

12-17-1999

Faculty and Student Perceptions of Effective Clinical Teachers

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**FACULTY AND STUDENT PERCEPTIONS OF
EFFECTIVE CLINICAL TEACHERS**

Patricia Frontczak

December 17, 1999

**FACULTY AND STUDENT PERCEPTIONS OF EFFECTIVE
CLINICAL TEACHERS**

By

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A THESIS

Submitted to

Grand Valley State University

in partial fulfillment of the requirements for the

Degree of

MASTER OF SCIENCE IN NURSING

Kirkof School of Nursing

1999

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ABSTRACT

FACULTY AND STUDENT PERCEPTIONS OF EFFECTIVE CLINICAL TEACHERS

By

Patricia Frontczak

The purpose of this study was to identify ADN faculty and ADN student perceptions of the most effective clinical teaching characteristics (ECTC). An exploratory, descriptive design was implemented. ADN faculty and ADN students were surveyed using the Clinical Teacher Characteristics Instrument (CTCI). The CTCI consists of 20 characteristics of clinical teachers that are ranked on a five point Likert-type scale according to importance. The collected data were analyzed using descriptive statistics. Significant differences in perceptions of the most ECTC between the two groups were identified by a Mann Whitney U procedure. A t-test was performed to identify differences of perceptions between the groups in relationship to the three categories of behaviors: professional competence, relationship with students, and personal attributes.

The study findings indicate ADN faculty and ADN students hold similar perceptions of ECTC, but perceive the ordered rank of importance differently. There were no differences of perceptions between the two groups in relationship to the three categories of behaviors.

Acknowledgments

I would like to thank all my friends, family and co-workers for their constant support and encouragement during this project.

A special thank you to my friend and confidante Donna. Without your friendship, support and feedback, I would never have completed this paper.

Special appreciation is expressed to Linda, for her support and guidance during the statistical portion of this paper.

To Dr. Fisher, my thesis chairperson, for her encouragement and guidance when I thought I would never get done.

To Kay and Catherine, my committee members, for their support and suggestions.

And last, but not least, I would like to acknowledge my daughters, Anna, Sandi and Kathi for their patience, their understanding and their encouragement through the entire process.

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CHAPTER I

INTRODUCTION

“Clinical education is considered an essential part of professional nursing education” (Bergman & Gaitskill, 1990, p. 33). Because students have so little time in the clinical setting it is imperative that nursing educators are as effective as possible. Many studies (Knox & Morgan, 1985; Kushnir, 1986; Phillips, 1988; Kotzabassaki, Panou, Dimou, Karabagli, Koutsopoulous & Ikonomou, 1997) have identified what characteristics are important for clinical teachers, but few have identified which of these characteristics are effective.

Bergman and Gaitskill (1990) identified three categories of characteristics of clinical instructors: professional competence, relationship with students, and personal attributes. Examples of professional competence are facilitating students’ awareness of their professional responsibilities and the ability to demonstrate skills, along with developing attitudes and values in students. Relationship with students includes being honest and direct along with permitting freedom of discussion. And finally, showing enthusiasm for teaching and being flexible are examples of personal attributes.

Because clinical education prepares students for their professional role, it is imperative that this education be as successful as possible. Clinical teachers must be able to adapt to and use clinical situations wisely. The learning situation is often one that cannot be repeated, and the clinical learning milieu is usually not controlled specifically for the teaching of the nursing student. This is especially important with associate degree nursing students where the clinical experience time is limited.

Many nursing students perceive clinical experiences as anxiety provoking

(Kushnir, 1986). As a result, it is important for clinical educators to be able to evaluate and instruct students on skills without causing undue anxiety. When nursing students are placed in unfamiliar situations and are asked to use new skills, they often become nervous. On the other hand, the clinical instructor has the difficult task of supervising nursing students as well as ensuring patient safety and quality care. Few other teaching scenarios deal with potentially life-threatening circumstances in limited time constraints (Miller, 1992). Therefore, it is important for clinical instructors to understand teaching behaviors that reduce student anxiety and encourage learning.

Previous studies identifying characteristics of effective clinical teachers (Brown, 1981; Bergman & Gaitskill, 1990) have interviewed primarily baccalaureate nursing students. Because associate degree nursing (ADN) students face the same challenges as baccalaureate nursing students, it is important that faculty teaching in ADN programs recognize effective clinical teaching behaviors.

Purpose

The purpose of this study is to identify which effective clinical teacher characteristics are deemed most important by associate degree nursing students and clinical faculty teaching in ADN programs.

CHAPTER II

THEORETICAL FRAMEWORK

The focus of this research is adult learning. The following is a narrative describing the evolution of adult learning theory and specifically addresses the work of Malcolm Knowles (1984).

History of Adult Education

For many years, educators taught adult learners with the same teaching strategies as children. However after World War I, the unique characteristics of adult learners became apparent. It wasn't until after World War II that many of the adult learner characteristics evolved into a comprehensive theory of adult learning. Early learning theories fall into two major types: stimulus-response theories and cognitive theories. The stimulus-response theorists include Thorndike, Pavlov, Guthrie, Skinner and Hull. These theorists base their studies on the concept that a specific response is connected to a specific stimulus when it is rewarded. The cognitive theories include Tolman. Tolman rejected the idea that learning is the association of particular responses to particular stimuli. He believed that learning had a purpose. Students were able to identify goals and learned to reach those goals.

Malcolm Knowles has developed a learning theory applied to adults. Malcolm Knowles is known to many as the "Father of Adult Education"(Lee, 1998). He is remembered for helping trainers and educators understand that adults learn differently from children and that trainers should use a different process to facilitate that learning (Lee 1998, p. 52). He introduced practitioners to the theory of andragogy, the art and science of helping adults learn (Lee, 1998 p. 46). Knowles borrowed the concept of andragogy from a European colleague and popularized it here. Andragogy is the idea

that adults need to be treated like adults and taught differently from children. (Lee, 1998) To Knowles, andragogy meant emphasizing and exemplifying congruence between theory and practice in adult education-- in other words, treat adults as adults in the classroom or in any other learning context (Henschke, 1998).

Knowles' Definition of Adult

Prior to discussing an adult learning theory, it is important to identify what constitutes an adult. Knowles (1984) identified four components in his definitions of an adult. The first component of Knowles' definition, the biological definition, states that adulthood is reached when an individual is capable of reproduction. Knowles' second component, the legal definition, occurs when individuals reach the age at which the law says they can vote, get a driver's license, and marry without a parent/guardian's consent. The third component to Knowles' adult definition, the social definition, states that individuals reach adulthood when they assume adult roles, such as full time worker, spouse or parent. Finally, Knowles' fourth component, the psychological definition, defines adulthood as occurring when individuals accept responsibility for their own lives. I am assuming that nursing students are taking responsibility for their own lives.

In contrast, a much more precise and legal definition can be found in Webster's Revised Unabridged Dictionary. Webster's (1998) defines an adult as "a person grown to full size and strength; one who has reached maturity." "In common law, the term is applied to a person who has attained full age or legal majority"(p.30).

Adult Learning Principles

Learning for adults, according to Knowles (1984), occurs more efficiently and with greater knowledge retention if adult learning principles are utilized in the learning environment. Knowles describes adult learning principles with six assumptions:

1. The need to know. Adults need to know why they need to learn something

before they learn it. Adults will devote more energy and be more successful if they view the knowledge as necessary.

2. The learners' self-concept. Adults have a self concept of being able to make and be responsible for their own decisions. They often resent the fact that others are telling them what they need to know and when.

