

Clinical Instructors' Teaching Performance: A Framework for Enhancement Activities

MARIA NANCY Q. CADOSALES

lsuresearch@yahoo.com

La Salle University

Abstract - Clinical instructors affect the scholastic life of the nursing students. Their personal and professional skills affect the students' actual laboratory performance in the hospitals or communities where they provide nursing care. It is the main purpose of this study to evaluate and describe the clinical instructors' teaching performance for the second semester of the academic year 2007 – 2008. The students evaluated their clinical instructors' professional decorum and interpersonal skills and the clinical teaching skills like planning and organizing, supervision, evaluation, and the use of English language. It was found in the study that the clinical instructors were rated very satisfactory in their professional decorum and interpersonal skills over their clinical teaching skills. There are areas rated low (4.15 and below) and these are the bases for proposed framework for enhancement activities.

Keywords - teaching performance, clinical instructors, scholastic life

INTRODUCTION

Clinical teaching is a form of interpersonal communication between two people - a teacher and a learner. The teaching-learning process is a human transaction involving the teacher, learner and learning group in a set of dynamic interrelationships (Schwenk, 2004). Teaching is a human relational problem that requires the teacher to understand and make constructive use of four factors: (1) the role of the teacher and the knowledge, attitudes and skills that the teacher brings to the relationship, (2) the role of the learners and the experiences and knowledge that the learners bring to the relationship, (3) the conditions or external influences which enhance the teaching-learning process, and, (4) the types of interactions which occur between teacher and learner (Bradford in Schwenk, 2004). Relational expertise, subject matter expertise, instructional expertise, diagnostic expertise, communication expertise, and classroom management expertise are the domains of effective teaching (Reyes, 2002).

Clinical teaching provides opportunities for learners to develop and practice their problem-solving skills through active involvement in the thinking process. Identifying what students need is one of the most critical skills in effective clinical teaching (Kleffner and Hendrickson, 2001). Teaching skills are observed in the teacher's ability to use knowledge in strategic ways to bring about student learning (Strahan, in Jacobsen, Eggen, and Kauchak, 2002). The teacher demonstrates a repertoire of desired teaching skills used to facilitate student learning and genuine human relationships (Ryan and Cooper in Cadosales, 2007).

Thus, clinical education should produce students capable of practicing both the art and the science of medicine. This is made possible through excellent clinical teachers who exemplify the best values and behaviors, provide effective clinical supervision, and are enthusiastic teachers. The clinical teachers strive for excellence in teaching as well as in patient care. Student ratings of clinical teachers attest to their teaching skills. Students rate clinical teaching significantly higher than classroom teaching (Irby, n.d).

With this crucial task, those involved in the clinical teaching should be evaluated and provided with the training possible.

OBJECTIVES OF THE STUDY

This study evaluates the clinical instructors' teaching performance in the College of Nursing, La Salle University, Ozamiz City as rated by the students for the second semester of the academic year 2007-2008. A framework for faculty enhancement will be designed based on the findings of the study. Specifically, the study included the following objectives:

1. To determine the level of the clinical instructors' teaching performance in terms of:
 - 1.1 professional decorum and interpersonal relation, and
 - 1.2 clinical teaching skills in the areas of planning and organizing, supervision, evaluation, and use of English?
2. To design a framework for enhancement activities may be designed for the clinical instructors.

METHODOLOGY

The descriptive-evaluative method of research was used in this study. It attempted to describe, analyze, and interpret data concerning the clinical instructors' teaching performance and sought to design a framework for nursing faculty enhancement.

This study used the students' evaluation of the clinical instructors secured from the Office of the Institutional Planning and Evaluation. The evaluation of the clinical instructors' teaching performance was based on the students' rating covering the second semester of the academic year 2007-2008. The weighted mean was utilized in describing the clinical instructors' teaching performance. To substantiate the analysis and interpretation, the students' unedited comments were integrated.

