



شبكة المعلومات الجامعية  
التوثيق الإلكتروني والميكرو فيلم

# بسم الله الرحمن الرحيم



**MONA MAGHRABY**



شبكة المعلومات الجامعية  
التوثيق الإلكتروني والميكرو فيلم



# شبكة المعلومات الجامعية التوثيق الإلكتروني والميكرو فيلم



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التوثيق الإلكتروني والميكروفيلم

# جامعة عين شمس

## التوثيق الإلكتروني والميكروفيلم

### قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها  
علي هذه الأقراص المدمجة قد أعدت دون أية تغيرات



### يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار



**MONA MAGHRABY**

**Developing and Validating Standards for  
the Clinical Teachers' Performance at  
Technical Nursing Institutes and  
Assessing its Applicability**

Thesis submitted for partial fulfillment of the requirements  
of the Doctorate Degree in Nursing Sciences  
(Nursing administration)

By

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2020

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## **ACKNOWLEDGMENT**

First and foremost, I fell grateful to **ALLAH** the most Kind and Merciful for helping me to achieve this work.

I would like to express my profound gratitude and respect to **Dr. Harisa M. El-Shimy**, Professor of Nursing Administration, Faculty of Nursing, Ain Shams University, for her motherly care, constructive criticism and continuous encouragement throughout the whole work. It was by her continuous guidance that this work has come to light.

I extend my deepest thanks and gratitude to **Dr. Nema F. Saad**, Assistant Professor of Nursing Administration, Faculty of Nursing, Ain Shams University, for her valuable assistance and kind supervision in conveying her experience to complete this work.

Special thanks are also due to all the participants in this study who gave their time and cooperation during data collection.

*Marwa Mohamed Aly*

# ***Dedication***

This thesis is dedicated to

The soul of my father

My mother

My husband

My sisters

And to

My son and my daughters

Their continuous help and support

Were crucial for its accomplishment

## ABSTRACT

**Background:** Clinical nurse teachers need professional practice standards and these are lacking in Technical Nursing Institutes affiliated to the universities and ministry of health. **Aim:** to develop and validate standards for the clinical teachers' performance at technical nursing Institutes and assess its applicability through assessing clinical teachers' performance; developing standards for performance of clinical teachers; determining the validity of the proposed standards; and assessing their applicability. **Subjects and methods:** The study was conducted at three Technical Nursing Institutes affiliated to Ain-Shams and Tanta Universities, and Imbaba Technical Nursing Institute affiliated to the Ministry of Health using a methodological design. It involved 83 clinical teachers for assessment of performance and 84 others for applicability, and 60 nursing experts for validation. The data collection tools included a performance observation checklist, a validity opinionnaire form, and an applicability checklist. **Results:** The clinical teachers in the performance sample were mostly females, and mostly had a bachelor degree. In total, high percentage had adequate performance. The experts were mostly lecturers, half of them from nursing administration. They had high agreement upon the face and content validity of the standards. The applicability sample of clinical teachers were mostly 30 years or older, and half of them had a bachelor degree. Overall, there was a high percentage of applicability of the standards. The applicability was significantly different among institutes ( $p=0.03$ ). **Conclusion and recommendations:** Valid applicable standards were developed for clinical teachers' performance in Technical Nursing Institutes. The study recommends the application of the new standards in all Technical Nursing Institutes. The impact of the application on nursing students' achievements should be studied.

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**Keywords:** Clinical Nurse Teacher, Performance standards, Technical Nursing Institutes,



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## LIST OF ABBRAVATIONS

Abb.	Meaning
<b>CI</b> s	Clinical instructors
<b>CLE</b>	Clinical learning environment
<b>CT</b>	Critical thinking
<b>CTA</b>	Clinical Teaching Associate
<b>HPSM</b> s	Human patient simulation manikins
<b>MCTA</b>	Modified Clinical Teaching Associate
<b>OSTE</b>	Objective structured teaching encounter
<b>RACT</b>	Reflective and Critical Thinking
<b>SNAPPS</b>	Summarize, Narrow, Analyze, Probe, Plan, Select
<b>WHO</b>	World Health Organization

## INTRODUCTION

Since Florence Nightingale's day, the clinical instruction of nursing students has been recognized as a key component of nursing education (*Heshmati-Nabavi and Vanaki, 2010*). Ideas about what and how nursing students acquire knowledge and clinical skills during their clinical instruction have developed over time—from an apprentice–laborer role learning about the tasks of nursing, to a teacher-led experience, where students are meant to learn how to be critical thinkers in rapidly changing clinical environments (*Phillips and Vinten, 2010; Hossein et al., 2010*). Scholars have identified that students' clinical practice and their experiences with clinical instructors (CIs) play an important role in shaping their professional values (*Klunklin et al., 2011*).

Nursing education is a process encompassing theoretical and practical teaching and learning. It requires the acquisition of theoretical knowledge and hand skills, in addition to observation and interpretation (*Karaca et al., 2014*). The basic principle in theoretical and practical nursing education is to prepare students to provide effective and appropriate care