3. The role of the learners' experience. Adults enter a learning situation bringing with them past knowledge and/or experiences. Because of this, each adult learner must be treated as a individual. Teaching techniques must be directed to that level of knowledge. This often represents a major challenge for adult educators.

4. Readiness to learn. Adult learners will learn more easily and more effectively if they view the learning situation as important to real-life situations.

5. Orientation to learning. Adults' orientation to learning is task or problem-centered. "Adults are motivated to devote energy to learn something to the extent that they perceive that it will help them perform tasks or deal with problems that they confront in their life situations" (Knowles 1984, p. 59).

6. Motivation. Motivation plays a very important role in adult learning. Whereas adults respond to some external motivation i.e. promotions and increased salaries, the most important motivations are internal. These include increased job satisfaction, self-esteem and quality of life.

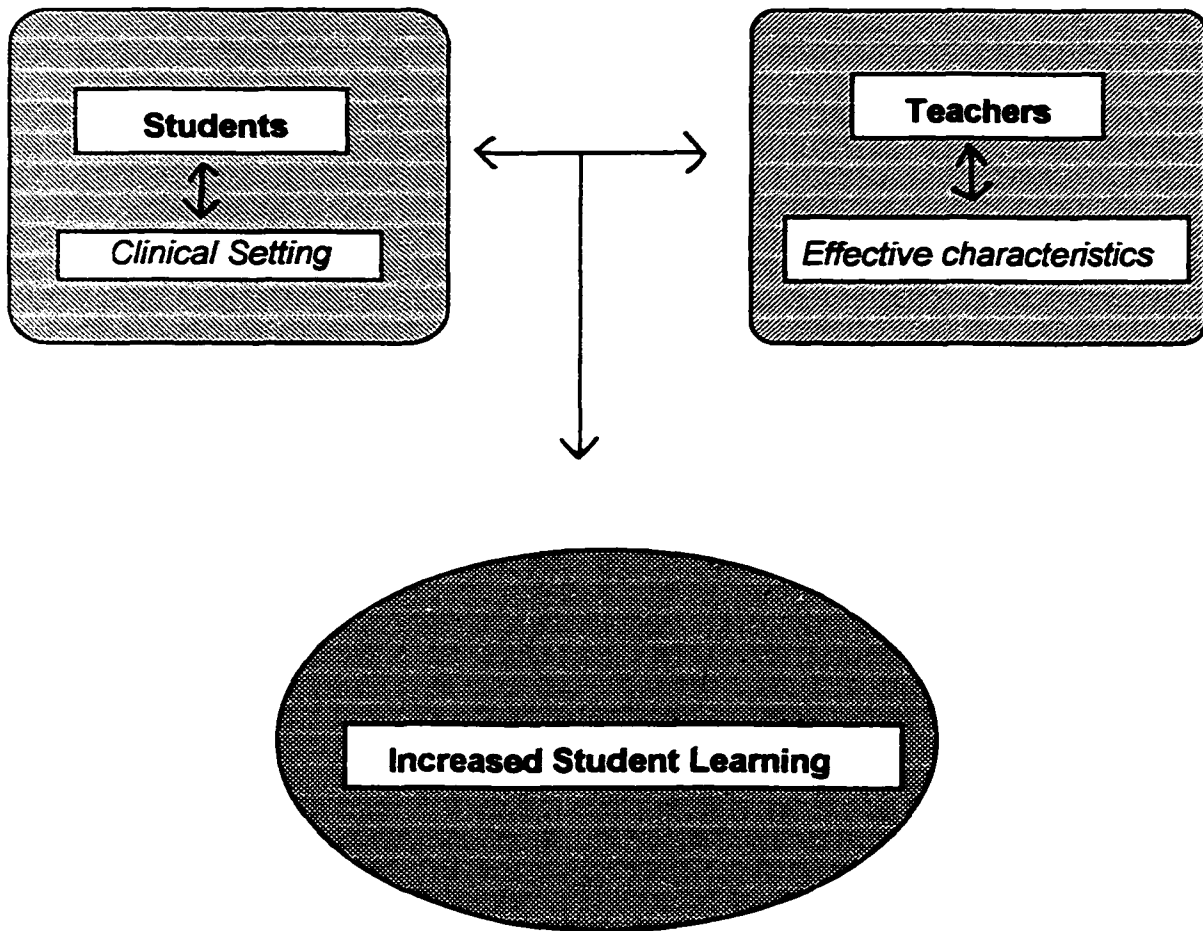
Application of Theoretical Framework to Research

Nursing students are adults learners. For RNs who graduated in 1987 or later, the average age at graduation was 30 years (Moses, 1992). In addition, the average age for nursing students at a small midwestern community college in 1997 was also 30 years ("Student Statistics,"1997). Nursing students meet all the components of the definitions of an adult according to Knowles (1984). The older nursing student brings not only general life experiences, but usually specialized training as well. Almost 30%

of RNs worked in a health care occupation just before they entered nursing school (Moses, 1992). These experiences must be respected by adult instructors. In addition, nursing students have the goal to enter a profession and their learning focuses on that goal (Miller 1992).

The principles of adult learning provide a conceptual framework on which to base this study. Clinical teachers who adhere to Knowles' (1984) principles of adult learning will exhibit effective characteristics when interacting with students in the clinical area and thus can effect an increase in learning for the nursing student (Figure 1).

Figure 1. Influence of characteristics of clinical teachers and adult learning principles on learning as presented in this study.



LITERATURE REVIEW

Numerous studies have been found describing effective characteristics of clinical teachers. These existing studies along with similar studies are summarized in this chapter.

Jacobson (1966) conducted one of the early studies, in an attempt to identify effective nursing instructor behaviors as described by nursing students. She indicated that since the student is the recipient of the teacher's effort, the student response is one pertinent measure of the teacher's effectiveness. Jacobson interviewed a sample of 961 undergraduate nursing students from five public and private schools in the southern region of the United States. The students involved ranged from freshman to senior level.

Using a modified critical incidence technique in group interviews, subjects were asked to provide a description of as many recent effective and ineffective incidents as possible in an 80-minute period of time. "The data were analyzed for frequency and percentage and were tested for significance of relationship by use of the chi-square and the Kendall Tau C" (Jacobson 1996, p.220). Content analysis and categorization of the incidents was completed by three judges. Of the 1,182 incidents reported, there were 687 effective incidents and 495 ineffective incidents identified. Next, the 1,182 critical incidents were grouped into 58 critical requirements. Finally, the critical incidents were categorized into six major behavioral categories of effective clinical teaching behaviors. The six categories were: availability to students, professional competence, interpersonal relations, teaching practices, personal characteristics, and evaluation practices. Jacobson also described the relationship of student and teacher as extremely important to learning in the clinical setting.

A study done by O'Shea and Parsons (1979) focused on the identification and comparison of effective and ineffective characteristics of clinical teachers as described by students and faculty. The study participants included a convenience sample of 205 BSN students and 24 faculty from a private university. A simple two-question format was implemented with instructions to write 3-5 identified teaching behaviors that facilitated and/or interfered with learning. Data analysis was completed with tallied key words and phrases that were normalized and expressed in percentages for each group and then sorted into three broad categories. These categories were identified as evaluative, instructive/assistive, and personal.

A strong relationship between instructor feedback and learning was identified on the returned questionnaires. Faculty rated the behavior of role modeling five times higher than the students. Specific limitations within this study included the deficit of no statistical significance, no demographic information of the sample and the fact that a single private institution was used.

