A Training Program Based on Teaching Competencies of the Clinical Nursing Instructors in the Jordanian Universities

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Abstract

Aim: The study aimed to construct a training program based on teaching competencies of the nursing clinical instructors in the Jordanian Universities, and measure its effect on these competencies.

The study questions were:

1. What are the educational competencies of nursing clinical instructors at the Jordanian Universities?
2. What is the degree of importance of job competencies of nursing clinical instructors in the Jordanian Universities?
3. What are the components of the competency-based training program constructed for the nursing clinical instructors at the Jordanian Universities?
4. What is the effect of the constructed program on developing nursing clinical instructors’ competencies in the Jordanian Universities?

Method: The target population of the study was all nursing clinical instructors in the public and private Jordanian Universities. The total number of the sample was (189). The first phase was to collect the baseline data using a self-administered questionnaire using the total number of the target population. The response rate was 80% (n = 152). The Jordan University was selected for the second phase of the study. A random sample of 40 clinical instructors were selected and randomly assigned to control and experimental groups.
**Instrumentation:** to answer the study questions the following tools were used:

1. An author-developed questionnaire consists of a list of (59) items of teaching competencies were used. The questionnaire composed of the following seven domains: planning for teaching and training, teaching and applying activities, management for teaching and applying, communication skills, measuring and evaluation, professional development, and professional safety.
2. A competency-based questionnaire was used to identify the training needs in the planning for teaching and training domain.
3. A training program developed based on the needs of experimental group and used in "planning for teaching and training" domain.
4. An achievement scale consists of (50) items were used to examine the relevancy of the training program content.

**Dada analysis:** after screening and cleaning, data was analyzed using (SPSS) program. Descriptive statistical measures (Mean, SD) were used to address first, second, and fourth study questions. To answer fourth study question, (t-test) for independent sample was used.

**Findings:** The results of the study were:

1. A 59-teaching competencies inventory was identified for nursing clinical instructors, at the Jordanian universities relevant to seven domains.
2. There was a significant difference between the experimental group and the control group (p = .05) in the teaching competencies. The results showed that the experimental group has a higher mean (73.6) than the control group (51.1).

**Conclusion:** The results of the study provided a baseline data for further investigations. The results recommend that nursing clinical instructors need training programs that address the major components of teaching competencies based on their needs.