RESULTS AND DISCUSSION

Professional decorum and interpersonal relation. The person of the medical-educator develops an atmosphere of sufficient trust that

the students are comfortable sharing ideas, feelings and thoughts. He/ She provides significant personal help and support outside the formal teaching setting (Ullian, in Schwenk, 2004).

Clinical instructors serve as role models to students. The modeling process should be a purposeful activity that demonstrates the knowledge, skills, attitudes, and ethical behaviors that students should acquire. Students need opportunities to observe role models in action and to study the behaviors that constitute their effectiveness. Role-modeling is a powerful teaching technique. It is the demonstration of clinical competence and exemplary professional characteristics. Role-modeling is the primary teaching strategy of clinical education. Faculty members demonstrate clinical skills, model and articulate expert thought processes, and manifest positive professional characteristics. Through this modeling process, students’ knowledge, skills, and attitudes can be changed profoundly (Irby, n.d.).

Interpersonal skills are personal attributes evidenced by being enthusiastic, motivating, passionate, rigorous, exciting, zealous, warm, optimistic, eager, earnest, intense, supportive, and encouragement of students’ autonomy (Anderson in Diaz, 2007). Teachers should provide an atmosphere of cooperation and trust for a wholesome working relationship (Arbit, Inlayo, and Boiser in Caseros, 2007). These teachers’ qualities have impact on students (Aquino, 2003). The indicators for professional decorum and interpersonal relation are displayed in Table 1.

Table 1. Professional decorum and interpersonal relation

Indicators	Mean	Verbal Description
Reports to work promptly	4.44	Very Satisfactory
Maintains a neat presentable appearance	4.38	Very Satisfactory
Attends to his/her clinical nursing functions while in the area	4.33	Very Satisfactory
Coordinates with members of the health team	4.29	Very Satisfactory
Respects one’s individuality	4.28	Very Satisfactory

Relates to members of the health team in a dignified but sincere and friendly manner	4.25	Very Satisfactory
Makes himself/herself available especially during critical or peak hours, for purposes of assessing performance of rendering assistance	4.18	Very Satisfactory
Establishes a relationship that encourages discussion and self-expression	4.12	Very Satisfactory
GRAND MEAN	4.26	Very Satisfactory

Legend:
4.70 - 5.00 - Outstanding (O) 4.10 - 4.69 - Very Satisfactory (VS)
3.50 - 4.09 - Satisfactory (S) 2.90 - 3.49 - Fair (F)
1.00 - 2.89 - Poor (P)

As noted in the Table, the clinical instructors report to work promptly, maintains a neat presentable appearance, and attends to his/her clinical nursing functions while in the area. While establishing a relationship that encourages discussion and self-expression need to be enhanced among the clinical instructors. As a whole, the clinical instructors’ professional decorum and interpersonal relationship were rated very satisfactory by the nursing students.

The students commented that their clinical instructors are approachable, kind, calm, democratic, confident, friendly, caring, maintains good rapport with students, takes responsibility in her duty or work, open-minded, understanding, empathize students’ feelings, disciplinarian, role model, encourage them to study and believe in themselves, and neat. On the opposite, the common comments of students regarding their clinical instructors are being not approachable, do not smile, do not understand them, do not give considerations, discourage them, and being so close to some students that make these students too dependent.

Clinical teaching skills. Clinical teachers should realize that they assume multiple roles in their interactions with their students. Medical educator is acutely aware of the needs and aspirations of students but does not automatically assume it will be possible to provide them everything they need. The teacher can listen, question, paraphrase, encourage or doubt students (Ullian in Schwenk, 2004). The teacher

provides an atmosphere conducive to learning through the possession of qualities that promote effective teaching and learning (Brophy and Porter in Diaz, 2007). In this study, the clinical teaching skills include planning and organizing, supervision, evaluation, and the use of English language.

