



Summary

Clinical learning practice is the core function of nursing education. Clinical training provides experience that is necessary for the learners to develop knowledge, skills, and attitudes. This is greatly facilitated by a competent assisting teaching staff (ATS) who can help, guide, and support the students during training in different clinical settings. Also the ATS plays an important role in providing students with experiences in real life situations.

One way to enhance nursing education is to evaluate effectiveness of clinical teaching in nursing education. Effective teaching is a collection of the ATS roles, characteristics, responsibilities, and functions through which educational goals are met. Clinical teaching program is very important as it's a mean for preparing quality ATS who can supervise and assist student during their clinical practice, this will improve students' performance and will improve quality of patient care.

The aim of the present study was to develop clinical teaching skills of the ATS at Benha Faculty of Nursing through: assessing knowledge and performance of the ATS in the clinical setting, assessing students' satisfaction regarding performance of the ATS in the clinical setting, designing an educational training program to develop the clinical teaching skills of the ATS, implementation of the designed program, assessing the effect of the program on knowledge and performance of the ATS in the clinical setting, and measuring the students' level of satisfaction in relation to the performance of ATS in the clinical setting.

The study was conducted at Benha Faculty of Nursing. In all academic departments of the faculty which were; medical-surgical nursing, pediatric health nursing, maternity and newborn health nursing, nursing administration, psychiatric health nursing, and community health nursing. The subjects contained two groups; *firstly ATS group* (60) members available at the time of



the study during the academic year (2010-2011) thirty of them were AL and thirty of them were CI who were working and responsible for students' teaching, training and supervision in various clinical setting. **Secondly nursing students group** (236) of students were enrolled in the fourth academic year in (2010-2011), (42) of the second year, (66) of third year, (64) of fourth year, and (64) of intern-nurses. Three tools were used for data collection in the study. **The first tool: Knowledge questionnaire sheet;** It was used to assess the ATS knowledge regarding to clinical teaching skills. *It consisted of two main parts: the first part, personal data:* it included data about socio-demographic characteristics; (age, marital status, qualification, position, years of experience, and department). *The second part, the knowledge test:* it was concerned with the assessment of the ATS knowledge about clinical teaching skills. It consisted of (50) questions. These questions were categorized under 5 main dimensions; clinical teaching and learning, clinical teaching strategies, clinical competence, clinical trainer, and clinical evaluation. **The second tool; ATS observation check list;** it was used to assess the actual performance of the ATS in the clinical setting during their student's clinical training. It consisted of (132) items which consisted of six categories; **1-Personal characteristics** (21 items), **2-Interpersonal relationship** (10 items), **3-Professional competence** (27 items); **4-Promoting effective and conducive CLE** (10 items), **5-Educational competence** "The role of the ATS" (52 items), and **6-The role of the ATS as assessor and evaluator** (12 items). **The third tool, Students' satisfaction questionnaire sheet;** it was used to assess and measure students' satisfaction regarding to performance of their ATS in clinical settings. This sheet consisted of two main parts; *the first part;* contained questions about socio-demographic data; (age, marital status, place of residence, academic year, and department). *The second part;* it consisted of (95) items which categorized into five main categories; **1- The Personnel Characteristics** (12 items), **2- The interpersonal relationship with others** (10 items), **3- The role of the ATS as educator**



(56 items), **4- The clinical competence** (11 items), and **5- The clinical learning environment (CLE)** (6 items). These tools were used pre intervention, immediately post program, and three months later after finishing the program.

The study has generated the following findings

- 1) There was a highly statistically significant difference in knowledge and performance of the ATS and also in the level of students' satisfaction as regard the performance of the ATS in the clinical setting among pre, post, and follow-up program.
- 2) There was high statistical significant improvement in ATS level of clinical teaching skills knowledge after intervention both immediately post program and on follow up. The majority (93.3%) of ATS were categorized as very poor in their clinical teaching skills knowledge before intervention, while after program none of them was found in this category.
- 3) There were high statistically significant differences between mean scores assigned by ATS in relation to clinical teaching skills knowledge throughout three phases of the program; pre, immediate post program, and follow up after three months. It is apparent that the most improved items were the clinical trainer and clinical evaluation.
- 4) There were high statistically significant differences between mean scores assigned by ATS performance in relation to their clinical teaching skills throughout three phases of the program; pre, immediate post program, and follow up after three months. The most improved items were personnel characteristics, interpersonal relationship, and assessor and evaluator.
- 5) There were highly statistical significant improvement and differences between mean scores assigned by nursing students regarding to their level of satisfaction in relation to performance of the ATS in the clinical setting throughout three phases of the program; pre, immediate post program, and follow up after three months. The most improved items were personnel characteristics and clinical competence.



- 6) It is apparent that mean score of all items decreased after 3 months of the program in comparison to immediately post program.
- 7) The most satisfying ATS as perceived by nursing students during performance in the clinical setting is the ATS who:
1. Demonstrates a sense of humor
 2. Recognizes students' anxiety.
 3. Encourages students to feel free to ask questions/ask for help.
 4. Demonstrates warmth and patience in interpersonal relationship
 5. Is well prepared for seminar/ clinical conference, ... etc
 6. Knowledgeable and skillful in practicing tasks
 7. Conducts activities with enthusiasm
 8. Guides group discussion as desirable
 9. Uses introduction before beginning the lecture and emphasizes on the main points and puts appropriate conclusion at end of lecturer
 10. Uses appropriate gestures in presentation and appreciates good ideas
 11. Acts as a resource person during clinical practice
 12. Asks question relevant to clinical practice under consideration
 13. Provides students chance for re-demonstration of varied clinical procedure.
 14. Provides positive, constructive, useful and timely feedback
 15. Use appropriate evaluation methods for measuring the educational objectives
 16. Provides specific suggestions for students' performance improvement
 17. Seek students' judgment related to their teachers' methods of teaching and evaluation.
 18. Determines the strong and weak points of students and inform students about it. And provide appropriate correction to students at the time of errors occurs.



In the light of the findings obtained from the present study, the following points are recommended:

1. The orientation training program must be conducted for preparation of all ATS especially newly appointed ATS is highly recommended. This program is supposed to facilitate the transition phase during their career and develop collegial relationships with peer and other staff members.
2. For increasing the quality of teaching; an educational training program for the newly appointed ATS are needed; such as training sessions, seminars, or workshops. The training should include new learning styles, new technology of education, and teaching/learning strategies that proved to raise nursing educational level. Also training should be placed on teaching how to assess individual learning needs, principles of adult learning, and how to evaluate students' performance.
3. Provide an opportunity for newly appointed ATS to discuss their students' clinical training, validate their decision making, and examine clinical issues with faculty member may create stimulating clinical experiences and foster the development of self confidence.
4. Continuous monitoring of performance of the ATS to improve the quality of the clinical teaching.
5. The ATS must be trained for effective use of available learning resources to ensure quality of clinical teaching-learning process.
6. More studies are needed to find out the other contributing factors that affect on effectiveness of the clinical teaching as student-teacher ratio, length of placement, factors that affecting on students achievement, ATS satisfaction, teacher qualification, preparation, and experience, and staff acceptance of students.
7. Developing other teaching training programs and compare the results in order to find out the most suitable and effective program to be used on national level in all nursing schools and facilities.