

Corroborating Academic and Practice: The Evolving Role Of A Clinical Instructor

Hajah Tomblow Bte Ngadiran
NURSING DIVISON
MINISTRY OF HEALTH ,MALAYSIA

ASSALAMUALAIKUM

GOOD MORNING

WELCOME TO MALACCA



WE ARE READY TO SERVE YOU

INTRODUCTION

- Nursing practice in the 21st century faces a number of challenges including a growing population of hospitalized patients who are older and more acutely ill, increasing healthcare costs, and the need to stay current with rapid advances in medical knowledge and technology.

Nursing As A Profession

- As a critical component of the healthcare workforce, the nursing profession must keep pace with changes in the healthcare environment to ensure the continued delivery of high quality, safe, and effective patient care.
- To stay current, **new nurses** must be trained and equipped with the appropriate skills

- To keep pace with the rapidly changing healthcare environment, nurse educators must continuously evaluate and revise education curricula, approaches, and programs used to educate new and practicing nurses.

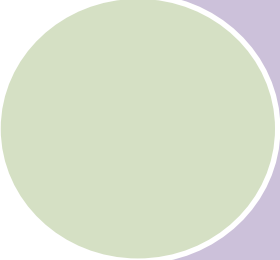
Status and Trends in Nursing Education Today

- In recent years, nursing education enrollment has increased in all regions of the nation.
- There are THREE different paths that students can pursue to obtain an RN. Students may complete a diploma program, Bachelor of Science in Nursing degree (BSN), or Master's of Science in Nursing (MSN) degree.

Status and Trends in Nursing Education Today

Type Of program	How it is offered	Description
Diploma	2- to 3-year program that is hospital-based.	Prepares nurses for direct patient care in numerous environments.
Bachelor of Nursing Science (BS/BN	4-year program offered at universities and colleges	Prepares nurses to practice in all healthcare settings. A BSN is required for entry into a Master's program.
Accelerated Programs (Accelerated BSN, Accelerated MSN)	Accelerated BSN programs usually take at least 12 months to complete, though some programs may run up to 21 months. Accelerated MSN programs may be completed in 2 - 3 academic years.	Offered by many universities to nurses who already have a Bachelor's or Master's degree in a field other than nursing.

- The clinical Practice component of nursing education is a dynamic, constantly changing, real life environment in which student nurses have to integrate **theoretical** knowledge into **practice** based on nursing process



The integration of theory and practice is perceived as a cycle, effective nursing care leading to good learning experiences, and effective education leading to effective nursing care

Purpose of Clinical Practice

- 1. Where theory and practice comes together
- 2. To perfect or master the skill
- 3. To have an opportunity for observation
- 4. To refine problem solving
- 5. To gain organization and management skills
- 6. To develop cultural competence
- 7. To become socialized in clinical settings

The Reality are

- But today's hospital work-place does not put them to use.
- Nursing students have been sent to clinical settings to gain work experience rather than to achieve educational objectives
- Where novices are given too much responsibility for patient care

- Clinical teaching in Nursing Education has been acknowledged as “**the heart of the educational program for nursing**”
- ***(wong & wong 1987)***
- As early as 1940s experts recommended that clinical teachers should have a larger role within the overall teaching program
- **The role of the clinical instructor in nursing education has evolved over time**

- As a result, nursing faculties must consider innovative approaches to clinical instruction.
- **Clinical Instructor role** is very crucial in order to facilitate the integration between **theory and practice** in both on and off campus setting

Function Of A Clinical instructor

- **Clinical Instructors (CIs)** play a vital **role** in the education of our students. ... Coordinating with clinicians at the **clinical** site to make student patient assignments. Teaching students how to perform duties in the **clinical** site and answering their questions. Evaluating students' **clinical** work.



Core skills as A supervisor (CI)