Planning and organizing. Successful teachers attribute their accomplishments to effective planning. Lang and Evans (2006) mentioned that planning provides direction for content and instructional approaches, student activities, and evaluation. Moreover, Parkay and Hass (in Santrock, 2006) emphasized that planning is a critical aspect of being a competent teacher. Instructional planning involves developing a systematic, organized strategy for planning lessons. Teachers need to decide what and how they are going to teach before they do it. Teachers’ ability to present the lesson in an organized way encourages students to organize information and outline their learning. The clinical instructors’ teaching skills on planning and organizing are displayed in Table 2.

Table 2. Clinical teaching skills on planning and organizing

Indicators	Mean	Verbal Description
Provides varied learning experiences for students in both formal and informal	4.17	Very Satisfactory
Plans and modifies assignments according to individual needs	4.16	Very Satisfactory
Allows students time to complete assignments	4.16	Very Satisfactory
Provides opportunities for development and practice of newly acquired skills	4.16	Very Satisfactory
Communicates changes of activities promptly and adequately	4.15	Very Satisfactory
Takes time to explain assignments clearly	4.15	Very Satisfactory
Takes advantage of new or unexpected situations to augment learning	4.14	Very Satisfactory
Allows students to express needs for learning	4.14	Very Satisfactory

Suggests additional resources or materials for environment purposes	4.11	Very Satisfactory
GRAND MEAN	4.15	Very Satisfactory

Legend:
4.70 - 5.00 - Outstanding (O) 4.10 - 4.69 - Very Satisfactory (VS)
3.50 - 4.09 - Satisfactory (S) 2.90 - 3.49 - Fair (F)
1.00 - 2.89 - Poor (P)

Clinical instructors’ planning and organizing skills were rated very satisfactory by the students. It is shown in the data that they provide varied learning experiences for students, plan and modify assignments according to students’ individual needs, allow students time to complete assignment, and provide opportunities for development and practice of newly acquired skills. On the other hand, clinical instructors need to communicate changes of activities promptly and adequately, take time to explain assignments clearly, take advantage of new or unexpected situations to augment learning, allow students to express needs for learning, and suggest additional resources or materials for environment purposes.

The students commented that the clinical instructors are good in the clinical area, organize the work well, guide and supervise students, remind them on their specific tasks in the ward, use varied teaching styles, and determine students’ assignments in advance before the duty proper.

Supervision. There are three key roles of clinical teachers: role model, clinical supervisor, and instructional leader/scholar. In a study of outstanding clinical teachers in medicine, Irby (n.d.) found seven characteristics of excellent teachers. They were knowledgeable, and their presentations were clear and well organized, enthusiastic and able to interact skillfully with students, provide clinical supervision, demonstrate clinical skills, and model professional characteristics. These and other qualities of excellence described the instructional roles of clinical instructors who perform in clinical settings. Effective clinical supervisors provided structure to the learning environment, promoted problem-solving and critical appraisal skills, objectively

observed and offered feedback on student performance, and provided professional support and encouragement.

As a supervisor, the medical educator demonstrates procedures, provides practice, observes and assesses performance and provides feedback (Ullian in Schwenk, 2004). Feedback is the result of every performance. Constructive feedback is provision of information by the teacher to the student about the performance without judgment about quality (Ended, in Neher, Gordon, Meyer, and Stevens, 2008). Feedback helps students evaluate their own progress. Feedback for the sake of improving performance is called formative evaluation. Medical education offers numerous opportunities for making decisions about competence, promotion or advancement, called summative evaluation. However, clinical teachers have a critical role to play in making comments, particularly negative ones, that will help a learner change a professional behavior, make a better decision or perform a skill more precisely. These pieces of personal, well intentioned feedback are the critical elements for cementing a teacher-learner relationship and bringing closure to the learning process (Scriven in Schwenk, 2004). Further, providing feedback reinforces correct behavior and provides guidance for correcting mistakes (Kleffner and Hendrickson, 2001). The clinical instructors’ skills on supervision are manifested in Table 3.

