2% negative attitude was more frequent in subjects in a relationship with 155 subjects and 56.7% in those who were single. Then, 34.6% who were raised by their parents and did not have regular contact with older members of their families presented a positive attitude, and 65.4% of them showed a negative one. 39.3% of extended families were positive towards the elderly, and 60.7% had an opposing viewpoint (Strugala, 2016).

2.4. Clinical Instructors' Attitude Toward the Elderly Patients

Clinical facilitators must have the opportunity to significantly impact on the students' learning who eventually graduate and shape nursing practice. The attitude of clinical facilitators plays a significant role in the development of professional nursing who are knowledgeable and skilful within the health care system, deliver safe, quality nursing services to all categories as patients, families and communities to attain, maintain and recover optimal health (Okoronkwo, Onyia-Pat, & Agbo, 2013).

According to the previous study by Simpkins et al. (2013) state that nursing students identified that their clinical facilitators was the most crucial instructor to teach the professional nursing role and was the instructor whose attitudes and behaviours were viewed as the ideal to be a role model (Bidwell & Brasler, 1989). Kelman (1958) defined a process of identifying where students can acquire attitudes of another through role modelling. Nursing students emulate the attitudes and behaviours of their facilitators'. Thus, clinical facilitators must serve as positive role models (Sheffler, 1998). Student more prone to copy their nursing facilitators' action over what they have been told (Bidwell & Brasler, 1989).

Clinical facilitators must always possess effective teaching behaviours such as professional knowledge, role modelling and clinical competence. Besides, the teacher's personality is also an important component because experiencing the proper pattern of clinical facilitator's behaviour is a motivation for educating students. So that why, student and teacher communication can affect students' attitudes. Also, clinical instructors' characteristics play an important role since clinical instructor enables students to gain the knowledge and skills associated with caring for patients and gives learners the chance to

internalise the role of the nurse as caregivers. To reach high quality in clinical nursing education, variables as the relationship of clinical teaching behaviours to student learning must be identified. Also, nursing students' perception of effective clinical instructor behaviour is crucial for modifyingcrucial for modifying and facilitating effective clinical instruction. (Ismail et al., 2015).

On the previous study by Wade (1999) has been conducted on developing positive attitudes towards working with elderly found that education and more specifically, nursing facilitators play a role in influencing attitudes towards elderly among nursing students. "How nursing students perceive the elderly will be influenced by the extent to which staff involved in teaching have an interest in elderly or have specialist gerontological education" (Wade, 1999).

Furthermore, according to Simpkin et al. (2013) study state that clinical instructors were also identified as positive role models for their students in the findings of their research, this was because the students were always observing that their instructors possessed highly positive attitudes towards elderly and that they thoroughly enjoyed working with this population. Nursing students also recognised their clinical instructors as positive role models in Davies' (1993) study (Simpkins, 2013).

2.5. Association between Nursing Students' and Clinical Facilitators'

In one previous study by McLafferty's (2005), has conducted in the United Kingdom, was to compare the attitudes of the nursing student with those of nurse teachers towards working with hospitalised older patients. The sample was 59 nursing instructors, 82 nursing students who had completed their first term of theory, and 80 nursing students who had completed a theory and clinical placement. A 20-item questionnaire was

developed, piloted, and refined before it was used. Statistical data analysis included ANOVA and post hoc comparison. The study results indicate a few significant differences between nursing facilitators and nursing student attitudes towards caring for the elderly. It also that nursing student viewed ageing as synonymous with the decline (McLafferty, 2005).

Studies have shown that nurse educators and nursing students' relationship affectsclinical skill performance (Bryan et al., 2013; Serçekus & Bas, 2016). Significantly it involves the management of learning and the desire to learn the clinical skill. Assessment of students' learning environment is a need before a student can embark on the subsequent self-directed learning process.

According to Simpkins et al. (2913), the positive shift in students' attitudes may be partially explained, which showed that nursing instructors possessed highly positive attitudes towards elderly and that there was a significant relationship between instructors' and students' attitudes perspectives (Simpkins, 2013).

The previous study in Malaysia by Zainudin et al. (2019) have stated that good management of learning required excellent collaboration and communication with the educators. However, the student's clinical skill learning activities were poorly accepted by the studentthe student's clinical skill learning activities when there is a lack of understanding in touch. A response from a student has shown that the students were poorly prepared on how to deal with unexpected clinical skill assessment by saying "we do the procedure, but the lecturer expects us to do different things. Like I just said, we learn from others and are assessed by others" (Zainudin et al., 2019). Thus, nursing

students' communication with educators is the crucial component in self-learning to gain knowledge, especially on how to handle elderly patient.

