

Core Competencies of Nurse Educator at Technical institutes of Nursing

Thesis

*Submitted For Partial Fulfillment of the Requirement of
the Master Degree in Nursing Science
(Nursing Administration)*

By

Doaa Lofty Ahmed Mohamed

*B.Sc. Nursing (2008)
Ain Shams University*

**Faculty of Nursing
Ain Shams University
2018**

Core Competencies of Nurse Educators at Technical Institute of Nursing

Thesis

*Submitted For Partial Fulfillment of the Requirement of
the Master Degree in Nursing Science
(Nursing Administration)*

Supervised by

Prof. Dr. Mona Mostafa Shazly

*Professor of Nursing Administration
Faculty of Nursing
Ain Shams University*

Assist. Prof. Dr. Nema Fathy Saad

*Assistant Professor of Nursing Administration
Faculty of Nursing
Ain Shams University*

**Faculty of Nursing
Ain Shams University
2018**

الكفاءات الأساسية لمعلمات التمريض بالمعاهد الفنية للتمريض

رسالة

توطنه للحصول علي درجة الماجستير في علوم التمريض
(إدارة التمريض)

مقدمة من

دعاء لطفى أحمد محمد

بكالوريوس تمريض (٢٠٠٨)

كلية التمريض
جامعة عين شمس

٢٠١٨

الكفاءات الأساسية لمعلمات التمريض بالمعاهد الفنية للتمريض

رسالة

توطنه للحصول علي درجة الماجستير في علوم التمريض
(إدارة التمريض)

تحت اشراف

أ.د/ منى مصطفى شاذلى

أستاذ ورئيس قسم إدارة التمريض
كلية التمريض - جامعة عين شمس

أ.م.د/ نعمة فتحى سعد

أستاذ مساعد إدارة التمريض
كلية التمريض - جامعة عين شمس

كلية التمريض
جامعة عين شمس

٢٠١٨

LIST OF CONTENTS

<i>Title</i>	<i>Page</i>
▪ Introduction	1
▪ Aim of the Study	5
▪ Review of Literature	
➤ Nursing Shortage.....	6
➤ Nursing Education.....	8
➤ History Of Nursing Education.....	11
➤ Technical Nursing Education In Egypt.....	14
➤ Goal Of Nursing Education	16
➤ Responsibility Of Nurse Educator	17
➤ Nurse Educator Role	21
➤ Nurse Educator Competency Definitions	26
➤ Nurse Educator Competency	29
➤ Core Competencies For Nurse Educators	31
▪ Subjects and Methods	52
▪ Results	61
▪ Discussion	110
▪ Conclusion	124
▪ Recommendations	125

▪ Summary	127
▪ References	132
▪ Appendices	153
▪ Protocol	---
▪ Arabic Summary	---

LIST OF TABLES

<i>No.</i>	<i>Table</i>	<i>Page</i>
<i>Table in Subject and Methods</i>		
<u>1</u>	Core competencies of nurse educator's questionnaire sheet.	55
<i>Table in Results</i>		
<u>2</u>	Socio-demographic characteristics of nurse educators in the study sample (N=96)	62
<u>3</u>	Attendance of training courses among nurse educators in the study sample (N=96)	65
<u>4</u> <u>A,B</u>	Facilitating learning core competencies among nurse educators in the study sample (N=96)	66,68
<u>5</u>	Facilitating learner development and socialization core competencies among nurse educators in the study sample (N=96).	70
<u>6</u>	Using assessment and evaluation strategies core competencies among nurse educators in the study sample (N=96).	72
<u>7</u> <u>A,B</u>	Participate in curriculum design and evaluation of program outcomes core competencies among nurse educators in the study sample (N=96).	74,76
<u>8</u>	Function as a change agent and leader core competencies among nurse educators in the study sample (N=96).	77
<u>9</u>	Pursue continuous quality improvement in the nurse educator role core competencies among nurse educators in the study sample (N=96).	79

<i>No.</i>	<i>Table</i>	<i>Page</i>
<u>10</u>	Engage in scholarship core competencies among nurse educators in the study sample (N=96).	81
<u>11</u>	Functioning effectively within the educational environment core competencies among nurse educators in the study sample (N=96).	83
<u>12</u>	Total core competencies scores among nurse educators in the study sample (N=96).	85
<u>13</u>	Core competencies of nurse educators in the study sample (N=96).	86
<u>14</u>	Comparison of core competencies of nurse educators in the two study institutions.	88
<u>15</u>	Relations between nurse educators' competency as learning facilitator and their characteristics.	90
<u>16</u>	Relations between nurse educators' competency as facilitator Learner Development & Socialization and their characteristics.	92
<u>17</u>	Relations between nurse educators' competency in use Assessment and Evaluation Strategies and their characteristics.	94
<u>18</u>	Relations between nurse educators' competency of Participate in Curriculum Design and Evaluation of Program Outcomes and their characteristics.	96
<u>19</u>	Relations between nurse educators' competency of function as a change agent and leader and their characteristics.	98

