

Developing and Validating Standards for Clinical Teaching Skills

Thesis

*Submitted in Partial Fulfillment of the Requirements of
Doctorate Degree in Nursing Administration*

By

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿وَأَنْزَلَ اللَّهُ عَلَيْكَ الْكِتَابَ وَالْحِكْمَةَ وَعَلَّمَكَ مَا لَمْ

تَكُنْ تَعْلَمُ وَكَانَ فَضْلُ اللَّهِ عَلَيْكَ عَظِيمًا﴾

□ سورة النساء آية (١١٣)



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Dedication

I dedicate this research to God for giving me strength to overcome pressure till finished this thesis, and I would like to extend my deepest thanks and express my gratitude to My Husband (Abdelrahman) for always tolerate and encouraging And to my sons (Hady, Ahmed, Talal), without them can't able to be successful in my work

I dedicate this research to my group mates, & all my friends.

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Abstract

Introduction: Teaching in clinical settings presents nurse educators with challenges that are different from those encountered in the classroom. **Aim:** This study was aimed at developing and validating standards for clinical teaching skills. **Design:** A methodological design was utilized **Setting:** It was conducted at the Faculty of Nursing, Ain-Shams University **Subjects of the study:** a group of (72) faculty assistants who participating in clinical teaching, and 30 jury group from nursing faculty members for validation. **Tools of Data collection:** Data collection tools included an opinionnaire for jury validation, an questionnaire for faculty assistants, and an observation checklist for performance of standards. **Results:** There were very high agreement of nurses faculty assistant staff upon all proposed standards. 87.5% of them agreed upon the total standards. And 80.6% of assistants faculty staff, had adequate performance of the standards reached There was a unanimous jury group members' agreement upon almost all face validity and most content validity items of the proposed standard. The total percent score of jury group members' agreement ranged between 85.7 and 100.0. **Conclusion:** The study has a good applicability as shown by the high performance of the faculty assistants using proposed standard and the standards are valid as judged by a panel of experts in nursing. **Recommendations:** The study recommends application of the developed standards at the Faculty of Nursing, Ain-shams University and in similar settings and offer the necessary equipment and resources to apply the suggested standard.

Keywords: Clinical teaching skills standards.

INTRODUCTION

Nursing is a professional discipline. A professional is an individual who possesses expert knowledge and skill in a specific domain acquired through formal education in institutions of higher learning and through experience and who uses that knowledge and skill on behalf of society by serving specified clients. Professional disciplines are differentiated from academic disciplines by their practice component. Clinical practice requires critical thinking and problem solving abilities, specialized psychomotor and technological skills and a professional value system. Healthcare professionals must use critical-thinking skills to solve increasingly complex problems. Educators need to help nurses develop their critical-thinking skills to maintain and enhance their competence (*Jamshidi, 2012*).

Clinical teaching is more important than classroom teaching, because nursing is a professional practice discipline. Teaching in clinical settings presents nurse educators 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