Brown (1981) conducted a study to identify what characteristics of clinical teachers were deemed effective by faculty and students. Study participants included a convenience sample of 82 senior nursing students and 42 faculty members from an eastern university. Students indicated that instructors' relationships with students was more important than professional competence. Faculty, however, rated professional competence higher than other competencies. Two characteristics were ranked high by both groups: 1) "provides useful feedback on student's progress", and 2) "is objective and fair in evaluation of the student". There was a significant difference between the values of the two groups in four areas: 1) "relating theory to practice" ($p < .005$); 2) "supervising experiences without taking over" ($p < .05$); 3) "self-controlled, cooperative, and patient" ($p < .005$); 4) "freedom of discussion and venting of feelings" ($p < .05$). The students rated each of these areas as more important than the teachers

did except for relating theory to practice. A major limitation of this study is that the researchers used a small sample size from a single institution.

In a study that extended Brown's (1981) initial work, Bergman and Gaitskill (1990) investigated effective characteristics of clinical teachers. This convenience study included 134 students and 23 faculty members at a university college of nursing in southwestern Ohio. The sophomore, junior, and senior student participants were enrolled in clinical classes. The faculty participants were teaching in a clinical setting. Findings revealed that all participants ranked the following as effective characteristics of clinical teachers: 1) well informed; 2) effective communicators; 3) objective and fair in evaluation; 4) provide useful feedback; and, 5) are honest and direct. Faculty members placed more emphasis on patient care i.e. "shows genuine interest in patients and their care," than did students. This study identified seven areas of significant difference in the values of the two groups ($p < .01$). These include: 1) "displays a sense of humor"; 2) "supervises and helps in new experiences without taking over"; 3) "is honest and direct with students"; 4) "encourages students to feel free to ask questions or to ask for help"; 5) "shows enthusiasm for teaching"; 6) "permits freedom of discussion and venting of feelings"; and 7) "available to work with students as situation arises in the clinical setting". The results of this study, when compared to Brown's (1981) findings, appear largely similar; however a significant difference ($p < .05$) does appear. Faculty members ranked characteristics dealing with the clinical instructor's relationships with students as more important than those dealing with professional competence. This is the opposite result of Brown's (1981) study. The limitations of this study include its small sample size at a single university. The effective characteristics of clinical teachers, as described by Brown (1981) and Bergman and Gaitskill (1990), can be compared with Knowles' principles of adult learning (see Table 1).

Table 1

Knowles' Principles of Adult Learning Compared With Effective Characteristics of Clinical Teachers

Knowles' Principles of Adult Learning	Effective Characteristics of Clinical Teachers
1. Need to know why of learning and apply to the real world.	Relates underlying theory to practice. Is well informed and able to communicate to students.
2. Growth and maturity allows self-concept progression from dependency to self-directedness.	Is honest and direct with students. Encourages students to feel free to ask questions. Permits freedom of discussion
3. Individual's past experiences are a rich learning resource.	Is flexible when the occasion calls for it.
4. Readiness to learn is directly related to developmental tasks of evolving social roles.	Facilitates student awareness of their professional responsibilities. Shows genuine interest in patients and their care. Supervises without taking over. Demonstrates skills, attitudes, and values in the clinical area.
5. Adults have problem-centered learning.	Relates underlying theory to practice. Available when needed by the student.
6. Motivation to learn is internal as well as external.	Provides useful feedback. Is objective and fair. Is realistic in expectations. Displays sense of humor. Admits mistakes and limitations. Shows enthusiasm for learning.

Several studies have been done that identify important teacher behaviors. Knox and Morgan (1985) conducted a study that compared the importance of five categories of clinical teacher behaviors as perceived by university nursing faculty, students, and practicing baccalaureate graduates. A survey tool developed for this study, The Nursing Clinical Teacher Effectiveness Inventory (NCTEI), contains 47 items, each describing a teacher characteristic clustered into five categories: teaching ability, nursing competence, personality traits, interpersonal relationships, and evaluation. The respondents rated each item on a 7-point Likert-type scale. Results showed similar perceptions between the three groups of respondents. Evaluation was rated the highest behavior by all respondents except first-year students who, at the time of this study, had not yet experienced an evaluation. Other high scores included interpersonal relationships and nursing competence. All respondents gave the lowest overall rating to personality. Analysis of variance of the responses from the three groups showed a significant difference ($p < .04$) only in nursing competence.

In a similar study by Sieh and Bell (1994), a sample of students and faculty from associate degree nursing programs were selected to examine students' and faculty's perceptions of important characteristics of clinical teachers. This was the first study to include associate degree nursing programs. A convenience sample of 199 students and 20 faculty from two southwestern community colleges participated in the study. Perceptions were measured using a modified NCTEI. The respondents were asked to respond on a five point, instead of seven point Likert scale. All 47 items were rated highly by both students and faculty, ranging from 3.86 for "Directs students to useful literature in nursing" to 4.85 for "Corrects students' mistakes without belittling them". Students' and faculty's perceptions of important characteristics of effective clinical teaching were not significantly different. These

results when compared to previous studies conducted using baccalaureate students, were comparable except for the item “good role modeling” which was not rated as highly in this study.

Characteristics of best and worst clinical teachers have been investigated by Morgan and Knox (1987) and replicated by Nehring (1990). Morgan and Knox’s (1987) study using the NCTEI, included 201 subjects (28 clinical teachers and 173 undergraduate students) at seven university schools of nursing in western United States and Canada. Findings indicated that the higher rated characteristics of best clinical teachers were similar in both faculty and students. These characteristics include “good role models,” “enjoys nursing and teaching,” and “demonstrates clinical skills and judgment.” There was, however, less agreement between the two groups on characteristics of worst teachers. Students perceived worst clinical teachers as those who were unapproachable and lacking empathy. The faculty’s perceptions for worst clinical teachers included lack of enjoyment in nursing and poor communication skills. Analysis of variance of category for “best” teachers showed significant differences between ratings by the two groups for three of the five categories: personality trait ($p < .001$); evaluation ($p < .001$); and, interpersonal relationships ($p < .001$). Differences for “worst” clinical teacher characteristics were not significant.

Nehring’s (1990) convenience study included 63 faculty and 127 students from eleven schools of nursing in Ohio. Significant difference in rating between faculty and students was identified in all five categories: 1) teaching ability ($p < .0001$); 2) interpersonal relationships ($p < .0001$); 3) personal traits ($p < .0001$); 4) nursing competence ($p < .0001$); and, 5) evaluation ($p < .0001$). Students rated each of the five categories higher than faculty. The highest rated characteristics of “best” clinical teachers were perceived similarly by both groups. These included “enjoys nursing”, “is

a good role model” and “enjoys teaching.” There was less agreement between the two groups on characteristics of “worst” teachers. Both faculty and students most frequently choose characteristics from evaluation and interpersonal relationships categories as being problem areas for the “worst” teachers.

Nehring’s (1990) study, when compared to Morgan and Knox’s (1987) original study, identified very similar characteristics of best clinical instructors. In both studies, characteristics of best clinical teachers included “being a good role model,” “enjoys nursing,” “enjoys teaching,” and “demonstrates clinical skills and judgment.” In both studies the “worst” instructor was perceived as only rarely being characterized by being a good role model, using self-criticism constructively, encouraging mutual respect, or providing support and encouragement (Nehring 1990, p. 938).

Fong and McCauley (1993) concluded that prior research studies identified effective clinical teaching behaviors in five categories: “teaching ability, nursing competence, ability to evaluate, interpersonal relationship, and personality” (p. 325). These findings are similar to the characteristics identified by Morgan and Knox (1987). This study involved the development and testing of the Clinical Teaching Evaluation (CTE) Instrument containing twenty five items measured on a five point Likert-type scale ranging from “outstanding” to “poor” (Fong & McCauley 1993, p. 326).