Table 3. Clinical teaching skills on supervision

Indicators	Mean	Verbal Description
Makes students aware of professional responsibilities	4.32	Very Satisfactory
Provides appropriate disciplinary measure when necessary	4.24	Very Satisfactory
Helps students through new or difficult situations and encourages responsible independent action	4.23	Very Satisfactory
Directs students’ attention to the essentials of care	4.23	Very Satisfactory
Provides orientation program for students	4.22	Very Satisfactory
Provides individualized guidance when necessary	4.20	Very Satisfactory

Provides follow up actions on assistance given	4.17	Very Satisfactory
Encourages feedback communication from students and staff	4.13	Very Satisfactory
GRAND MEAN	4.22	Very Satisfactory

Legend:
4.70 - 5.00 - Outstanding (O) 4.10 - 4.69 - Very Satisfactory (VS)
3.50 - 4.09 - Satisfactory (S) 2.90 - 3.49 - Fair (F)
1.00 - 2.89 - Poor (P)

As noted in Table 3, the clinical instructors make students aware of their professional responsibilities, provide appropriate disciplinary measure when necessary, help students who faced difficulties, and direct their attention to the essentials of care. These findings attest to students’ comments that the clinical instructors provide opportunities for them to widen their knowledge and sharpen their skills, make them independent with their respective responsibilities, supervise them well and assure that they understand what they are doing, demonstrate the nursing procedures and see to it that they are doing the right procedures, supervise them in giving medicines, and manage time conscientiously.

However, the clinical instructors need to encourage feedback communication from students and staff. As the students commented that the clinical instructors must provide constructive criticisms and must be objective in giving comments. There are clinical instructors who are knowledgeable in the clinical area but lack the necessary skills in the application. Some clinical instructors need more clinical experience to guide them promptly. Further, the students said that the clinical instructors must provide more challenging cases for them to learn new things.

Evaluation. It is important to evaluate students’ learning. Evaluation provides feedback on students’ strengths and weaknesses. As Bago (2005) stressed that it is necessary to evaluate the degree to which students have achieved the learning goals specified by the lesson, and to determine the other influences of the instruction

on student achievement. The quality of the product reflects the quality of the process that produced it. The students' performance in a particular subject would then be identified through the teacher's feedback (Strahan in Jacobsen, Eggen, and Kauchack, 2002). Feedback provides students with information on their progress in the course of instruction (Aquino in Cadosales, 2007). The clinical instructors' skills on evaluation are displayed in Table 4.

Table 4. Clinical teaching skills on evaluation

Indicators	Mean	Verbal Description
Evaluates student performance according to specific objectives	4.21	Very Satisfactory
Makes constructive evaluation on an individualized basis	4.16	Very Satisfactory
Offers opportunities for formative and summative evaluation	4.13	Very Satisfactory
Utilizes sound and valid criteria for objective evaluation	4.13	Very Satisfactory
GRAND MEAN	4.16	Very Satisfactory

Legend:

4.70 - 5.00 - Outstanding (O) 4.10 - 4.69 - Very Satisfactory (VS)

3.50 - 4.09 - Satisfactory (S) 2.90 - 3.49 - Fair (F)

1.00 - 2.89 - Poor (P)

The clinical instructors very satisfactorily evaluate the students' performance according to specific objectives and make constructive evaluation on an individualized basis. The students commented that the clinical instructors ask good questions, give daily quiz, provide feedback on their mistakes, recheck whatever they are doing during duty hours, conduct group conference that ensure collaborative learning, and provide time for growth. However, there is a need to provide opportunities for formative and summative evaluation and utilize sound and valid criteria for objective evaluation.

Effective use of English. Effective teachers have a range of communication, interpersonal, and group skills. Communication skills include writing, speaking, reading, listening with eyes and ears, and body language (Lang and Evans, 2006). Communication skills are skillful and expressive use of verbal and non-verbal language that serves to arouse and maintain students' interest and attention to facilitate instruction. It is manifested in terms of oral communication skills, expressive use of non-verbal language, provision for two-way communication, clarity in giving a lecture or a set of instructions and a skillful use of language which facilitates interactive and facilitative classroom discussion (Reyes, 2002). Teachers' ability to communicate ideas effectively, listen intelligently, and read critically is considered essential to effective teaching (Lardizabal in Diaz, 2007). The clinical teacher should possess a broad range of communication skills and behaviors appropriate to the particular situation. He/She should display the necessary repertoire of communication skills. The clinical instructors' skills on the use of English are depicted in Table 5.

