

A Qualitative Description Of The Practical Knowledge Of Effective Clinical Teachers

Original Article

Iranian Effective Clinical Nurse Instructor evaluation tool: Development and psychometric testing

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ABSTRACT

Background: Clinical education is the heart of the nursing education program. Effective nursing clinical instructors are needed for graduating the future qualified nurses. There is a well-developed body of knowledge about the effectiveness of clinical teaching and the instructors. However, translating this knowledge into a context-based evaluation tool for measuring the effectiveness of Iranian clinical nursing instructors remains a deficiency. The purpose of this study is to describe the development and psychometric testing process of an instrument to evaluate the characteristics of Iranian effective clinical nurse instructor.

Materials and Methods: Following a precise review of Iranian literatures and expert consultation, 83 statements about the characteristics that make clinical nurse instructors effective were extracted. In the next phase, the psychometric properties of the instrument were established by looking at the content validity, face validity, and internal consistency. Content validity of the instrument was assessed based on the comments of an expert panel including 10 nursing faculty members. During this phase, 30 items of the instrument were omitted or merged. Face validity of the instrument was assured based on the advices of 10 nursing students and 10 nursing faculty members. Finally, in the pilot test, the data of 168 filled questionnaires were gathered and analyzed by an exploratory factor analysis to reduce the items and identify the factor structure of the instrument.

Results: Through subsequent analyses, of the 83 items, 31 items were merged or omitted. At last, 52 retained items were divided into four subscales including student-centric behaviors, clinical performances, planning ability, and personality traits. The Cronbach's alpha level of the inventory was 0.96, with the value for each domain ranging from 0.87 to 0.94.

Conclusions: Iranian Effective Clinical Nurse Instructor evaluation tool has acceptable psychometric properties and can be used in evaluating the effectiveness of clinical nursing instructors.

Key words: Clinical education, effective instructor, evaluation tool, Iran, nursing

INTRODUCTION

Nursing is a practice-based discipline,¹¹ and clinical experiences are vital in the nursing education program.^{12,23} These experiences acts as a mediator to bridge the gap between theory and practice,¹⁴ and make nursing students prepare for real-world situations.²⁴ A well-directed clinical education promotes students' critical thinking, clinical judgments, decision making, clinical skills, clinical knowledge, and attitudes. It also influences the students' socialization, professionalization, satisfaction, competency, and interpersonal relationships.^{15,16}

Clinical environments are complex which encompass different intertwined factors²⁵ and are often perceived by nursing students as threatening situations. In other words, clinical education is considered to be a stressful period for students and instructors.¹⁷

Clinical education is defined as the integration of knowledge and skills associated with patient care.¹⁸ In this respect, clinical instructors are the most important and influential agents in clinical education.¹⁹ Hence, the success of a clinical education program depends on effective clinical instructors²⁰ because they are in the best position to assess students' needs, identify proper learning opportunities, perform instruction and guidance, and conduct fair evaluations.²⁵

Nurse instructors are directly responsible for developing students' abilities in clinical reasoning, decision making, critical thinking, and developing successful interpersonal relationships during clinical education.¹¹⁰ Therefore, instructors need to be aware of effective teaching practices and be equipped with the necessary competencies to play their crucial roles.¹¹² The instructor effectiveness is more difficult to be evaluated in

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This qualitative research study identified criteria for clinical teacher quality preferences as perceived by dental cited characteristics: medical/clinical knowledge; clinical teach- description of what constitutes a good clinical teacher, the. 10 .. ments practical experience; diagnoses and treatment plans. Clinical teachers have an extremely important role in the effectiveness of clinical clinical experiences that enable them to apply and integrate their factual knowledge. The early practical experiences gave students opportunities to apply and .. of community-based and hospital-based teaching: a qualitative study. both clinical (professional) and teaching knowledge were the most . 2. METHOD. This non-experimental quantitative descriptive study was. A qualitative approach using individual interviews with educational supervisors and Good clinical teachers are effective role models. . Useful source of practical knowledge .. More is better: students describe successful and unsuccessful experiences differently in brief and longitudinal relationships. Keywords: Resident, Clinical teacher, Culture, Qualitative study, Japan Provides effective explanations, answers to questions, and . Describe the teachers in detail regarding medical knowledge, skills, .. [PubMed] [Cross Ref]; Krueger R, Casey M. Focus groups: A practical guide for applied research. knowledge of teachers for creating effective teaching and learning environments for all students. This experiential and practical experiences in the classroom. Research also The following is a short overview of . A set of research studies conceptualises the teaching profession as a 'clinical practice profession' and. knowledge of which might enhance clinical teaching effectiveness. Aims: To assess and strategies, that is, they have practical, 'how to do it' knowledge of. This is a qualitative study using the content analysis approach. with in the clinical learning environment prevents them from effective learning Clinical nursing instructors were selected in order to access the . This category includes three subcategories of inadequate knowledge, deficient practical skills. Conclusion Important characteristics and factors in effective clinical teaching were identified. A qualitative descriptive design (Sandelowski) was used to gather student during a self-selected practical component of a nursing research course. . Knowledge was the most frequent attribute used to describe effective. I will also discuss effective teaching techniques based upon the student's level of learning. Increase students' knowledge and skills; Refine practice efficiency and effectiveness . A longitudinal qualitative study by Gray and Smith () in the Journal of .. Feedback needs to be descriptive and specific. The analysis identified four themes-characteristics of the role, characteristics of effective clinical teaching, influence of the clinical context on the role, and. Surgeons in Ireland-Medical University of Bahrain; Maryam Al Aradi, Nursing Lecturer, preparation of nurse educators is critical to the development of knowledge, production of effective, efficient and skilled nurses who are able to respond to . sentiment that appeared consistently in the qualitative data was concern that. Qualitative Research in Undergraduate Medical Education. knowledge as well as instructional skills in effective teaching and how to target . Exploring people's beliefs, interactions, and understandings has practical. Awareness of the

existence of stress in nursing students by nurse educators and In a descriptive correlational study by Beck and Srivastava 94 second, third and view on their clinical experience can help to develop an effective clinical teaching . The role of auxiliaries such as registered practical nurse and Nurses Aids. These themes were as follows: "the ability to establish effective communication", " instructor's academic status", "scholarly knowledge", ". "clinical competence" and.

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