The presence of observers during task performance is a well known source of stress. Kushnir (1986) conducted a study to identify the negative effects of the presence of an instructor on student nurses’ behavior in the hospital setting. Twenty-eight second-year female nursing students were asked to describe in detail an encounter they found to be stressful. About three-quarters of the stressful encounters occurred in novel situations, that is during the first clinical experience, the first injection, a new ward, etc. (Kushnir 1986, p.17). Students also indicated that criticism

from the nursing staff was a source of stress. Kushnir (1986) indicated that instructors should realize that they may become sources of stress, and they should try to limit this effect. A possible solution to this effect is that instructors should emphasize less their evaluative role and help create a more supportive learning atmosphere. Errors should be treated more as learning opportunities rather than occasions for criticism and punishment (Kushnir 1986, p.19).

Further investigation of effective clinical teacher characteristics is needed as demonstrated by the preceding review of the literature. In the majority of reviewed literature, site limitations included small sample selections from single institutions and the use of BSN students only. Geographical differences were not explored. Demographic issues included diverse instructor experience and academic preparation. Assorted instrumentation development and use was noted with limited validity. Data collection was not proven to be consistent over time intervals with no quantitative research or test retest reliability noted.

Therefore, using the Clinical Teacher Characteristics Instrument, this study will survey the perceptions of ADN faculty and ADN students regarding effective clinical teacher characteristics. This study will expand on previous descriptive studies but use ADN subject sampling. Fong and McCauley (1993) found “the focus of nursing researchers has been on designing studies to identify the behaviors that students felt were important for clinical instructors to possess” (p. 325). All subjects for this study will be assumed to be adults, as defined biologically, legally, socially, and psychologically, in an educational environment.

Research Question

Is there a difference in the perceptions of characteristics of effective clinical teachers between ADN nursing students and ADN nursing faculty?

Hypothesis

There will be no significant difference ($p < .05$) in the scores obtained on the Clinical Teacher Characteristics Instruments of ADN students when compared to ADN faculty in each of the three categories of characteristics: professional attributes, relationship with students, and personal attributes.

Definitions of terms

- 1) Associate degree nursing student - a student who is admitted to a nursing program in a college, engaged in the study of nursing, and who will receive a associate degree in nursing upon graduation.
- 2) Associate nursing faculty - all teachers who are on the staff of a college who teach nursing classes.
- 3) Characteristic - a distinguishing trait or quality.
- 4) Effective - producing a desired result; accomplishing goals and expectations.
- 5) Clinical teacher - an instructor of nursing students in the practice setting.

CHAPTER III METHODS

Design

The personal perception of individuals who observe the same behavior are subjective in nature. These perceptions may represent a description of a characteristic. Research studies that have as their main objective the accurate portrayal of the characteristics of persons are descriptive research. Therefore, the research method that was used for this study is a descriptive design. More specifically, the study compared the effective clinical teaching characteristics as perceived by ADN students and ADN faculty.

Sample

A convenience sample of twenty ADN students and fifteen ADN faculty was selected. The proposed student sample was second-level students starting their third semester of the ADN program. The proposed faculty sample was employed full or part-time as instructors in an ADN program. This sample is assumed to be adult learners as identified by Knowles (1984) definitions of an adult. All subjects admitted into this study meet the following criteria: (a) be eighteen years of age or older, and (b) consent to participate in the study.

Setting

Data from the student sample were collected in the last fifteen minutes of class at a community college in a midwestern state. Permission was obtained from the faculty teaching in the course to use the last fifteen minutes of a scheduled class to administer the Clinical Teacher Characteristics Instrument. Data from the faculty sample were collected at the last fifteen minutes of a faculty meeting at a community college in a midwestern state. Permission was obtained from the Dean of the ADN

program to use the last fifteen minutes of a scheduled faculty meeting to administer the Clinical Teacher Characteristics Instrument.

Instrument

The Clinical Teacher Characteristics Instrument (CTCI) was developed by Brown (1981) and also used by Bergman and Gaitskill (1990). Permission to use the instrument has been obtained (See Appendix A). Section One of the questionnaire identified 20 characteristics of clinical teachers (See Appendix B). These characteristics were rated using a Likert-type scale with a stated rating code ranging from “of most importance” to “ of no importance.” These characteristics were also classified into three categories: professional competence, relationship with students, and personal attributes (See Appendix C). Section Two on the tool required the subjects to select the five characteristics from the list of 20 that they considered most important for a clinical teacher. These five characteristics were then ranked in order of importance. Prioritizing these characteristics gave the instrument greater sensitivity in discriminating which characteristics were rated most effective between the two groups (students and teachers). Section Three sought demographic data from the participant along with information relating to Knowles’ definition of an adult. Several studies have been done by other researchers since the questionnaire’s development in which reliability and validity have been tested; however, results of this testing are not available (S. T. Brown, personal communication, March 3,1999). Because of this, a reliability coefficient was run. For most purposes, reliability coefficients above .70 are considered satisfactory (Pollit & Hungler 1989, p. 243). The reliability coefficient for the overall instrument was .85. However the reliability coefficient for the three subgroups were slightly lower: professional competence, .63; personal attributes, .57; and relationships with students, .70. These results will now provide a base for further

studies. These results may be due to a small sample size. Refinement of the instrument may also be indicated.

Procedure

There were four steps involved in the development of this study. These included (a) approval by Human Research Review Committee, (b) approval of the Nursing Dean at the institution to administer the instrument, (c) approval of nursing faculty to administer the instrument, (d) distribution of cover letter explaining research purpose and protocol to faculty involved.

Step one, permission was obtained from the Human Research Review Committee at Grand Valley State University. The Human Research Review Committee received copies of the Clinical Teacher Characteristics Instrument along with specific documentation explaining the research purpose and protocol. In order to protect subjects, the following procedures were adhered to:

1. All CTCI instruments were coded with a four digit number to differentiate ADN students from faculty.
2. All subjects were assured that all data will be reported in terms of group analysis. No data will be individually reported.
3. All students participating were assured that information will be kept confidential and that their responses will in no way affect their grades or their relationship with the nursing faculty or institution.
4. All faculty participating were assured that information will be kept confidential and that their responses will in no way affect their employment with their respective institution.
5. Participation in this research study is voluntary.
6. All students were given the tool. Students who did not wish to fill the tool out returned it blank at the end of the class time. Students were also

reassured that refusal to participate did in no way affect their grade or their relationship with the nursing faculty or institution.

7. All faculty were given the tool. Any faculty who did not wish to fill the tool out returned it blank at the end of the faculty meeting. Faculty were also reassured that refusal to participate would in no way affect their employment at the institution.

8. Prospective subjects were told the researcher's name and school of graduate study.

9. The purpose of the research study was also explained, and a question and answer period was provided.

10. Verbal instructions were given to all subjects explaining in detail the instrument and procedure of completion (Appendix D). These instructions stated informed consent was granted with completion of the instrument. In addition, the above information related to anonymity, confidentiality and data reporting was included.

11. Data collection took place at the last 15 minutes of class for the student subjects, and the last 15 minutes of faculty meeting for faculty subjects. Data were collected by the nurse researcher. Completed surveys were individually placed into a box on a table, near the exit of each class or conference room of the faculty meeting. On the table where the surveys were placed upon completion, there was a thank you note for each participant and a snack in appreciation of their time.

12. There are no risks to the subjects involved in this study. This study benefited all by adding to the existing research and continues to increase the nursing knowledge and evaluation of the most effective and ineffective teaching behaviors.