Table 5. Clinical teaching skills on the use of English

Indicators	Mean	Verbal Description
Speaks in English fluently, confidently and clearly	3.81	Satisfactory
Personally uses English and encourages students to use it too	3.77	Satisfactory
GRAND MEAN	3.79	Satisfactory

Legend:

4.70 - 5.00 - Outstanding (O) 4.10 - 4.69 - Very Satisfactory (VS)

3.50 - 4.09 - Satisfactory (S) 2.90 - 3.49 - Fair (F)

1.00 - 2.89 - Poor (P)

The clinical instructors' skills on the use of English are rated satisfactory by the students. The data shows that the clinical instructors need to engage in activities where they could communicate in English to improve their fluency, confidence and clarity in speaking. Secondly, they need to use English when communicating with students so that

students will be encouraged to use the English language too. The students also commented that some clinical instructors should improve their voice modulation for them to understand the instructions clearly.

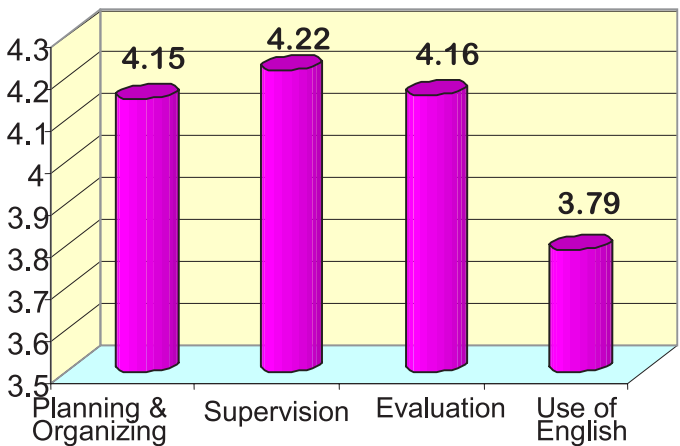


Figure 1. Clinical teaching skills

Among the clinical instructors’ teaching skills, supervision is their main strength followed by evaluation, planning and organizing, respectively. However, they got a very low rating on the use of English.

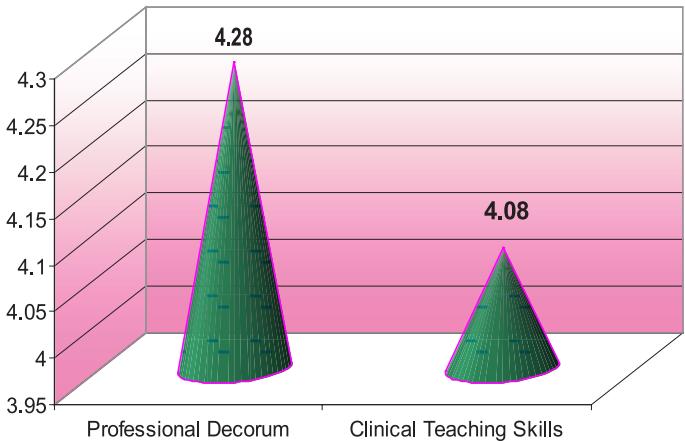


Figure 2. Summary of the clinical instructors’ teaching performance

The clinical instructors are very strong in professional decorum and interpersonal skills over their clinical teaching skills. This data manifests that they possess the necessary personal attributes needed in teaching but need to re-examine their clinical teaching skills.