What To Expect From A CI

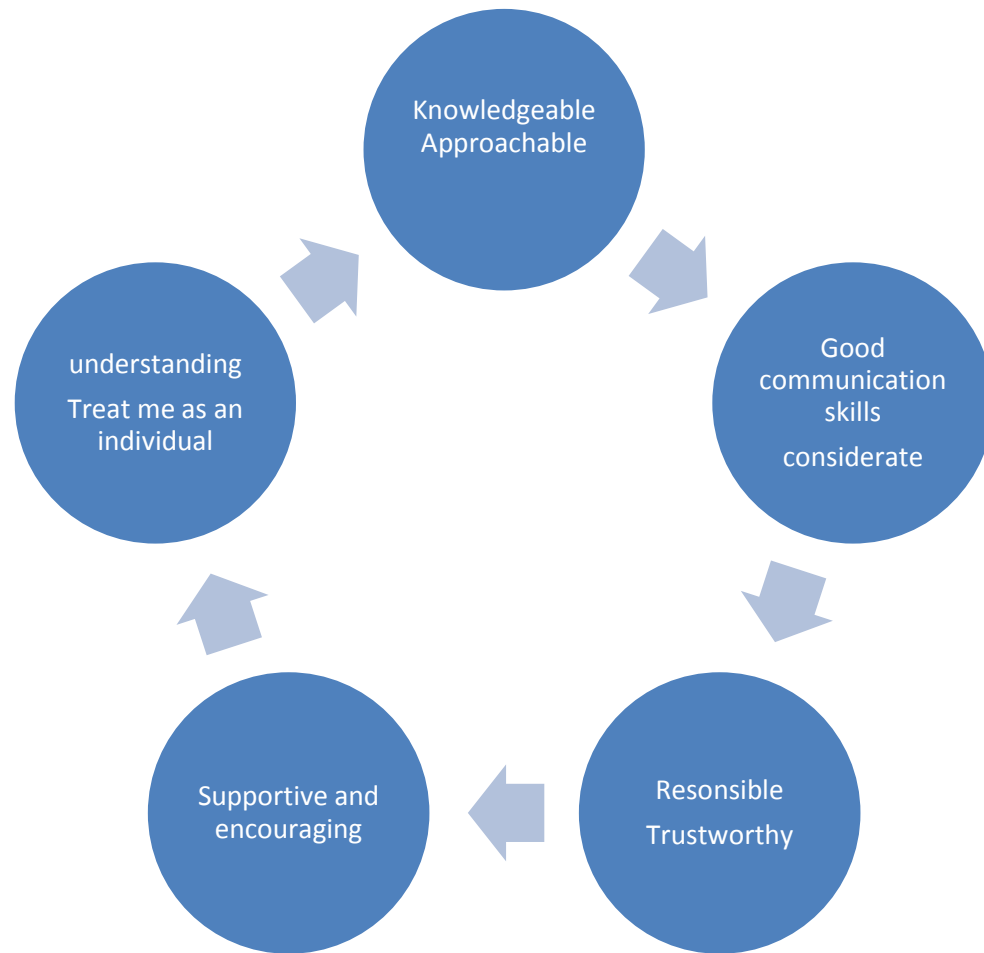
Assessment

- -measurement of learning achievement-students competence and progress
- Appraisal
- -establishing the facts and setting a value on a thing
- Evaluation
- -the intellectual process of assigning worth, merit or value to something based on defined criteria (*stewart 1996*)

- Why assess students?
- -guide, decide on learning needs
- Assess how much of learning support to give
- A check whether students perform well
- For academic and professional purposes

- **What to assess ?**
- In clinical Teaching-
- evaluate the process rather than the product
- Also assess affective domain
- **Types of assessment**
- Formative
- Summative

Quality of Good Clinical Instructor





Clinical instructors are portrayed as needing to be good educators, as well as excellent clinicians

Something to Reflects

- Are today's nurses educated to fill the roles we envision? The answer is a qualified "yes."
- Does the standard hospital workplace offer these roles? The answer is "no."
- Much of today's nursing education strives to prepare students for critical thinking, for autonomous decision making, for supervisory skills.

- **How does the Corroborating Role Of A Clinical Instructor in ensuring these happening?**

Addressing The theory-practice gap in nursing

- The discrepancy between nursing as it is taught in the classroom (theory) and nursing as it is experienced by students in the clinical setting (practice) has long been a source of concern to teachers, practitioners and learners.

STRATEGIES

1. Foster academic and practice partnerships

- create joint faculty positions with colleges/schools of nursing and healthcare facilities, where the faculty serve in administrative roles within the facility .
- Discussion among tutors and ward staff re-students performance.

2. Create test models with an emphasis on effective feedback loops between academic institutions and healthcare providers to inform curriculum needs and clinical practice advances to close the gap between practice and education for nurses and to improve safety and quality for patients.

✓ -ward practice

✓ -get input from the service staff

3. Principle Of Guidance

Inform the learner of the goal of his activity and the basic principle inherent in achieving that goal

- learning activities / experiences
- checklist
- relate theory to practice

4. Create a more conducive environment

- maintain good relationship with administrative side
- Keep ward sister informed
- Plan daily & weekly assignment
- Don't hold conference in the morning or when the ward is busy
- Teach student the skill of communication ,keep ward staff well informed

5. Help student to adjust to clinical environment
 - Plan orientation program
 - Delegates responsibilities according to student's ability
 - Review procedure with student
 - Stay with student to help them gain confidence

6. Clinical Instructor to look at new ways to facilitate learning in the clinical area.

- ❖ going to the wards ,get self orientation

- ❖ attending CME,CNE.

- ❖ orientate students on their first day

- ❖ Update on current nursing activities

- ❖ NNA , NIA , KPI



7. PARTNERSHIP

- In the profession of nursing, **academic-service partnerships** are most often defined as strategic relationships between educational and clinical practice settings that are established to advance their mutual interests related to practice, education, and research.

- It is critical that future initiatives evaluate the effectiveness of **these partnerships**, not only to ensure quality of patient outcomes but also to maximize efforts at building capacity for tomorrow's workforce.



Good Characteristic of A Clinical Instructor

- Has relevant knowledge and clinical skills
- Can assess learning needs ,supervise and evaluate learning
- Capable of forming a relaxed and supportive relationship
- Is aware of the pressures and students previous experience
- Demonstrates effort in putting themselves out to help the students

Clinical Instructor Role Change

- The role description and expectations evolved to best facilitate changes to the program's philosophy, purpose and objective.
- To participate in both the curriculum development and teaching innovation that would support the revised curriculum.

Continue.....

- The need to create a supportive learning environment for students to enable integration of learning specifically related to theory and practice.
- But academia must also consider how to value the competency that CI exhibit in the midst of the traditional reward.

CONCLUSION

- Overall, the Nursing Practice Instructor role need to initiate changes in how clinical instructors are employed and supported, in contributing positively to the outcomes associated with an integrated, context-relevant curriculum, and ultimately, fostering future nurses with the ability to make a difference in the healthcare system



TERIMA KASIH