Step two, the Nursing Dean at the nursing institution received copies of the instrument along with specific cover letters explaining the research protocols. In addition, the Dean received a request asking permission to conduct the study at her respective institution. Permission for the research was granted and the enclosed request was returned in the self addressed envelope provided (see Appendix E).

When approval to conduct the study was obtained by the Nursing Dean and the Human Research Committee, steps three and four were implemented.

Step three: The researcher followed the procedure at the institution that enabled access to the study population.

Step four: Faculty members involved in teaching the course to the potential student subjects received a cover letter that explained the research purpose and protocol. In addition the letter contained a request to access the particular nursing students and confirm a set date and time to administer the CTCL. Faculty agreeing to allow the nurse researcher to conduct the study in their classes were also asked to sign a permission to access class form and return it to the nurse researcher in a self-addressed stamped envelope (see Appendix E).

Threats to external and internal validity:

Personal variables which could have arisen within the proposed descriptive study could include: noncompliance, fatigue, biased attitude relating to specific instructors, stress, poor health, time (just prior to lunch or end of scheduled day).

Situational variables which could have arisen within the proposed descriptive study: misunderstanding of stated survey instructions, time compliance, negative environmental aspects (temperature, noise level, interruptions, foul odor, congested area, poor ventilation).

CHAPTER IV

DATA ANALYSIS AND RESULTS

The purpose of this study was to compare perceptions of effective clinical teaching behaviors held by ADN students and ADN faculty. The independent variables of ADN student and ADN faculty perceptions were compared to the dependent variables of clinical teaching characteristics. The analysis was conducted using the Statistical Package for the Social Sciences (SPSS). A Mann Whitney U was the statistical method used to analyze the data for differences and similarities in perceptions between the two groups in each of 20 characteristics which are identified in the CTCI tool. See appendix B. Additionally, a t-test was performed to identify differences of perceptions between the two groups in relationship to the three categories of the characteristics. See appendix C. An alpha level of 0.05 was set to determine significance for analysis of all data.

Subject Characteristics

All subjects completed a demographic sample survey. Statistical averages were compiled to describe sample characteristics. All subjects also completed the CTCI which involved rating the importance of twenty clinical teaching characteristics on a five point Likert-type scale. The Likert scale ranged from “5=of most importance” to “1=of no importance”. Additional ranking of the five most important characteristics are included in Section II of the instrument.

Thirty five questionnaires were returned. Of these, 57.1% (N= 20) were students responses and 42.9 % (N= 15) were from faculty. One questionnaire was returned blank and was not included in the statistical results.

Data Analysis

The data analysis for this study was conducted using the Statistical Package for the Social Sciences (SPSS). Data from the CTCI instrument involved analyzing the twenty teaching characteristics as to their perception of importance by the entire subject population. All of the teaching characteristics were perceived as important by students and faculty. The median results ranged from 4.00 “very important” to 5.00 “most important”.

In order of mean item rank, the student sample perceived the most effective clinical teaching characteristic to be “encourages students to feel free to ask questions or to ask for help” (mean 4.9, S.D.= .31). In addition the students ranked the clinical characteristic “is well informed and able to communicate knowledge to students” second with a mean rank item of 4.85 (S.D.=.37). The third most effective clinical teaching characteristic ranked by the student sample was “shows genuine interest in patients and their care” (mean 4.65, S.D.= .49). The fourth ranked most effective teaching characteristic as perceived by students involved evaluation characteristics: “is objective and fair in the evaluation of the students” (mean 4.55, S.D.=.60). And finally the fifth ranked characteristic was “demonstrates skills, attitudes and values that are to be developed by the students in the clinical area” (mean 4.45, S.D.= .60).

The student sample data were computed as previously stated. The statistical ranking of data resulted in the identification of the ten most effective characteristics perceived by the student sample. These ten highest ranked characteristics from the student sample are presented in Table 2 by mean item ranked score.

These findings indicate ADN students prefer instructors’ characteristics which encourage students to feel free to ask questions along with being well informed. In addition, the ADN students favor instructors who show genuine interest in the patients

Table 2
10 Most Effective Clinical Teaching Behaviors Ranked by ADN Students

Behavior	ADN Student Mean Item Rank	Standard Deviation
1. Encourages Students	4.90	.31
2. Well Informed	4.85	.37
3. Shows Genuine Interest	4.65	.49
4. Object and Fair	4.55	.60
5. Demonstrates Skills	4.45	.60
6. Available to Students	4.45	.76
7. Self-controlled, Patient	4.40	.68
8. Conveys Confidence	4.40	.75
9. Is Honest and Direct	4.40	.82
10. Shows Enthusiasm	4.25	.85

Note.
n=20.

and demonstrate skills, values and attitudes that are to be developed by the students. ADN students also prefer instructors to be fair and objective in their evaluations.

The most effective clinical teaching characteristic as perceived by ADN faculty was “demonstrates skills , attitudes and values that are to be developed by the students in the clinical area” (mean 4.85, S.D.= .36). The second ranked ADN faculty characteristic involved communication skills “is well informed and able to communicate knowledge to students” (mean 4.79, S.D.= .58). The faculty sample ranked third the characteristic “encourages students to feel free to ask questions or to ask for help” (mean 4.71, S.D.= .47). The fourth ranked most effective teaching characteristic as perceived by ADN faculty involved evaluation characteristics “ is objective and fair in the evaluation of the student” (mean 4.57, S.D.= .51). The fifth most important characteristic ranked by the ADN faculty was “shows enthusiasm for teaching” (mean 4.5, S.D.= .65). The results of the top ten characteristics ranked by mean item score of the ADN faculty sample are presented in Table 3.

These findings reveal ADN faculty prefer instructor characteristics involving the ability to demonstrate skills and attitudes that are to be developed by the students. The ability to communicate to students along with encouraging the students to feel free to ask questions is also perceived to be important. Evaluation behaviors are important as identified by being objective and fair in the evaluation of the student. ADN faculty also perceive instructors who show enthusiasm for teaching as an important characteristic.

Additionally, subjects from both groups were asked to rank in order of importance the five most important teaching characteristics. Table 4 indicates the frequencies that each item was ranked as one of the five most important

Table 3
10 Most Effective Clinical Teaching Behaviors Ranked by ADN Faculty

Behavior	ADN Faculty Mean Item Rank	Standard Deviation
1. Demonstrates Skills	4.86	.36
2. Well Informed	4.79	.58
3. Encourages Students	4.71	.47
4. Objective and Fair	4.57	.51
5. Shows Enthusiasm	4.50	.65
6. Is Honest and Direct	4.43	.51
7. Realistic in Expectations	4.43	.65
8. Shows Genuine Interest	4.36	.63
9. Helps Without Taking Over	4.36	.63
10. Facilitates Awareness	4.36	.50

Note.

n=14.

Table 4

Frequency of Behaviors that were Ranked as the Five Most Important Characteristics

Behavior	Number of Cases
1. Facilitates Awareness	5
2. Shows Genuine Interest	11
3. Relates Theory	9
4. Displays Humor	3
5. Conveys Confidence	11
6. Well Informed	20 *
7. Helps Without Taking Over	4
8. Admits Mistakes	4
9. Provides Feedback	3
10. Self-controlled, Patient	9
11. Realistic in Expectations	9
12. Honest and Direct	13
13. Encourages Students	19 *
14. Objective and Fair	9
15. Demonstrates Skills	12
16. Stimulated Students	6
17. Shows Enthusiasm	8
18. Flexible	0
19. Freedom of Discussion	5
20. Available to Students	10

Note. * = behaviors ranked most often in the top five.

characteristics. The reader can observe that item 6, "is well informed and able to communicate knowledge to students," and item 13, "encourages students to feel free to ask questions or to ask for help," were the two characteristics most frequently ranked in the top five. Only item 18, "is flexible when the occasion calls for it," was not ranked as one of the five most important characteristics. These characteristics were also ranked in order of most importance by the two groups, students and faculty. See table 5. The following items were ranked in the top five most important teaching characteristics by both groups: item 6, "is well informed and able to communicate knowledge to students," item 13, "encourages students to feel free to ask questions or to ask for help," item 14, "is objective and fair in the evaluation of the student," and item 15, "demonstrates skills, attitudes, and values that are to be developed by the student in the clinical area". Teaching characteristic 2, "shows genuine interest in patients and their care," was ranked higher by students than faculty. Faculty identified characteristic 17, "shows enthusiasm for teaching," as more important than students. Both groups listed item 4, "displays a sense of humor," as the least important teaching characteristic.

