NURSE EDUCATORS’ PERSPECTIVES OF CLINICAL TEACHING IN THE SKILLS LABORATORY: THE MALAWIAN EXPERIENCE:

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INTRODUCTION

• Kamuzu College of Nursing (KCN) in Malawi is one of the nursing education institutions striving for excellence in clinical teaching and learning in its undergraduate nursing programmes.

• With the existing burden of nursing shortages, resource constraints and increased student numbers in Malawian health facilities, the college has always endeavored to provide appropriate clinical learning experiences for its undergraduate nursing students (Malawi National Training Operational Plan, 2011).

• Through benchmarking, the skills laboratories were adopted to complement and enrich teaching and learning experiences prior to clinical placement since the use of the skills laboratories is proven to be one of the most effective resources for teaching and learning of students in nursing institutions (Reamer, 2012; Gaberson & Oermann, 2007; Hughes & Quinn, 2013).

• Since its inception, it is not known how clinical teaching and learning in the college skills laboratories occurs. In addition, very few studies have been conducted from a developing world perspective to uncover how clinical teaching and learning can be optimized in under resourced skills laboratories.

METHODS

• Qualitative design and methods were utilized. Six in-depth interviews with nurse educators aged 30 to 60 years were conducted whose work experience in clinical teaching in the college-based skills laboratories ranged from one and half to twelve years.

• Theoretical underpinnings of formative assessment (Pinchok and Brandt, 2009), deliberate practice (Ericsson, 2008) and competence-based curriculum (Hughes & Quinn 2013) were adopted to frame the research problem.

• A semi-structured interview guide was used to elicit information on teaching experiences, motivation, issues and factors affecting teaching and learning in the skills laboratories.

• Data analysis: thematic content analysis was used to understand the underlying themes and MAXQDA software version 11 was used to organize and manage the data.

RESULTS (a)

• Demonstrations and return demonstrations are the practical necessities of clinical teaching that enrich clinical teaching experiences.

• The skills laboratory has better resources than the college. Demonstrations due to the increased student numbers and limited resources available in the skills laboratory.

• Nurse educators perceive that it is stressful to conduct demonstrations and observe the return demonstrations due to the increased student numbers and limited resources available in the skills laboratory.

• There is also great variation in the use of the skills laboratory by the junior and senior students. Junior students tend to use the skills laboratory more than senior students who are more likely to gain their experiences in the practical sites away from the college.

RESULTS (b)

• What to modify

  • Increasing practise sessions, teaching resources and nurse educators working full time in the skills laboratory to ensure effective clinical teaching.

  • Nurse educators to work in shifts in the skills laboratory to create more opportunities for students to use the skills laboratory during their free time and when the lecturers are busy with other commitments.

  • Purchasing of portable teaching and learning resources for students who are allocated in various practical sites away from the college-based laboratories.

IMPLICATIONS AND CONCLUSION

• These results suggest that greater investment is needed in the skills laboratories to improve a variety of resources for positive clinical teaching and learning experiences in undergraduate nursing education.

• Increasing portable learning resources like mannequins for students allocated away from the nursing skills laboratories can enhance effective clinical teaching in various practical sites

• A Take Home Message:

  • Knowing where you are in the quest for striving for clinical teaching excellence provides the necessary guidance to know where you are, where to go next and what you need to improve for effective clinical teaching and learning

PURPOSE AND OBJECTIVES

The purpose of the study was to evaluate how clinical teaching and learning occurs in the nursing skills laboratories at KCN.

Specifically, the study sought:

• to explore the perspectives of the nurse educators involved in clinical teaching and learning at the two campuses of the college.

• to extrapolate from these perspectives, the factors and issues that affect students’ clinical learning and use of the laboratory from a developing country perspective.

REFERENCES


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