

Clinical teachers' experiences of nursing and teaching

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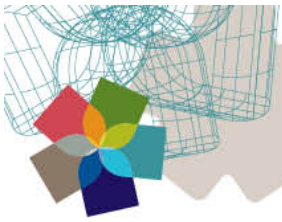


Main research question

***How do clinical nurse teachers experience teaching undergraduate nursing students on clinical placements and
How does this relate to their experiences of nursing?***



- ❖ Describe the research method,
- ❖ Describe analysis
- ❖ Discuss findings
- ❖ Implications



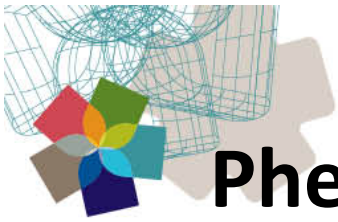
Aim of study

Identify variation in meaning (What) and structure (How) in the way clinical nurse teachers experienced nursing and clinical teaching



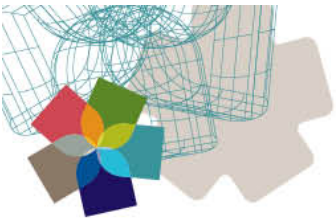
Phenomenography

- a particular phenomenon can be experienced and understood in a limited number of qualitatively different ways (Marton & Booth, 1997).
- different ways of experiencing the phenomenon can be expressed in a hierarchy of categories of description representing different but incomplete understandings of the whole (Marton & Säljö, 1976a).



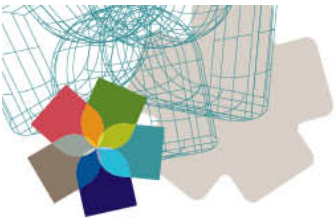
Phenomenographic method

- **Qualitative**
- **Key aspects of the variation in ways of experiencing aspects of the world**
- **Meaning is constituted through an internal relationship between the individual and the world**



Different from phenomenology

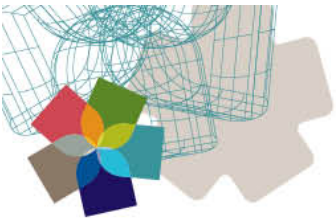
**Goal: produce collective descriptions
describing the key aspects of the
variation**



Participants

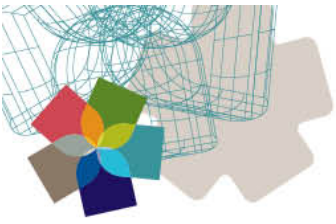
- **20 clinical teachers interviewed**
- **Semi-structured interviews**
- **Questions**
 - **Conceptions of nursing**
 - **Conceptions of clinical teaching**
 - **Approaches to clinical teaching**

 - **Pilot study**
 - **Main study**

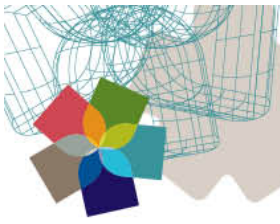


Example of Questions

- *what does nursing mean to you?*
- *What do you understand clinical teaching to be about?*
- *What were your goals?*
- *What teaching strategies did you use to achieve your goals? Why?*

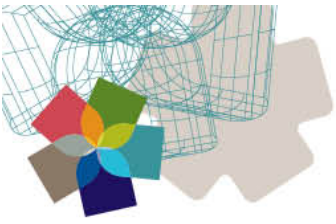


- ***What does the hospital want your students to learn on this placement?***
- ***What does the university want your students to learn on this placement?***

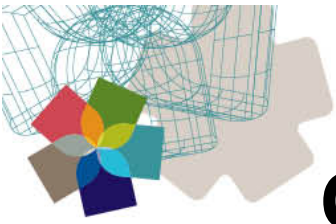


Outcome Space (result of phenomenographic research)

- **set of categories of description & the relations between them**
- **each category denotes a distinctly different aspect of the experience of the phenomenon**
- **a logical relationship exists between the different categories**

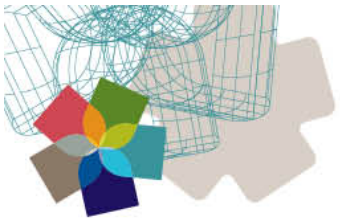


- **each category is internally related to the other categories**
- **commonly constituted hierarchically**



Categories of description

- **Identified after several readings of transcripts**
- **Iteration between the data and the categories**
- **Professional discussion with 3 nursing colleagues**





Variation in clinical teachers' conceptions of nursing

Nursing is;

- A. ...performing tasks**
- B. ...providing holistic patient care required at the time**
- C. ...providing holistic patient care aimed at achieving individual outcomes**
- D. ...collaborating to provide holistic patient care aimed at achieving individual patient outcomes**



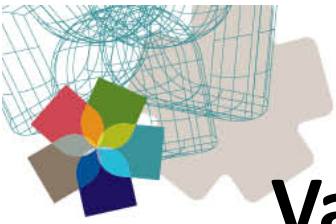
Variation in clinical teachers' approaches to nursing

Using nurse-focused strategies aimed at

- A. performing tasks
- B. providing holistic patient care

Using patient-focused strategies aimed at

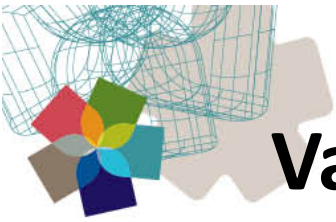
- C. achieving individual patient outcomes
- D. Collaborating to use patient-focused strategies aimed at achieving individual patient outcomes