2.6. Association between Clinical Experience and Nursing Students Attitude Toward Elderly Patients

Clinical experience is one of the variables which can be associate with an attitude among nursing students. "Learning experiences based upon active participation with elderly can influence attitudes" (Cozort, 2008). One study conducted in the United States has found that students with limited experience with the elderly were not willing to choose a career in geriatrics and may have negative attitudes towards older adults (Gorelik, Damron-Rodrigues, Funderburk, & Solomon, 2000). However, Fox and Wold (1996) found that geriatric placements may influence nursing students' career intentions (Simpkins, 2013).

The American Association of Colleges of Nursing (2006) had recommended a separate course designed to address elderly specific needs as one key component of nursing education because the elderly represent the core business of healthcare. Furthermore, other than approaches to the gerontological nursing course, there are differences in the divvying up of credit hours. Elderly care clinical placement is also a concern as there are only five geriatric wards in Malaysia. Hence, not all nursing students have the chance to practice in an old community (American Association of Colleges of Nursing (AACN) & John, 2006).

In the previous study in Malaysia by Chong Chin Che et all (2018), an exciting finding showed that nursing students who had clinical experience with the elderly at nursing homes exhibited higher intention levels than those posted to general or geriatric

wards. This is likely because of the supportive learning environment of the nursing home setting. For instance, students from Sarawak are assigned to Rumah Sri Kenangan (a government-funded residential care home) and private nursing homes run by non-government organisations for their elderly care experience. During their clinical placement, students are supervised by gerontological trained clinical educators. Students must have positive experiences with elderly care to encourage more student nurses to try a new experience in gerontological nursing. Nursing programs must ensure that the clinical environment and assigned clinical facilitators work in tandem to foster positive attitudes towards caring for older adults (Che et al., 2018). The clinical learning setting is particularly vital for building students' passion in elderly care and preparingtudents with positive experiences in caring for both healthy and sick elderly using a variety of innovative strategies (American Association of Colleges of Nursing (AACN) & John, 2006). Even though experience taking care of people living with frail dementia and ill elderly in general or geriatric wards might result in unfavourable interest towards working with the elderly, conversely, when students experience an enriching placement, they might transform their perception of gerontological nursing, so that it will be seen as an exciting and challenging career list (Brown, Nolan, Davies, Nolan, & Keady, 2008).

2.7. Measurement of Attitude Toward Elderly

In this study, Revised Kogan's Attitude toward Old People (RKAOP) has been used to measure the level of attitude among nursing students and clinical facilitators toward elderly patients. In Kogan's (1961) study, Attitudes Toward Old People, he developed a Likert scale to ease attitudes towards older people in general. Kogan's scale has been employed extensively in social science research. The scale assesses individuals' positive and negative attitudes towards the elderly for norms and individual differences. It

investigates stereotypes and misconceptions towards the elderly (Lee, Measures of student attitudes on aging, 2009). It is a self-administered questionnaire with a set of 22 matched positive-negative statements towards older adults.

Fernandes, Afonso, and Couto (2018) used Kogan's scale in their Portuguese version study to measure nursing students' attitude toward older people. Another previous study in Macao also adopted Kogan's attitudes towards older people scale (KAOP) to measure Nursing students' attitudes towards older people and future career choices (Fernandes et al., 2018; Hsu & Ling, 2018). Ghimire et al. (2019) also used Kogan's Attitudes towards Older People Scale (KAOP) to measure attitudes towards senior citizens. The cumulative KAOP score ranges from 34 to 204, which higher total scores indicatedKAOP score ranges from 34 to 204, which higher total scores indicated more positive attitudes. The KAOP scale has been used widely in different settings, including a few "non-western" countries like Singapore, Saudi Arabia, and across a range of professional groups (Ghimire et al., 2019).

Nursing research has widely employ Kogan's scale; this has been attributed to the fact that it has been extensively tested and it is viewed as reliable and valid in its original and adapted formats (Erdemir et al., 2011; Feenstra, 2012; Fernandes et al., 2018; Henderson et al., 2008; Hsu & Ling, 2018). Some of the positive statements measured in Kogan's scale highlight the caring component of the nurse-client association, such as spending time of conversation with the client about their experiences. Caring is seen as a fundamental component of nursing practice and the nurse-client relationship (Arnold & Boggs, 2003).