The framework for the clinical instructors' enhancement activities is the sum of all activities designed for the purpose of improving, expanding, and renewing their skills, knowledge, and teaching abilities (Dull, in Oliva and Pawlas, 2001). Integrating clinical content into medical education, faculty development programs has been proposed as a strategy to consolidate faculty continuing medical education and enhance learning. Integrating clinical content with clinical teaching in a faculty development workshop is feasible, can improve clinical and teaching skills, and can facilitate behavior change (Green, Gross, Kernan, Wong, and Holmboe, 2003). These teaching enhancement activities focus upon personal and professional growth where the emphasis are attitudes, competencies and knowledge that enhance learning, program effectiveness, and professional adequacy (Bishop, in Oliva and Pawlas, 2001).

Rationale and Objective: The main purpose of this framework for enhancement activities is for corrective or enrichment with a major emphasis on the utilization of activities that help the clinical instructors improve instruction / teaching skills.

Based on the weak areas noted in this study, a framework for enhancement activities will be designed. The study identified the areas that were rated low (4.15 and below) which will be the bases for the enhancement activities. These enhancement activities are designed to enhance the clinical instructors' professional decorum and interpersonal relations and clinical teaching skills in terms of planning and organization, supervision, evaluation and the use of English. The framework for the enhancement activities is shown in Figure 3.

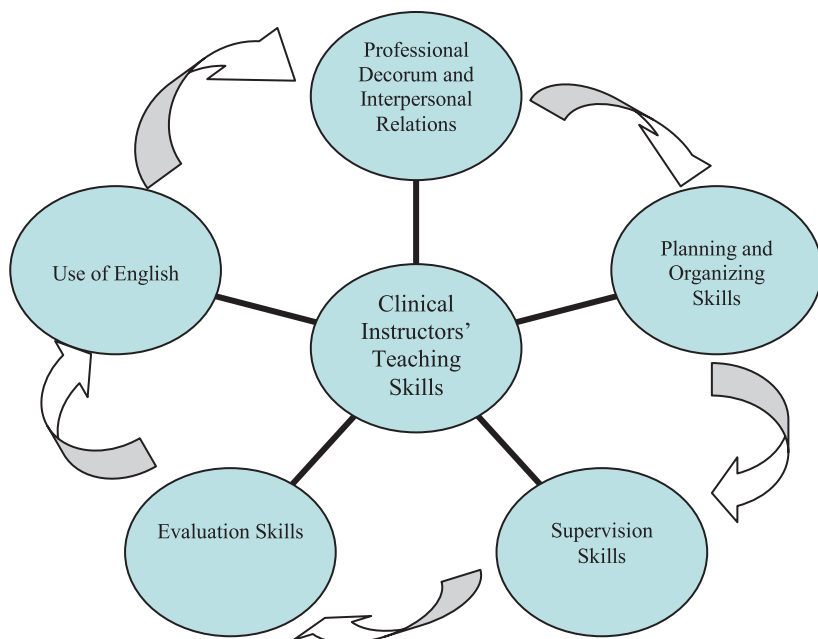


Figure 3. Cadosales' framework on the interdependence of the clinical instructors' teaching skills

It is very important to note the interdependence of the teaching skills in the teaching-learning process. As shown in the radial diagram, the clinical instructors' professional decorum and interpersonal relations influence his/her clinical teaching skills in terms of planning and organizing, supervision, evaluation, and the use of English in teaching. Much that each of the clinical instructors' teaching skills affects one another. The way clinical instructors plan and organize the lesson affects the students' overall performance in nursing care. Their supervision skills are also vital in the avoidance of students' mistakes and misconceptions on nursing care. Appropriate evaluation on students' performance aids in the acquisition of nursing content knowledge, skills, and most importantly proper attitudes toward the nursing profession. The clinical instructors' overall teaching performance is also affected by his/her ability to use the English Language in the conduct of teaching. The more equip the clinical

instructors in using the English language, the more he/she can elaborate the discussion and deepen the understanding of the students. Thus, the identified weak areas on the clinical instructors' teaching performance should be addressed.

CONCLUSION

Clinical instructors' teaching skills are vital determinants in their overall performance as well as on the learning of students. It is very important then to nurture these clinical instructors through a provision of a continuing education program outlined in the enhancement activities.