Section three of the questionnaire sought demographic data from the participant along with information relating to Knowles' definition of an adult. Of the faculty sample, 78.6% (n=11) were 41 years or older in age. The remainder of the faculty sample were between 31- 40 years of age (21.4%, n= 3). The majority of the student sample (60%) were between the ages of 20 - 30 years (n=12). Additional ages of the student sample included 17.1% (n=3) at ages 31-40 years, and 25% (n=5) for ages 41 years and older.

Questions were also asked relating to Knowles' adult learning theory. Fifty-five percent (n=11) of the students strongly agree with the question, "I take full

Table 5
Comparison of Most Important Ranking of Teaching Characteristic

Rank	Teaching Characteristic Students	Teaching Characteristic Faculty
1	#13; Encourages Students	#15; Demonstrates Skills
2	#6; Well Informed	#6; Well Informed
3	#2; Shows Genuine Interest	#13; Encourages Students
4	#14; Objective and Fair	#14; Objective and Fair
5	#15; Demonstrates Skills	#17; Shows Enthusiasm
6	#20; Available to Students	#12; Is Honest and Direct
7	#10; Self-controlled, Patient	#11; Realistic in Expectations
8	#5; Conveys Confidence	#2; Shows Genuine Interest
9	#12; Is Honest and Direct	#7; Helps Without Taking Over
10	#17; Shows Enthusiasm	#1; Facilitates Awareness
11	#11; Realistic in Expectations	#20; Available to Students
12	#1; Facilitates Awareness	#16; Stimulates Learning
13	#7; Helps Without Taking Over	#10; Self-controlled, Patient
14	#16; Stimulates Learning	#5; Conveys Confidence
15	#9; Provides Feedback	#19; Permits Discussion
16	#8; Admits Mistakes	#9; Provides Feedback
17	#3; Relates Theory	#18; Is Flexible
18	#18; Is Flexible	#8; Admits Mistakes
19	#19; Permits Discussion	#3; Relates Theory
20	#4; Displays Humor	#4; Displays Humor

responsibility for my learning”. The faculty sample was asked if they feel their students take full responsibility for their learning. The majority of the results were split between disagreeing with the statement (35.7%, n=5), and agreeing with the statement (35.7%, n=5). Another question asked if the students are fully independent in their learning experience. The student sample was split in their responses, 35% (n=7) of the student sample disagree with the statement, whereas 30% (n=6) agree with the statement. The majority of the faculty (71.4%, n=10) disagree with the statement “students are fully independent in their learning”. A final question asked if students feel their learning will improve their quality of life. Both the faculty (46.2%, n=6) and student (95%, n=19) sample strongly agree with the statement. Additionally, 38.5% (n=5) of the faculty agree with the statement.

A Mann-Whitney U test was applied to the ordinal data to determine the differences between students and faculty in their perceptions of importance of selected characteristics. An alpha level of 0.05 was set to determine significance for analysis of the statistical data. The results showed a statistical significance ($p < .05$) for one item, characteristic 15, “demonstrates skills, attitudes, and values that are to be developed by the students in the clinical area”. See table 6. It is interesting to note that this characteristic was listed in the top five characteristics of both ADN students and ADN faculty rankings.

Hypothesis Testing

The hypothesis, there will be no difference in the scores obtained on the Clinical Teacher Characteristics Instruments of ADN students when compared to ADN faculty in each of the three categories of characteristics: professional attributes, relationship with students, and personal attributes, was supported by the collected data. Each of the twenty teaching characteristics was classified into three categories: professional competence, relationship with students, and personal attributes (appendix

C). These categories were analyzed as to their perceptions of importance by students and faculty. A t-test was performed to identify differences of perceptions between the two groups in relationship to the three categories of the behaviors. An alpha level of 0.05 was set to determine significance for analysis of all data. The results did not show a statistically significant difference ($<.05$) for any of the three categories: Professional Competence $p=.40$; Relationship with Students $p=.83$; and Personal Attributes $p=.49$. See table 7.

Table 6

Mann-Whitney U Test for Differences Between Students and Faculty Perceptions

	N	Mean Rank	U	Z	P
<u>Item 15: demonstrates skills, attitudes, and values that are to be developed by the students in the clinical area</u>					
Student	20	14.95	89.00	-2.14	.03
Faculty	14	21.14			

Table 7
T Test Results Identifying Differences of Perceptions Between the Two Groups in
Relationship to the Three Categories of the Behaviors

Dimension	Student Mean(sd)	Faculty Mean(sd)	t	df	p
Professional Competence	38.74 (3.19)	39.64 (2.76)	-.85	32	.40
Relationship with students	26.00 (3.18)	26.21 (2.26)	-.22	32	.83
Personal Attributes	19.80 (2.40)	20.43 (2.85)	-.70	32	.49

CHAPTER V

DISCUSSION AND IMPLICATIONS

Discussion of Findings

This study, as did Brown (1981), Morgan & Knox (1985), O'Shea & Parsons (1987), Knox & Morgan (1987), Bergman & Gaitskill (1990), Nehring (1990) and Sieh & Bell (1994) identified important or effective clinical teaching behaviors as perceived by nursing students. An additional objective of this study was to identify similarities and differences between ADN students and ADN faculty. Knowles' adult learning theory was implemented to guide this study.

The following discussion will compare and contrast prior study findings in context with the results of this study. The study findings are the result of ranked mean item scores based on the percentage response of the 20 item CTCI tool and the results of a Mann Whitney U and t-test conducted from the ADN student and ADN faculty sample data.

Research Question

The research question involved determining if there was a difference in the perceptions of characteristics of effective clinical teachers between ADN nursing students and ADN nursing faculty. The results of this study were similar to those in prior studies. First, the ranked results of both samples involved in this study identified four consistent behaviors classified in the top five of each group. The clinical teaching characteristic, "encourages students to feel free to ask questions or to ask for help" was ranked number one by ADN students and ranked third by ADN faculty. Additionally, the clinical teaching characteristic of being "well informed and able to communicate knowledge to students" was ranked second by both the ADN student

and ADN faculty sample. A third characteristic, “demonstrates skills, attitudes and values that are to be developed by the student in the clinical area,” was ranked number five by ADN students, but was ranked number one by ADN faculty. All three of these characteristics are in the “professional competence” category of the three classifications of teaching characteristics. These three of the top five rated characteristics ranked by the ADN students and ADN faculty are consistent with the findings of Knox & Morgan (1985) and Morgan & Knox (1987) ranking professional competence highest. Additionally, the results are in agreement with the findings of Brown (1981) and O’Shea & Parsons (1987) if professional competence was officially defined as the characteristic of being a good role model. Both of these studies mentioned above found the most effective teaching characteristic was being a good role model.

