

Reflections on Quality Clinical Teaching and Evaluation Through the Input of Nursing Students at the University of Babylon in Iraq

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ABSTRACT

The researchers had conducted this descriptive study aimed at given the nursing students at university of Babylon chance to reflect on their opinions of clinical teaching and evaluation. The study consisted of (136) third and fourth year nursing students from college of nursing/University of Babylon. Data were gathered by using questionnaire form which consisted of four items (21 statements). All items were rated on 3 Point Likert Scale whereas (Always, Sometimes and Never). Data analysis was done through the application of simple descriptive statistical methods such as frequencies and percentages to assess the results of the study. The results of the study indicated that some of the teaching skills of the clinical teacher components are at accepted levels, other like quality of bedside teaching (integrating theory to practice) needs more efforts on the part of the teacher. Also, results showed the responses for the statement clinical teacher provided chances to practice skills (37%) and responses to statement encouraged students to actively participate in the discussions (37%) needs to be looked into future. As well as results showed that the opportunities for practicing nursing skills, (46%) seems to show that less than half of the students are able to achieve these opportunities. The study concluded that the learning environment created by the teacher and his/her characteristics can and does have a profound effect on learning and the challenge for nurse education is to provide learning experience that facilitates the so called knowledge doer. Finally, the study recommended the necessity for improving the quality of the theoretical knowledge and bedside teaching in the clinical area and emphasized on provision for more chances to practice skills.

Keywords: Quality Clinical Teaching, Quality Clinical Evaluation.

INTRODUCTION

Teaching in a clinical environment differs from formal educational settings and provides specific challenges for clinicians who are teachers. Instruments that reflect these challenges are needed to identify the strengths and weaknesses of clinical teachers¹. Excellent clinical teachers are described as physician role models, effective supervisors, dynamic teachers, and supportive individuals, possibly complemented by their role as assessors, planners, and resource developers^{1,2}.

It is clear from nursing students viewpoint that when the teacher is non-judgmental and applies democratic leadership style, he/she can facilitate learner participation in the learning process. On other hand, teachers who are dogmatic, belittling tone, rigid adherence to rules, critical discounting or defensive behavior, inhibit social relationships and thereby learner participation and consequent learning³⁻⁵. The researcher had conducted the study aimed at given the nursing students at university of Babylon chance to reflect on their of clinical teaching and evaluation.

General objectives of the study

To identify the characteristics of a clinical teacher & clinical evaluation.

To identify the teaching skills of the clinical teachers.

To determine the physical aspects of teaching environment.

To study the relevance of the teaching material in the clinical area.

To evaluate clinical performance through feedback.

Key terms

Quality Clinical Teaching: teaching in general is the interaction between teacher and the learner in order to bring expected changes in the behavior of the learner, while clinical teaching is a form of interpersonal communication between two people a teacher and a learner^{5,6}.

Quality Clinical Evaluation: activities or results which help to judge, assess or rate the importance, usability, value, and functionality. It a process which weighs behavioral changes stated in learning goal and objectives⁷.

MATERIALS AND METHODS

The study consisted of (136) third and fourth year nursing students from college of nursing/University of Babylon. Data were gathered by using questionnaire form which consisted of four items (21 statements). The items were rated on 3 point likert scale whereas (Always, Sometimes and Never). Data analysis was done through the application of simple descriptive statistical methods such as frequencies and percentages to assess the results of the

Table 1: Teaching Skills of the Clinical Teacher.

Variables	Always		Sometimes		Never	
	freq	%	freq	%	freq	%
1. Teaching Skills of a Clinical Teacher						
Punctuality (seminars, clinical teaching was started on time).	62	45	72	54	2	1
Quality of bed side teaching (integrated theory to practice).	38	27	94	70	4	3
Quality of theoretical discussion was good	54	40	82	60	-	-
My clinical teacher encouraged questions and discussion	68	50	68	50	-	-
My clinical teacher motivated me to do my best.	64	47	68	53	-	-
My clinical teacher encouraged me to think rather than just accept and memorize.	68	50	68	50	-	-
Clinical teachers are available to advise and answer questions.	64	47	72	53	-	-
I was able to understand the language of my teacher in the clinical teaching.	88	65	48	35	-	-

Table 2: Physical Aspects of the Teaching Environment.

