

INTRODUCTION

Clinical teaching and learning have been recognized as one of the most important and necessary part of any educational process in nursing (Katzabassaki et al., 1997).

Also it has been acknowledged as being the heart of nursing education (Lee et al., 1996).

The goals of clinical teaching In nursing include assisting student to acquires skills, develop professional responsibility, and move from dependent, supervised practice to independent, collaborative practice (Van Hoozer et al., 1994).

The educational environment has been described as the conditions, forces, and external stimuli, which affect the individual. These forces may be physical, social as well as intellectual forces and conditions. It ranges from the most immediate social interaction, to the more remote cultural and institutional forces (Bloom in Dunn and Hansford, 1997).

The CLE is an interactive network of forces within the clinical setting that influences the student's clinical learning outcomes (Keeves in Dunn and Hansford, et al., 1997).

In addition, it has a group of stable characteristics unique to a particular clinical setting and impacting on the behavior of individuals within that setting (Orton, in Dunn and Burnett, 1995).

Clinical teachers were identified as the persons most critical to the students' learning (Day and Reutter, et al., 1994). And it is stated that the best characteristics of clinical teachers are: good role model, enjoy nursing, enjoy teaching, take responsibility for their own action, have

clinical skills and judgment, are approachable and self-confident. In addition, demonstrating communication skills, listening attentively, promoting students independence, well-prepared for teaching, encourage mutual respect, provide support and encouragement, answer carefully and precisely are characteristics of the clinical teachers. Stimulating students' interests, demonstrating empathy, being dynamic energetic person, identifying students' strength/weakness, using self-criticism constructively, correcting students' mistakes without belittling, being open-minded, non-judgmental, and giving positive reinforcement, being realistic in her expectations of students are also other characteristics of the clinical teacher (Katzabassaki et al., 1997).

It has also been noted that the effective clinical teachers have been found to be good role models, who enjoy teaching and demonstrate clinical skill and sound judgment, also been noted that the effective clinical instructor demonstrates caring behaviors toward the students in the learning environment (Beck, 1994).

These behaviors are smiling, hearing what the student is saying, not rushing the student, sharing experiences and demonstrating a non-judgmental attitude (Larrivee L. et al., 1994).

The need to identify characteristics of effective clinical teaching for undergraduate nurses had increased in conjunction with the renewed interest in faculty practice and the thrust to revive nursing curricula to prepare students for the realities of practice (National League for Nursing: and American association of Colleges of Nursing, in Krichbaum, 1994).

When the educational & service setting are separate, students after have difficulty making the links from theory to practice because they lack practitioner role model clerk (Patrick et al., 1991). So, students perceive faculty as theoreticians, unable to relate theory and practice (Timpe and Selekman et al., 1991).

Students also observe how registered nurses behave and how they handle problems and frustration in clinical area, So students need to “try on” the styles of others before they mold their own nursing personality. And they want to assure that the basic skills are applied in real life situations (Gross et al., 1993).

On the other hand, teachers claim that there are problems with ward teaching. They relate to “feeling a guest” on the ward and having little control over either the patient or educational process there, also the role of the teacher in the clinical area is ineffective in its present form (Owen et al., 1993).

There are some approaches for improving student clinical practice are “actual participation” of their teacher in service. This includes: collaboration and integration between the service and education (Steele 1991).

However, there has been little research in the area of clinical teaching effectiveness in nursing (Mogan and Warbinek , 1994).