Of the top 10 characteristics that were ranked similarly between ADN students and ADN faculty (refer to tables 2 & 3), seven characteristics were identified in the top ten highest ranked characteristics by both groups. These behaviors include “shows genuine interest in patients and their care,” “is well informed and able to communicate knowledge to students,” “is honest and direct,” “encourages students to feel free to ask questions or to ask for help,” “is objective and fair in the evaluation of the student,” “demonstrates skills, attitudes and values that are to be developed by the student in the clinical area,” and “shows enthusiasm for teaching.”

In summary, ADN students and ADN faculty prefer similar instructor characteristics, but differ in the perceived order of importance as evidenced by the mean item rank (refer to tables 2 & 3). Of the top five rated behaviors, four out of the five are present in each group. These findings indicate both ADN students and ADN faculty perceive the most effective clinical teaching characteristics are behaviors that include “being well informed,” “encourages students to ask for help,” “are objective

and fair in evaluations” and “develops skills, values and attitudes that are to be developed by the students.” These findings strengthen the perspective that nursing students prefer instructors who are interested in patient care and demonstrate technical skills, values and attitudes that are to be developed by the students. ADN students relate to instructor characteristics that provide positive reinforcement and fair evaluation.

These results are also congruent with Knowles’ adult learning theory. The highest ranked teaching characteristics of being well informed, encouraging students and being objective and fair compare to Knowles principles. See table 1. According to Knowles (1984), learning occurs more efficiently and with greater knowledge retention if adults know why they need to know something. Adults will also learn more effectively if they view the learning situation as important to real-life situations. Finally, adults are motivated to learn if they perceive the task will help them in their life situations. Nursing students prefer instructors who demonstrate skills and values that are to be developed by the students. They also prefer instructors who are well informed and those who encourage students to ask for help. Thus, if students are adult learners and nursing faculty apply Knowles adult learning theory in the clinical setting, increased student learning can occur. See figure 1. However, if nursing students are not truly adult learners, as defined by Knowles (1984), applying these concepts may not be as effective.

Hypothesis

The hypothesis in this study involved identifying and comparing scores obtained on the CTCI of ADN students and ADN faculty from each of the three categories of characteristics: professional attributes, relationship with students, and personal attributes. A t-test was performed to identify differences of perceptions between the two groups in relationship to the three categories of the characteristics.

An alpha level of 0.05 was set to determine significance for analysis of all data. The results did not show a statistically significant difference ($<.05$) for any of the three categories; Professional Competence $p=.40$; Relationship with Students $p=.83$; and Personal Attributes $p=.49$. See table 7. Findings revealed that both ADN faculty and ADN students perceive clinical teacher characteristics that involve professional competence as most important. Characteristics that encompass relationships with students were ranked second, and personal attribute characteristics were ranked third. These findings suggest that ADN students and ADN faculty have the same perceptions as to what effective clinical teaching characteristics are.

Application to Nursing Practice, Administration, Education and Research

This study further substantiates the importance of identifying the most important effective clinical teaching characteristics perceived by ADN students and ADN faculty. This is important in the development of knowledgeable, proficient nursing students, faculty, and practicing nurses to benefit patient care. If the most effective clinical teaching characteristics are identified and implemented by instructors, nursing students will benefit by advancing their knowledge and skills.

This study indicates ADN students and ADN faculty perceive the same clinical teaching characteristics as being effective. This finding could be influential in benefiting nursing clinical curricula, with enhanced teaching emphasis on the specific characteristics identified as most important to the students.

This study is beneficial to nursing education by adding to the existing research mentioned concerning the CTCI tool. The CTCI is an effective tool to evaluate nursing students' perceptions of effective clinical teaching characteristics. Nursing education faculty have a responsibility to teach in the most beneficial manner possible. Clinical nursing instructors must strive to show professional competence to their students because it is an effective clinical teaching characteristic. If nursing instructors

are unaware of their teaching characteristics or of the most effective teaching characteristics as perceived by their nursing students, ineffective clinical experiences could result.

The CTCI tool used in this study identifies perceptions of effective clinical teacher characteristics by adult learners. However, not all of the subjects in this study identify themselves as adult learners as defined by Knowles (1984). This is indicated by only 35% of the student sample stating they are fully independent in their learning experience. Students need to truly be adult learners for successful application of Knowles adult learning theory.

Limitations

The limitations involved in this study include limited variability related to the small non-random sample of ADN students and ADN faculty and disproportional size of the ADN students sample in relation to the ADN faculty sample. Another limitation identified was using a single community college. During data collection, one questionnaire was returned blank and was not included in the statistical averages.

The CTCI tool involves three main categories of effective clinical teaching characteristics. The effective clinical teaching characteristic of role modeling is not officially defined in any of the 20 teaching characteristics listed on the CTCI. Unfortunately the true emphasis of the characteristic involving role modeling which has been identified in numerous previous studies- O'Shea & Parsons, Morgan & Knox, Nehring, Sieh & Bell-- could not be explored within this study. The CTCI identified professional competence as the most important teaching characteristic, but did not specifically address role modeling.

Recommendations

Further research of the perceptions of ADN students is recommended in relation to the lack of consistent research involving this population. Replication of this

study is strongly recommended with a larger sample involving a number of ADN-accredited programs along with a study comparing ADN and BSN students. Earlier studies such as Knox & Morgan identify similar results concerning effective teaching characteristics which are identified at differing nursing educational and practicing levels. Additionally, consideration of a longitudinal research study involving changing perceptions of effective clinical teaching characteristics, based on academic student level and or post graduation sample subjects, is suggested. Because this study was based on the characteristics of adult learning, a study to identify the characteristics of nursing students and if they really are adult learners is also recommended.

Concluding Statement

The foundation of this study is based on the enhancement of nursing education and the identification of effective clinical teaching characteristics as perceived by nursing students and nursing faculty. When the most effective clinical teaching characteristics are identified and implemented effectively by clinical instructors, nursing education will benefit by effective learned outcomes achieved by students. Time, money and educational energy can be conserved if the most effective learning interactions are identified, implemented and evaluated.

APPENDICES

Appendix A

Permission to use Instrument

3-3-99

Dr. Sylvia T. Brown
Professor of Nursing
East Carolina University
Greenville, NC 27858

Dear Dr. Brown:

I am currently a graduate student at Grand Valley State University in Grand Rapids, Michigan. I am working on a thesis proposal and have read your research related to the characteristics of effective clinical teachers. I would like to implement your "Clinical Teacher Characteristics Tool" in my research. I want to do a replication study comparing the different perceptions of effective clinical teaching behaviors held by both ADN students and ADN faculty. Thank You.

Sincerely,

A black rectangular redaction box covers the signature area. A small, faint mark is visible below the box.

Patricia Frontczak,
RN BSN
28685 Maple Terrace
Dowagiac, MI 49047

Permission is granted to Patricia Frontczak, a graduate student at Grand Valley State University in Grand Rapids, Michigan to implement the "Clinical Teacher Characteristics Tool" in her research. I understand that she is using it to do a replication study comparing the different perceptions of effective clinical teaching behaviors held by both ADN students and ADN faculty.

✓ I agree

_____ I do not agree


signature

8/9/99
date

Appendix B
Clinical Teacher Characteristics Instrument

Purpose: The following tool is designed for the participant to rate the characteristics of an effective teacher.

