

**Nurse Teachers' Role in Clinical
Setting: Nurse Students and
Nurse Teachers' Perception in
Nursing Schools**

Thesis

*Submitted for Partial Fulfillment of Master Degree
(Nursing Administration)*

By

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(B. Sc Nursing)

**Faculty of Nursing
Ain Shams University
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قالوا

اسبغناك لا علم لنا
إلا ما علمتنا إنك أنت
العليم العظيم

صدق الله العظيم

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Abstract

Background: Clinical training is very important place for any clinical profession. Nursing practice offers opportunities for nursing students to improve their skills and the clinical nurse teachers help students apply their theoretical knowledge to practice. The study aimed to determine nurse teachers' perception about their role in clinical setting and identify nurse students' perception about nurse teacher's role in clinical setting. **Subjects and methods:** A descriptive, comparative study was conducted on (50) nurse teachers and (250) nursing students. Data was collected by using self-administered questionnaire sheets. **Result:** Majority of nurse teachers and nurse students had an overall perception upon nurse teacher's role in clinical setting. Majority of nurse teachers in clinical setting had an overall perception upon nurse teacher's role as facilitator and professional nurse teachers' role in clinical setting as coach, evaluator and researcher. The great majority of nurse students had an overall perception upon nurse teacher's role as personality trait and professional role. **Conclusion:** The total mean score of nurse students' perception is higher than the mean score of nurse teachers' perception. There was no statistical significant differences were detected between the total mean score of the nurse teachers' perception of all roles. **Recommendations:** Cooperation and collaboration between nurse teachers and nursing staff must be promoted to help in preparing nursing students for the real world of nursing. Establish an orientation program for preparation of newly appointed clinical teachers.

Keywords: Role perception, Nurse Teachers, Nurse Students.

Introduction

Role perception is the process people use to make sense of environment by selecting, organizing, and interpreting information from the environment there are many different ways of processing and interpreting information, which means that perception can vary widely from an individual to another (*Oermann, 2010*).

The importance of role clarification during socialization into professional role is that the person must be aware of role demands people generally need assistance in two areas; the first is the specific skills and knowledge requirement for the role and the second is values and attitudes that accompanied with any given role. Role expectations can be clarified by using role models, role repetition, preceptors, mentors and interaction with professional references group. Therefore, socialization as a deputation to change role is critical and important for the novice professionals (*Marquis, 2012*).

Teaching in clinical settings presents nurse teachers with challenges that are different from those encountered in the classroom. In nursing education, the classroom and clinical environments are linked because students must apply in clinical practice what they have learned in the

classroom, and through other experiences. However, clinical settings require different approaches to teaching. The clinical environment is complex and rapidly changing, with a variety of new settings and roles in which nurses must be prepared to practice (*Kathleen & Oermann, 2010*).

Clinical teaching is more important than classroom teaching, because nursing is a professional practice discipline, what nurses nursing students do in clinical practice is more important than what they can demonstrate in a classroom. Clinical learning activities provide real- life experiences and opportunities for transfer of knowledge to practical situations (*Oermann & Gaberson, 2014*).

New technology and scientific discoveries require nurses continually update their knowledge and skills; as well as new diseases related to social and environmental problems require nurses to have greater integrated knowledge from the biological, psychological and social sciences to promote health and prevent illness or injury (*Spratley et al., 2010*).

Regardless of student nurses' belief about those activities when entering real field (beginning the job), their perception should be refined and developed as they pass through training and becoming closer to the actual role of

staff nurse, thus getting them started in right way to assure progress to more challenging tasks. Usually nurse students have unrealistic expectations about the amount of challenges and responsibilities, they will find in their first job (*Brunt, 2013*).

Any role has three elements. The first is the ideal role it refers to socially prescribed or agreed upon rights and responsibilities associated with the role. The second is the perceived role; it refers to how a role incumbent "a person who assumes the role" believes she\he should have in the role. The third element is the performed role; it refers to what the role incumbent is actually done (*Daniels, 2014*).

Role ambiguity is often experienced by nurses because of the diversity of their roles and multiple sub-roles of the nursing role. Ambiguity can significantly affect a person's role performance, satisfaction and commitment. While a role conflict means incompatible, competing role expectations within a single role or multiple roles. The primary consequence of role conflict is role stress. If unreconciled, role stress and role strain lead to burnout, a syndrome of mental and physical exhaustion involving negative self concept, negative job attitude, and less of concern for clients. The role socialization depends on the way by which the role is conceptualized (*Halpern et al., 2011*).