Variables	Always		Sometimes		Never	
	freq	%	freq	%	freq	%
11. Physical Aspects of the Teaching Environment						
The length of clinical rotation was adequate.	34	25	84	62	18	13
Organization of learning objectives was clear.	68	50	66	49	2	1
Clinical teacher provided chances to practice clinical skills.	50	37	80	59	6	4
Encouraged students to actively participate in the discussions.	50	37	80	59	6	4
Sufficient time for break time was given.	16	12	80	59	40	29

Table 3: Appropriateness of Teaching Material.

Variables	Always		Sometimes		Never	
	freq	%	freq	%	freq	%
111. Appropriateness of Teaching Material						
Students were able to achieve stated aims.	34	25	102	75	-	-
Learning objectives were met.	48	35	88	65	-	-
Opportunities for practicing nursing skills were provided.	62	46	72	53	2	1

study.

RESULT AND DISCUSSION

Teaching is a complex activity and determining its underlying dimensions or component part is not easy. In the results of table (1) it is indicated that some of the components are at accepted levels, other like quality of bedside teaching (integrating theory to practice) needs more efforts on the part of the teacher, it is the clinical area where the students gets a chance to apply their knowledge to practice, teacher's by being available when needed, explaining the objectives to be achieved, motivating to learn, organizing the learning opportunities, using skills

such as case study presentations, assisting to interpret the investigations, medications, and applying comprehensive nursing process goes a long way in improving the quality of clinical teaching⁶.

Assessment strategies should not just include recall of facts but should introduce students to engage them in a body of knowledge, but it is also about how this knowledge is interpreted by them and the kind of actions they take as a result of such interpretations.

Preparation of qualified nurses requires that nurses are equipped with the skills that will enable them to respond with flexibility^{7,8}. Table 2. Shows the responses for the statement clinical teacher provided chances to practice

Table 4: Students Clinical Performance through Feedback.

Variables	Always		Sometimes		Never	
	freq	%	freq	%	freq	%
IV. Students Clinical Performance Through Feedback						
Clinical teacher helped me to find my strengths and weaknesses	48	35	72	53	16	12
clinical teacher encouraged students to bring up problems.	34	25	88	65	14	10
Clinical teacher offered students suggestions for improvement.	46	34	84	62	6	4
Clinical teacher explained students why he/she is incorrect.	46	34	84	62	6	4
Clinical teacher respected the students.	44	32	88	65	4	3

skills (25) (37%) and responses to statement encouraged students to actively participate in the discussions (25) (37%) needs to be looked into future. The teacher has to base the clinical teaching and evaluation which is rigorous in its approach to enquiry, research based and critically analytical of theoretical ideas, as well as enhancing the capacity of students and practitioners to generate professional knowledge and they should also be exposed and engaged in that kind of learning that reflects deep processing which involves comprehensive learning^{9,10}. Table (3). Showed the responses to the statement opportunities for practicing nursing skills 62 (46%) seems to show that less than half of the students are able to achieve these opportunities. The results for the statement my clinical teacher helped me to find strengths and weakness (27) (35%) , Encouraged students to bring up problems (17) (25%) indicates that the teachers need to realize that the learning environment created by the teacher has profound effect on learning, opportunities must be provided, teacher must be approachable, flexible, listen to their concerns, provide constructive criticism, provide ongoing feedback as and when needed by not just pointing their mistakes, but suggesting measures to be taken for their improvement, meanwhile the responses to the statement the teacher offered students suggestions for improvement 23 (34%) seems to represent lesser number, giving feedback in a non-threatening manner, discussing on one to one basis to correct the student mistakes would be beneficial, as well as logging the skills as when the students are found to be competent and encourage students to meet the objectives, also the teacher can be fair with all students, respect their feelings as adult learners, appreciate things that are well done even simple words such as good work, continue the good work, you will make a good nurse, will certainly help in improving the morale of the student^{10,11}.

CONCLUSION

It is crucial and to realize that the learning environment created by the teacher and his/her characteristics can and does have a profound effect on learning and the challenge for nurse education is to provide learning experience that facilitates the so called knowledge doer, hence quality clinical teaching and evaluation is very important for

student's learning and for preparing nurses to provide quality health care.

RECOMMENDATION

The necessity for improving the quality of the theoretical knowledge and bedside teaching in the clinical area.
Provision for more chances to practice skills.
The need to encourage students to actively participate in the discussion.
Continuous feedback during clinical training.
Replicate the study on the successive batches

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