However, this scale has also been having limitations. It was created for sociology research, so its helpfulness in nursing research has been discussed. McLafferty (2005) views that Kogan's scale as too general because it does not focus specifically on nurses' unique attitudes towards the elderly. It has also been commented as confusing factual statements with attitudinal statements (Palmore, 1977). As Palmore (1977) has been stated, "unfortunately, some negative stereotypes about the aged are generally true, and some of the positive statements are false" (Palmore, 1977). Thus, students' measurement of attitudes may be obstructed by students rating a statement based on whether it is true or false, rather than rating based on whether they agree or disagree with the idea.

2.8. Conceptual Framework

The theory of planned behaviour had proposed that behavioural intentions, the proximal determinant of action, are predicted by the outcome of several different factors. These include the individual's attitudes towards the target behaviour, subjective norms, and perceived behavioural control. Attitudes are understood as acting or feeling of someone about a person or thing, tendency, or orientation, especially of the mind. Subjective norms are the perspective held by the individual about significant others' attitudes towards the behaviour. Personal criteria also incorporate the individual's motivation to comply with the views of those significant others. Perceived behavioural control includes factors that the individual considers to be salient in determining whether they can perform the behaviour. Thus, a standardised approach using the theory of planned behaviour views attitudes, subjective norms, and perceived behavioural control as jointly contributing to the formation of behavioural intentions (McKinlay & Cowan, 2003).

The theory of planned behaviour also requires the researcher to elicit from respondents those factors that they consider relevant to the formation of attitudes, subjective norms, and perceived behavioural control. Besides, it requires that the attitude object be as tightly specified as possible (McKinlay & Cowan, 2003). In the present study, this meant asking nursing students about their attitudes towards clinical experience with elderly patients rather than asking them about their more general views of the elderly patients.
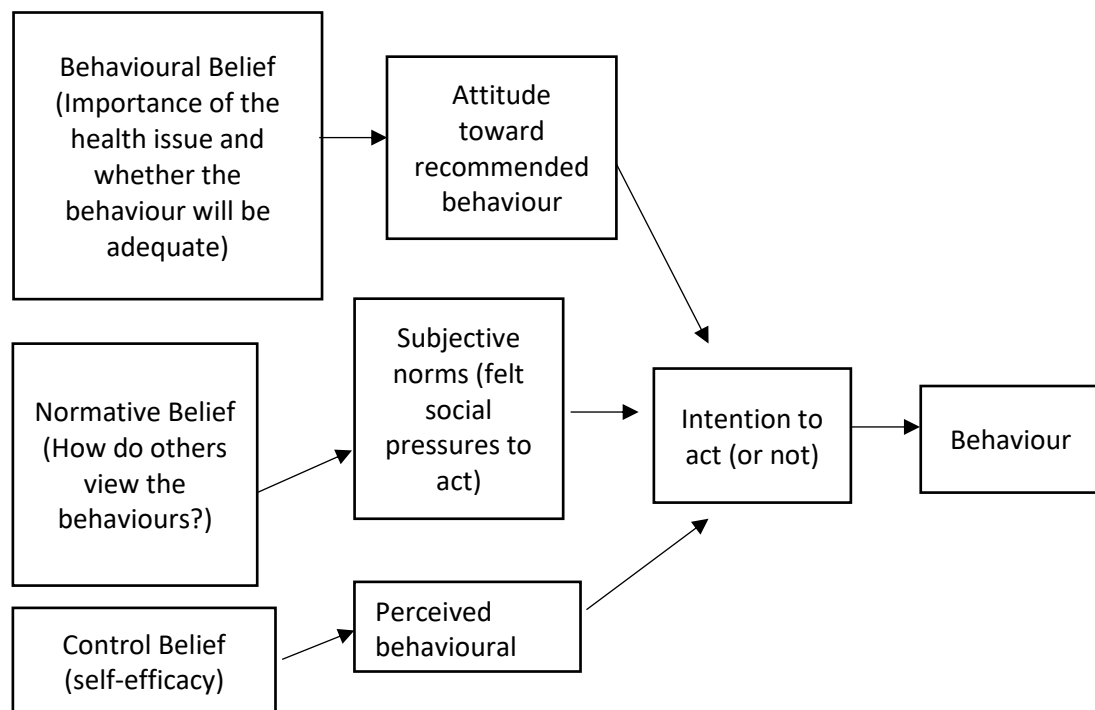

