

Summary

Nursing education principally center on the transmission of nursing knowledge and assisting students to acquire the necessary skills and attitudes associated with nursing practice. As with professional preparation generally, nursing education encompasses the three domains of learning which are the cognitive, the affective, and the psychomotor (**Lauber, et al., 2003**). One way to enhance nursing education is to evaluate effectiveness of teaching in nursing education. Effective teaching is a collection of the clinical trainers' characteristics, roles and functions through which educational goals are met. Undoubtedly the characteristics of the effective clinical trainer are one of the major factors that affecting on educational process in the clinical setting in nursing student exposed to many stressors. (**Gignac-Caille, and Oermann, 2001; Nahas, et al., 1999**).

This study is determining the importance of different characteristics of effective clinical trainer from students and teaching staff points of views and the availability of these characteristics based on their students' point of views. Study was conducted at medical surgical and community health nursing departments at Benha Faculty of Nursing, the subjects contained three groups *firstly junior students group* (120) of students were enrolled in the second academic year in 2005-2006, *secondly senior students group* (120) of students were enrolled in the fourth academic year in 2005-2006, and *lastly teaching staff group* (64) of staff members who were working and responsible for students' teaching, training and supervision in various clinical setting at Benha Faculty of Nursing. Three major tools were used for data collection in the study, *the first and third tools* were a questionnaire sheets were developed by the researcher through the literature to identify the perceptions of nursing students and teaching staff for effective clinical trainers' characteristics. It was divided into two

parts, **part I** was related to socio-demographic data of the respondents in the study and **part II** comprised of (44) items related to characteristics of the effective clinical trainers in the clinical setting these were presented under three main categories: *Firstly* personal characteristics (9) items, *Secondly* interpersonal characteristics (9) items, and *Thirdly* professional characteristics (26) items which divided into three subcategories professional characteristics as a teacher (8) items, professional characteristics as clinician (10) items and professional characteristics as evaluator (8) items, and **the second tool** was a questionnaire sheet were developed by the researcher through the literature to determine the availability of the effective clinical trainers' characteristics in the clinical setting as perceived by the nursing students. It contained the same items in the first questionnaire sheet

The Study Has Generated the Following Findings

1. There were significant differences among all study subjects in relation to importance of personal, interpersonal and professional characteristics for the effective clinical trainers.
 2. The junior nursing students assigned significantly greater mean scores in relation to the personal, the interpersonal and the professional characteristics as a teacher, clinician and as evaluator ($F= 3.387, P<0.05$, $F= 5.599, P<0.01$, $F=3.814, P>0.05$, $F=5.725, P>0.01$ and $F= 4.987, P<0.01$) respectively of the effective clinical trainers' characteristics more than teaching staff and senior nursing students.
 3. There were a significant difference among all the subject groups in the study in relation to very important characteristics for the effective clinical trainer; personal, interpersonal and professional characteristics as clinician respectively for teaching staff, junior and senior nursing students
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4. There were agreement between teaching staff, junior and senior nursing students in relation to $(19.109 \pm 2.851, 20.341 \pm 2.406$ and $20.066 \pm 3.532)$ respectively for professional characteristics as evaluator was reported at least important characteristics for the effective clinical trainer.
 5. There were agreement between junior and senior nursing students in relation to correct students mistakes tactfully without hurting feelings, helps students access to different resources (human resources, and equipment, references), having adequate theoretical background, giving guidance during demonstration of the clinical procedure and provide supervision throughout rotation as the most important characteristics for the effective clinical trainers.
 6. There were agreements between teaching staff and senior nursing students in relation to seek students' judgment related to their teachers' methods of teaching as a very important characteristics for the effective clinical trainers.
 7. There were agreement among all study subjects in relation to demonstrate enthusiasm for clinical teaching and training and provides specific suggestions for students' performance improvement as the least important effective clinical trainers' characteristics.
 8. There were agreements between junior and senior nursing students in relation to provide study guides and written material and answers student questions clearly and precisely as the least important effective clinical trainers' characteristics.
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9. There were agreement between teaching staff and senior students in relation to accepting different opinions and is capable of performing/demonstrate varied clinical procedures as the least important effective clinical trainers' characteristics.
 - 10.Regarding to extend of availability of the effective clinical trainer's characteristics there were a significant difference between junior and senior nursing students in relation to interpersonal and professional characteristics as a clinician as most available characteristics for the effective clinical trainer ($t=2.304$, $P<0.05$ and $t=-3.559$, $P<0.05$) respectively for junior and senior nursing student.
 - 11.The professional characteristics as a teacher was reported as least available characteristics by junior nursing students. While the interpersonal characteristics was reported as least available characteristics by the senior nursing student.
 - 12.There was agreement between junior and senior students in relation to helps students' access to different resources (human resources, and equipment, references) as the most available effective clinical trainers' characteristics.
 - 13.There were negative correlation between importance and availability of the effective clinical trainers' characteristics as perceived by nursing students in relation to professional characteristics as clinician. This means when the importance of the effective clinical trainers' professional characteristics as clinician increases the availability of these characteristics among clinical trainers at Benha Faculty of Nursing is decrease.
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In the light of the findings obtained from the present study, the following points are recommended:

1. Quality assurance unite should conduct seminars and workshops regarding interpersonal relationships and teacher-student relationship as apart of their professional development.
 2. Conduct orientation programs for all new appointed clinical trainers to agency, teaching strategies, teaching role and responsibilities in the clinical nursing instruction this could carried out in local workshops if the number of the clinical trainer appointed is large enough.
 3. Establish and disseminate annual course and annual faculty reports for stakeholders (teaching staff members, clinical instructors and students) especially about clinical teaching strategies and clinical trainer's roles and characteristics through the responsibility of the quality assurance unit at the faculty.
 4. Conduct chain of workshops and seminars, which a motivated clinical trainer can develop teaching skills.
 5. Design and implement plan of action by the quality assurance unit of the faculty to develop and improve the characteristics of the effective clinical trainer.
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