Instructions: Please indicate your response to each item, using the code stated below. Do not include your name or I.D. number. The code is:

5 = of most importance
4 = very important
3 = important
2 = slight important
1 = of no importance

- _____ 1. Facilitates students' awareness of their professional responsibilities.
- _____ 2. Shows genuine interest in patients and their care.
- _____ 3. Relates underlying theory to nursing practice.
- _____ 4. Displays a sense of humor.
- _____ 5. Conveys confidence in and respect for student.
- _____ 6. Is well informed and able to communicate knowledge to students.
- _____ 7. Supervises and helps in new experiences without taking over.
- _____ 8. Admits limitations and mistakes honestly.
- _____ 9. Provides useful feedback on student progress.
- _____ 10. Is self-controlled, cooperative, and patient.
- _____ 11. Is realistic in expectations of students.
- _____ 12. Is honest and direct with students.
- _____ 13. Encourages students to feel free to ask questions or to ask for help.
- _____ 14. Is objective and fair in the evaluation of the student.

- _____ 15. Demonstrates skills, attitudes and values that are to be developed by the student in the clinical area.
- _____ 16. Possesses the ability to stimulate the students to want to learn.
- _____ 17. Shows enthusiasm for teaching.
- _____ 18. Is flexible when the occasion calls for it.
- _____ 19. Permits freedom of discussion and venting feelings.
- _____ 20. Available to work with students as situation arises in clinical setting.

Section II

Instructions: From the 20 statements listed above, choose the five which you consider to be most important for a clinical teacher to have, and then rank them in the order of importance.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Section III (students)

- _____ 1. Age
 - (a) 20 - 30 years
 - (b) 31 - 40 years
 - (c) 41 years or over
- _____ 2. I take full responsibility for my learning.
 - (a) strongly agree
 - (b) agree
 - (c) uncertain
 - (d) disagree
 - (e) strongly disagree

- _____ 3. I feel I am fully independent in my learning experience.
- (a) strongly agree
 - (b) agree
 - (c) uncertain
 - (d) disagree
 - (e) strongly disagree
- _____ 4. I feel my learning will improve my quality of life.
- (a) strongly agree
 - (b) agree
 - (c) uncertain
 - (d) disagree
 - (e) strongly disagree

Section III
(faculty)

- _____ 1. Age
- (a) 20 - 30 years
 - (b) 31 - 40 years
 - (c) 41 years or over
- _____ 2. My students take full responsibility for their learning.
- (a) strongly agree
 - (b) agree
 - (c) uncertain
 - (d) disagree
 - (e) strongly disagree
- _____ 3. My students are fully independent in their learning experience.
- (a) strongly agree
 - (b) agree
 - (c) uncertain
 - (d) disagree
 - (e) strongly disagree
- _____ 4. My students feel their learning will improve their quality of life.
- (a) strongly agree
 - (b) agree
 - (c) uncertain
 - (d) disagree
 - (e) strongly disagree

Appendix C

Categorization of 20 Characteristics of Instrument

Professional Competence

2. Facilitates student's awareness of their professional responsibilities
3. Shows genuine interest in patients and their care
4. Relates underlying theory to nursing practice
7. Is well informed and able to communicate knowledge to students
8. Supervises and helps in new experiences without taking over
10. Provides useful feedback on student progress
15. Is objective and fair in the evaluation of the student
16. Demonstrates skills, attitudes, and values that are to be developed by the student in the clinical area
17. Possesses the ability to stimulate the student to want to learn in the category of professional competence

Relationship with Students

6. Conveys confidence in and respect for students
12. Is realistic in expectations of students
13. Is honest and direct with students
14. Encourages students to feel free to ask questions or to ask for help
20. Permits freedom of discussion and venting of feelings
21. Available to work with students as situation arises in the clinical setting

Personal Attributes

5. Displays a sense of humor
9. Admits limitations and mistakes honestly
11. Is self-controlled, cooperative, and patient
18. Shows enthusiasm for teaching
19. Is flexible when the occasion calls for it

Appendix D

Verbal Instructions to Research Participants

The purpose of this research study is to identify your perceptions of effective characteristics of clinical instructors. Your participation in the study cannot be identified. It will be offered to third-semester nursing students and all faculty in the school of nursing. The tool lists 20 characteristics of clinical instructors. You are to rate each item using the “Likert” type scale at the top of the tool. The ratings are: “5 = of most importance”; “4 = very important”; “3 = important”; “2 = slightly important”; “and 1 = of no importance”.

Section II of the tool asks you to choose from this list of 20 characteristics the five that you think are the most important. These top five should be listed in priority, “1 = most important “to “5 = least important”, on the lines provided.

Section III of the tool has items related to demographics. Please don't forget to complete these items.

Your participation is voluntary. Completing the survey implies your consent.

**Appendix E
Institution Permission Letters**

August 1, 1999

Marilouise Hagenberg
Dean of Occupational Studies
Southwestern Michigan College
58900 Cherry Grove Road
Dowagiac, MI., 49047

Dear Marilouise Hagenberg:

I am currently a graduate nursing student at Grand Valley State University and would like permission to conduct a survey analysis with twenty ADN students and ten nursing faculty. I am requesting this in preparation to fulfill my requirements for the Degree of Master of Science in Nursing at Kirkof School of Nursing. This research is being conducted as a proposed thesis project entitled "Faculty and student perceptions of effective clinical teachers". This study will identify and compare the different perceptions of effective clinical teaching behaviors held by both ADN nursing students and ADN faculty in this area. I have enclosed the cover letter and analysis survey for you to review. Please return this letter in the self-addressed envelope enclosed with your signature indicating approval and granting permission or disapproval of this project. Thank You.

I approve of this project _____

I disapprove of this project _____

Sincerely,


Patricia Frontczak, RN BSN
28685 Maple Terrace
Dowagiac, MI., 49047

August 1, 1999

Marilouise Hagenberg
Dean of Occupational Studies
Southwestern Michigan College
58900 Cherry Grove Road
Dowagiac, MI., 49047

Dear Marilouise Hagenberg:

I am currently a graduate nursing student at Grand Valley State University and would like permission to conduct a survey analysis with twenty ADN students and ten nursing faculty. I am requesting this in preparation to fulfill my requirements for the Degree of Master of Science in Nursing at Kirkof School of Nursing. This research is being conducted as a proposed thesis project entitled "Faculty and student perceptions of effective clinical teachers". This study will identify and compare the different perceptions of effective clinical teaching behaviors held by both ADN nursing students and ADN faculty in this area. I have enclosed the cover letter and analysis survey for you to review. Please return this letter in the self-addressed envelope enclosed with your signature indicating approval and granting permission or disapproval of this project. Thank You.

I approve of this project 

I disapprove of this project _____

Sincerely,



Patricia Frontczak, RN BSN
28685 Maple Terrace
Dowagiac, MI., 49047

August 1, 1999

Nursing Faculty
SMC School of Nursing
Southwestern Michigan College
58900 Cherry Grove Road
Dowagiac, MI 49047

Dear SMC Nursing Faculty :

I am currently a graduate student at Grand Valley State University and would like permission to conduct a survey analysis with twenty ADN students. I am requesting this in preparation to fulfill my requirements for the Degree of Master in Nursing at Kirkof School of nursing. This research is being conducted as a proposed thesis project entitled "Faculty and Student Perceptions of Effective Clinical Teachers".

This study will identify and compare the different perceptions of effective clinical teaching behaviors held by both ADN students and faculty in this area. I have enclosed a survey for you to review. I am requesting 15 minutes at the end of a third semester class time, to administer the survey analysis. Your cooperation with this project and permission to access the ADN students is greatly appreciated by this nurse researcher. Please return this letter in the self addressed stamped envelope enclosed with you signature below indicating you grant permission to access the third level ADN class. Thank You.

Permission to access class _____

Sincerely,

Patricia Frontczak, RN BSN,
28685 Maple Terrace
Dowagiac, MI 49047

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LIST OF REFERENCES

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