Figure 1 Theory of Planned Behaviour (Adapted from Ajzen 2005)

According to the Theory of Planned Behavior, the behavioral belief is including of demographic data of clinical experience with elderly patients. The behavioral belief inhibits nursing student from promoting positive or negative attitude toward elderly patients. Nursing student attitude was measure by Revised Kogan's Attitude toward Old People (RKAOP) (Hilt & Lipschultz, 1997).

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┌──────────────┐     ┌──────────────┐     ┌──────────────┐     ┌──────────────┐
│ Behavioural  │     │ Attitude     │     │ Behavioural  │     │              │
│ Belief- Clinical│→ │ toward       │→    │ Intention    │→    │ Behaviour    │
│ experience   │     │ recommended  │     │ (Positive    │     │              │
│              │     │ behaviour    │     │ or Negative  │     │              │
│              │     │              │     │ Attitude)    │     │              │
└──────────────┘     └──────────────┘     └──────────────┘     └──────────────┘
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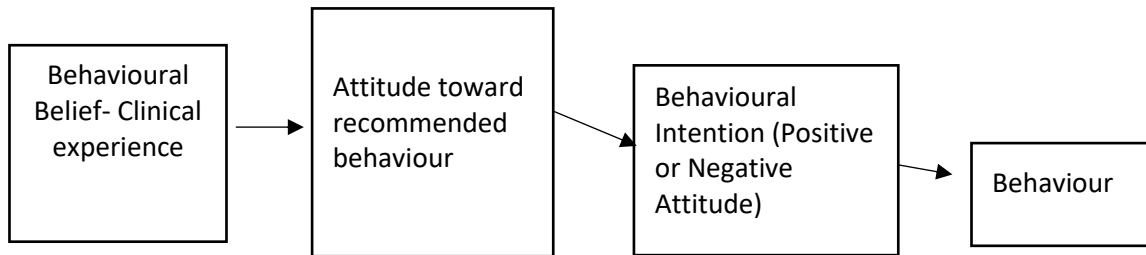
Figure 2 Modified from Theory of Planned (Adapted from Ajzen 2005)

CHAPTER 3 METHODOLOGY & METHOD

3.1. Introduction

This chapter present on how the study will proceed, including the methodology and methods used. A flow chart of the study is provided within this report. Along with the methods and approach used, the study procedure has also been described, such as research design, population and study setting, sample, and sample selection. It also detailed ethical consideration and the method used in the analysis.

3.2. Research Design

The research design selected for this study is a cross-sectional study using an online survey questionnaire to assess the level of attitudes towards the elderly patients among nursing students (all nursing student) and clinical facilitators in the Universiti Sains Malaysia.

3.3. Research Setting and Population

The study will be conducted at School of Health Sciences in Universiti Sains Malaysia (USM), Kubang Kerian, Kelantan, consisting of nursing, medical radiation, sport sciences, biomedical, nutrition, and dietitian courses. School of Health Sciences in USM has been chosen to conduct this study because this campus has several courses involving students undergoing their clinical training at the Hospital USM. This study will be from January 2021 till Mac 2021.

The study population composed of nursing students and clinical facilitators towards the elderly patients in USM, Kubang Kerian, Kelantan. The total number of nursing

student is 284 and 37 clinical facilitators. The population meets the inclusion and exclusion criteria.

Table 3.1 Total number of nursing students in USM

Level of education	Year of study	Total number of nursing students
Diploma	1	53
	2	69
	3	45
Bachelor of nursing degree	1	35
	2	31
	3	27
	4	25

Table 3.2 Total number of clinical facilitators

Level of status	Total number of Clinical Facilitator
Lecturers	10
Tutor	23
Clinical instructors	4

3.4. Sampling Plan

3.4.1. Sample Criteria- Inclusion and Exclusion criteria

The specific requirement inclusion in this study required that each participant must be:

- All undergraduate nursing student

- Clinical facilitators of nursing student

The participant will be excluded from the study if they:

- Nursing students completing their Bachelor of Nursing Degree

- Lecturers who do not supervise the nursing student in the clinical area