Variation in clinical teachers' conceptions of clinical teaching

Clinical teaching is;

- A. ... managing the clinical placement**
- B. ... going beyond ... making the links between theory and practice**
- C. ... helping students to link theory and practice for understanding.**
- D. ... helping students to develop and change their conceptions of nursing**



Variation in clinical teachers' approaches to clinical teaching

Using *teacher-focused* strategies;

A. ...aimed at reproduction of routine tasks.

B. ...aimed at reproduction of facts and routine tasks.

Using *student-focused* strategies;

C. ... aimed at linking theory and practice for understanding.

D. ...aimed at helping students to develop and change their conceptions of nursing.



Findings

Variation exists in the ways clinical teachers experience nursing.

- **A & B. Nurse-focused aimed at performing tasks**
- **C & D. Patient-focused aimed at collaboration for achievement of patient outcomes**



Findings cont.,

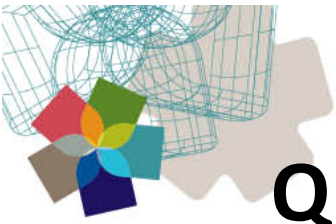
Variation exists in the ways clinical teachers experience clinical teaching.

- **A & B. Transmission/reproduction with the adoption of teacher-focused strategies**
- **C & D. Transformation with the adoption of student-focused strategies**



Findings cont.,

**There is a relationship between ways
nursing is experienced and the ways
clinical teaching is experienced**



Quantitative analysis to complement qualitative results

To further identify relationships between the various categories of description and the outcome spaces;

- **individual transcripts classified against outcome spaces**
- **Analysis of the distributions of the classifications using Kendall's rank correlation coefficient (τ -b) to measure degree of association between ordinal variables**



Empirical correlations between teachers' conceptions and approaches to nursing and conceptions and approaches to clinical teaching

	Nursing Conception (what)	Nursing Approach (how)
Clinical teaching		
Conception (what)	.60	.68
Approach (how)	.50	.74



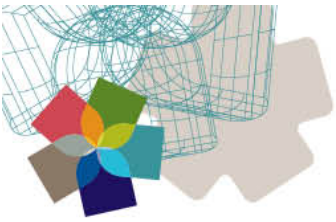
Findings

- **Close internal relationships exists between;**
- **Clinical teacher**
 - **conceptions and approaches to nursing**
 - **conceptions and approaches to clinical teaching**

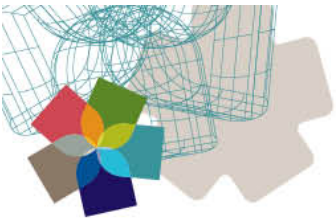


Results suggest that

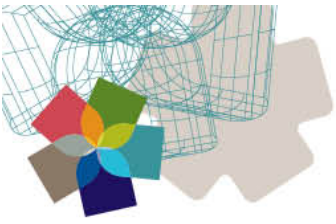
- **a student-centred approach to teaching is related to a complex conception of nursing and clinical teaching.**
- **a teacher-centred approach to teaching is related to a less complex conception of nursing and clinical teaching.**



- **to have a student-focused conception of clinical teaching a patient-focused conception and approach to nursing may be required**
- **to have a student-focused approach to clinical teaching a complex conception of nursing and clinical teaching may be required**



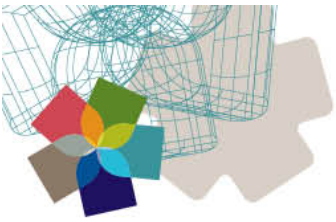
- **clinical teachers who adopted a student-centred approach to clinical teaching conceived of nursing and clinical teaching in complex ways.**



Low level conception and approach

Low level conception and approach to clinical teaching

- Aim: reproduction of information & tasks
- Teacher focused
- Focus on reproduction
- Quantitative differences in student learning
- Look for where learner is correct/incorrect



High level conception and approach

High level conception and approach to clinical teaching

- Aim: achievement of understanding and conceptual change
- Student focused
- Focus on qualitative differences in student learning



Validity & Reliability

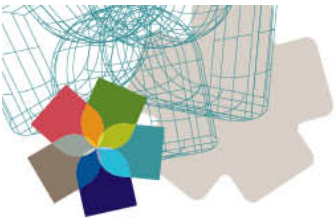
1. researcher has solid understanding of the subject content
2. study designed and implemented according to phenomenographic principles
3. Presentation/reporting of results- understood and recognisable to others in the same field
4. Researcher's background should be clearly articulated



Contributions of this study

Variation in;

- **Teachers' conceptions of teaching**
- **Teachers' approaches to teaching**
- **Approaches to teaching related to perceptions of the context**
- **Approaches to teaching related to conceptions of teaching**



- **Variation in;**
- **Teachers' conceptions of nursing**
- **Teachers' approaches to nursing**
- **Approaches to nursing related to perceptions of the context**
- **Approaches to nursing related to conceptions of nursing**



Implications for clinical teaching in nursing

- **clinical teacher preparation for clinical teaching**
- **help clinical teachers to develop their conceptions of nursing and clinical teaching**