

**Intervention program for clinical instructors
about clinical teaching**

Thesis

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SUMMARY

Clinical instruction is an essential component of professional education in nursing and accounts for a significant portion of credits within baccalaureate nursing programs. Clinical instructors are expected to have strong clinical teaching knowledge, strong clinical teaching performance as well as clinical teaching behavior.

The aim of the present study was to conduct an intervention program for clinical instructors about clinical teaching at Faculty of Nursing- Fayoum University.

The study sample included all the 40 clinical instructors. Three tools were used for data collection: 1) Knowledge questionnaire sheet developed by the researcher based on literature review *Morsi(2003)*, *NIN(2004)*, *Abd-ElAlim (2007)*, *Oermann (2008)* and *Mahfouz (2011)*, which contains 40 questions concerned with the assessment of the participant clinical teaching knowledge. It was used pre and immediately post program intervention and three months later. 2) Observational checklist developed by the researcher based on literature review *Essa and Adam(1997)*, *Mohammed (2008)*, and *Qaap(2011)*, composed of 71 items to assess performance of faculty instructors in applying activities of clinical teaching. It was used pre and immediately post program intervention and three months later. 3) Effectiveness of clinical teaching behavior tool developed, constructed by the researcher based on literature *NIN (2004)*, *Abd-ElAlim (2007)*, *Mohammed (2008)*, *Salah (2009)* which consists of 54 items to have the participants opinion about their clinical teaching behavior. It was used pre and immediately post program intervention and three months later.

Results

- The highest percent of clinical instructors' age group ≥ 20 to < 30 . About half of clinical instructors' years of experiences in teaching field ranged from 1 to < 4 years.
- Clinical instructor's degree of education, the highest percent had bachelor degree in nursing and about one third had master degree in nursing.
- Highly statistically significant differences were found in all components and the total score of clinical teaching knowledge throughout the program for clinical instructors ($P < 0.001$).
- There were highly statistically significant differences in all components and the total score of clinical teaching performance throughout the program for clinical instructors ($P \leq 0.001$).
- There were highly statistically significant differences in all components and the total score of clinical teaching behavior throughout the program for clinical instructors ($P \leq 0.001$).
- There were statistically significant positive correlations between clinical teaching knowledge, performance and behavior in pre intervention, immediate post intervention and three month later.
- There were no statistically significant relationship between personal characteristics and clinical teaching knowledge, clinical teaching performance, and clinical teaching behavior of clinical instructors.

In the light of these results the following recommendations can be suggested:

- All new faculty clinical instructors are employed – only - after they have undertaken a mentorship/ preceptor ship program to develop their clinical performance, and behavior
- Set up an orientation and continuing education sessions for clinical instructors regarding requirements for effective preparation of clinical instructor's roles to develop their clinical teaching knowledge .

- Regular meetings between mentor and clinical instructors to give them feedback to improve their knowledge, performance, and behavior, focusing on their tasks and specific needs to put them on the right track.