RECOMMENDATIONS

In the light of the conclusions, the following recommendations are advanced:

1. Yearly analysis on the clinical instructors' teaching performance will be conducted as bases for a faculty development program.
2. Identifying clinical instructors who need further continuing education through seminars, workshops, conferences, regional and national conventions, and graduate studies.
3. Intensify the speak in English campaign in the College of Nursing headed by the faculty themselves.
4. Examine the evaluation tool used to evaluate the clinical instructors. There is a need to check the coherence among the Board of Nursing requirements, CHED standards, and the university's requirements for the clinical instructors.
5. Implementation of the clinical instructors' enhancement program designed and proposed by this study is highly recommended.
6. A study may be conducted on the influence of the clinical instructors' teaching skills and the students' performance in the hospitals and their performance in the nursing board examination.

LITERATURE CITED

Aquino, Gaudencio

2003 Effective Teaching. Manila: National Book Store.

Cadosales, Maria Nancy Quinco PhD

2007 Teaching Performance of ICC-La Salle Graduate School Faculty. Lasallian Research Forum Vol. 12. No. 1, June SY 2007 – 2008, La Salle University, Ozamiz City.

Caseros, Wenny M.

2007 Student Teacher-Related Factors and Teaching Performance of La Salle University Student Teachers: Toward a Revitalized Student Teaching Program. Unpublished PhD in Education Dissertation, La Salle University, Ozamiz City.

Diaz, Sotera F.

2007 Determinants of Academic Performance of Nursing Students: Basis for the Development of Policy Guidelines. Unpublished PhD in Education Dissertation, La Salle University, Ozamiz City.

Irby, David M., Ph.D.

(n.d.). Effective Clinical Teaching & Learning : Clinical Teaching and the Clinical Teacher

Available: <http://www.med.cmu.ac.th/secret/meded/ct2.htm>.

Retrieved: July 13, 2008

Green, Michael L MD, Cary P Gross, MD, Walter N

Kernan, Jeffrey G Wong, MD, and Eric S Holmboe, MD

(2003). Integrating Teaching Skills and Clinical Content in a Faculty Development Workshop. Available: <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1494873>.

Retrieved: July 17, 2008

Jacobsen, David A., Paul Eggen, and Donald Kauchak

2002 Methods for Teaching: Promoting Student Learning, 6th Edition. New Jersey: Upper Saddle River.

Kleffner, John H. EdD and William D. Hendrickson

2001 Effective Clinical Teaching. Available: <http://www.utexas.edu/pharmacy/general/experiential/practitioner/effclinteach.pdf>
Retrieved: August 14, 2008

Lang, Hellmut R. and David N. Evans

2006 Models, Strategies, and Methods for Effective Teaching.
Boston: Pearson

Neher, J.O., Gordon, K.C., Meyer, B., Stevens, N.

2008 A five-step “microskills” model of clinical teaching. Journal of the American Board of Family Practice, 5:419-424.
Available: http://www.mcg.edu/som/fmfacdev/fd_teaching.htm#Teaching. Retrieved: August 18, 2008

Oliva, Peter S. and George e. Pawlas,

2001 Supervision for Today’s Schools. New York: John Wiley and Sons.

Reyes, Flordeliza (2002). Unveiling Teaching Expertise.
Philippines: De La Salle University Press, Inc.

Santrock, John W.

2006 Educational Psychology 2nd Ed. Boston: McGraw-Hill.

Schwenk, Thomas L.

2004 Clinical Teaching Available: <http://www.crlt.umich.edu/publinks/occ1.html> Retrieved: August 14, 2008

Pursuant to the international character of this publication, the journal is indexed by the following agencies: (1)Public Knowledge Project, a consortium of Simon Fraser University Library, the School of Education of Stanford University, and the British Columbia University, Canada; (2) E-International Scientific Research Journal Consortium; (3) Philippine E-Journals (4) Google Scholar.