<i>No.</i>	<i>Table</i>	<i>Page</i>
<u>20</u>	Relations between nurse educators' competency of Pursue Continuous Quality Improvement in the Nurse Educator Role and their characteristics.	100
<u>21</u>	Relations between nurse educators' competency of Engage in Scholarship and their characteristics.	101
<u>22</u>	Relations between nurse educators' competency of function effectively within the organizational environment and their characteristics.	102
<u>23</u>	Relations between nurse educators' total core competencies and their characteristics.	104
<u>24</u>	Correlation matrix of nurse educators' core competencies scores.	105
<u>25</u>	Correlation between nurse educators' core competencies scores and their characteristics.	107
<u>26</u>	Best fitting linear regression model for the total core competencies score.	109

LIST OF FIGURES

<i>No.</i>	<i>Figure</i>	<i>Page</i>
<u>1</u>	Distribution of nurse educators in the study sample by institutes (N=96)	63
<u>2</u>	Distribution of nurse educators in the study sample by department (N=96)	64
<u>3</u>	Total core competencies scores among nurse educators in the study sample (N=96).	87
<u>4</u>	Comparison of core competencies of nurse educators in the two institutions.	89

Abstract

Background: Core Competencies are a valuable resource for nurse educators. The appropriate preparation of nurse educators is critical to the development of knowledge, skills, and attitudes of nurses. **Aim:** Study was aimed to assess core competencies of nurse educators at technical Institutes of nursing. **Subjects and methods:** - A descriptive cross sectional design was used in carrying out the study on (40) nurse educators from Nursing Technical Institute affiliated to Ain Shams Specialized and University Hospitals, and (56) educators from Imbaba Technical Health Institute for Nursing, affiliated to Ministry of Health. A self-administered questionnaire was used to collect data. The fieldwork lasted from October to December 2016. **Results:** - the results revealed that their age ranged between 25 and 56 years, and 52.1% had a postgraduate degree. The highest core competencies were facilitating learning, while the lowest was participating in curriculum design and evaluation. Overall, 76.0% had high competencies. In total, 92.5% of nurse educators' in Ain-Shams institutions had high core competencies, compared with 64.3% in Imbaba institution ($p < 0.001$). Those who attended training courses had higher facilitator competency ($p = 0.047$). In multivariate analysis, working in Imbaba institutes was the only significant independent negative predictor of the score of core competencies. **Conclusion and Recommendations:** - the nurse educators in the study setting have good core competencies, which are influenced by their age, qualification, attendance of training courses, and the workplace

Keywords: Nurse Educator, Core Competencies, Nursing Institute



Acknowledgement

*First and foremost, I want to thank **ALLAH** for giving me the courage, strength, and patience to complete this study.*

I wish to express my indebtedness and gratitude to the faculty of nursing, Ain-Shams University for giving me the opportunity to pursue my postgraduate studies.

*I would like to express my thank and appreciation to **Dr. Mona Mostafa Shazly**, professor and Head of nursing administration, faculty of nursing, Ain-Shams University for her candid opinions, valuable guidance, constant encouragement, patience, personal interest. Her motivating words, loving attitudes, and valuable suggestion, timely feedback, insight and the effort and time she has devoted to the fulfillment of this work, I am indebted to her meticulous follow up and constructive criticism that laid the foundation stone for building up the present study.*

*Also my sincere gratitude and appreciation are also due to **Dr. Nema Saad Fathy**, Assistant Professor of Nursing Administration, faculty of nursing, Ain-Shams University, for her kind, help, constant and generous encouragement, timely feedback, constructive comments and criticism, and valuable suggestion, continuous support and continuous supervision for the accomplishment of this work.*

I warmly thank and appreciate my study subjects for their participation and contribution in my study.

Doaa Lofty Ahmed

Dedication

*This work dedicated to individual who
give meaning to my life*

**To my Greatest mother and father,
cornerstone of my success**

**To my son,
the most helpful for me all the time.
To my sisters, brothers and also my
friends**

Thank you



شكر

أشكر السادة الأساتذة الذين قاموا بالإشراف وهم:

أ.د/ منى مصطفى شاذلى

أستاذ ورئيس قسم إدارة التمريض
كلية التمريض - جامعة عين شمس

أ.م.د/ نعمة فتحى سعد

أستاذ مساعد إدارة التمريض
كلية التمريض - جامعة عين شمس

والشكر لكل من ساهم في أخراج هذه الرسالة على هذا النحو



اسم الطالبة : دعاء لطفي أحمد محمد شاهين

اسم الدرجة: الماجستير في علوم التمريض (في إدارة التمريض)

القسم التابع له: إدارة التمريض

اسم الكلية :كلية التمريض

الجامعة :عين شمس

سنة التخرج: ٢٠٠٨

سنة المنح: ٢٠١٨