

**TITLE: EXPLORING THE STATUS  
OF CLINICAL LECTURERS IN  
NURSING EDUCATION.**

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# 1. INTRODUCTION

## **1. 2. CLINICAL TEACHING.**

CLINICAL TEACHING MEANS BEDSIDE TEACHING (ASANI, 2014; JANICIK & FLETCHER, 2003). ACCORDING TO ASANI (2014), CLINICAL TEACHING REFERS TO EQUIPPING STUDENTS WITH KNOWLEDGE AND SKILLS IN THE PRESENCE OF ACTUAL PATIENT. IT MAY OCCUR ANYWHERE, EITHER IN THE OFFICE OR CLASSROOM AS LONG AS THE REAL PATIENT IS AVAILABLE.

A STUDY WAS CONDUCTED ON THE EXAMINATION OF ROLE OF CLINICAL LECTURERS IN IRISH (LAMBERT & GLACKEN, 2005). FINDINGS REVEALED THAT ROLE OF CLINICAL LECTURERS AND CONTENT TO BE TAUGHT TO STUDENTS WAS NOT CLEAR.

# INTRODUCTION

## 1.3.TEACHING STUDENTS RESEARCH .

TEACHING OF RESEARCH OCCURS THROUGH THE IMPLEMENTATION OF EXPERIENTIAL LEARNING THEORY BY KOLB (ATHERTON, 2013). ACCORDING TO ATHERTON (2013), EXPERIENTIAL LEARNING THEORY IS CONTINUOUS AND INVOLVES STEPS WHICH ARE ACTIVE EXPERIMENTATION, CONCRETE EXPERIENCE, REFLECTIVE OBSERVATION AND ABSTRACT CONCEPTS.

# INTRODUCTION.

## 1.4. THE STATUS OF CLINICAL LECTURERS IN NURSING EDUCATION.

A STUDY WAS CONDUCTED ON THE UNDERGRADUATE STUDENTS PERCEPTION OF THE ROLE OF NURSE EDUCATORS DURING CLINICAL PLACEMENT IN MALAWIAN (MSISKA, MUNKHONDYA & CHILEMBE, 2014). FINDINGS REVEALED ABSENCE OF SUPPORT OF STUDENTS BY NURSE LECTURERS DURING THEIR PLACEMENT, ACCOMPANIMENT WAS INADEQUATE, LACK OF COMMUNICATION BETWEEN STUDENTS AND LECTURERS. THIS MEANS THAT KNOWLEDGE IS DOMINATING AND SHOWS A GAP IN TEACHING AND LEARNING OF STUDENTS IN THE CLINICAL LEARNING ENVIRONMENTS.

# INTRODUCTION.

ACCORDING TO ASANI (2014), STUDENTS STAY IN LIBRARY STUDYING CONCEPTS AT THE EXPENSE OF CLINICAL TEACHING AND END UP MEMORIZING. STUDENT NURSES NEED TO STUDY PATIENT NOT DISEASE. THEY SHOULD OBTAIN THEIR ORIENTATION AT THE PATIENT, PROCESS OF LEARNING AT THE PATIENT AND EXIT AT THE PATIENT (JANICIK & FLETCHER, 2003).

## **1.5. STATISTICS OF CLINICAL TEACHING.**

THERE IS A DECLINE IN CLINICAL TEACHING GLOBALLY WHEN COMPARED TO CLASSROOM TEACHING (ASANI, 2014).

ACCORDING TO REICHSMANN CITED BY ASANI (2014), IN 1964 APPROXIMATELY 75% OF TEACHING WAS CLINICAL TEACHING. IN 2009, IT WAS 17%. THE SUPERVISION OF STUDENTS IN CLINICAL LEARNING ENVIRONMENTS WAS BELOW 5%, THIS SHOWS A DECLINE IN CLINICAL TEACHING ( JANICIK & FLETCHER, 2003). IN USA CLINICAL TEACHING HAS DECREASED BY APPROXIMATELY BELOW 25% (RAMAN, 2003).

ACCORDING TO AHMED CITED BY ASANI (2014), CLINICAL SKILLS LABORATORY MAY BE USED AS RESOURCE IN TEACHING, BUT NOT REPLACE CLINICAL TEACHING.

## **2. BACKGROUND OF THE STUDY.**

THE STUDY WILL BE CONDUCTED IN KWAZULU NATAL COLLEGE OF NURSING (KZNCN). KZNCN OFFERS NURSING EDUCATION PROGRAMS WHICH ARE DIPLOMA IN NURSING (PSYCHIATRY, MIDWIFERY, GENERAL) AND COMMUNITY NURSING SCIENCE. ONE YEAR NURSING AUXILIARY, ONE YEAR BRIDGING TO ENROLLED NURSING , POST BASIC COURSES, FOR INSTANCE PRIMARY HEALTH CARE, OPHTHALMOLOGY AND OTHERS. RESEARCHER CONCERNED ABOUT QUALITY.

CLINICAL LECTURERS STARTED IN JULY 2011 AND WERE APPROXIMATELY 40-50 IN NUMBER. CURRENTLY THEY ARE APPROXIMATELY 30 IN NUMBER.

THE STUDY WILL TRY TO ANSWER THE FOLLOWING QUESTION:-

- WHAT IS THE STATUS OF CLINICAL LECTURERS IN NURSING EDUCATION ?

# PROBLEM STATEMENT.

MOVEMENT OF CLINICAL LECTURERS, SOME JOIN TEACHING IN THE CLASSROOM SETTING WHILE OTHERS FILL IN THE POSTS OF PROFESSIONAL NURSES IN THE CLINICAL PRACTICE AREA. PROBABLY DUE TO THE FACT THAT THEIR ROLE IS UNDERMINED THEREFORE, HAS GOT IMPACT ON THEIR STATUS . CLIFFORD CITED BY MITCHELL (2005), THE ROLE OF CLINICAL LECTURERS IS NOT ACKNOWLEDGED IN RELATION TO THEIR COLLEAGUES.



## **CONCEPTUAL FRAMEWORK.**

EDUCATION AND OUTCOMES FRAMEWORK WILL BE USED. IT WILL EXPLAIN THE ROLE PLAYED BY EDUCATION AND TRAINING IN THE DEVELOPMENT OF THE LEARNER (BEASLEY, 2012)

FRAMEWORK INVOLVES FIVE DOMAINS WHICH ARE:  
EXCELLENT EDUCATION, COMPETENT AND CAPABLE STAFF,  
ADAPTABLE AND FLEXIBLE WORKFORCE, NATIONAL HEALTH  
SYSTEM VALUES AND BEHAVIOURS, WIDENING PARTICIPATION  
(BEASLEY, 2012).

## OBJECTIVES AND SIGNIFICANCE OF THE STUDY.

### OBJECTIVES INCLUDE:

- TO BOOST SELF ESTEEM OF CLINICAL LECTURERS.
- TO RAISE THE STANDARD OF THE NURSING PROFESSION
- TO BRIDGE THE GAP IN TEACHING AND LEARNING OF THE STUDENTS IN NURSING EDUCATION.

**SIGNIFICANCE: CREATE AWARENESS ON THE IMPORTANCE OF CLINICAL LECTURERS. IMPROVEMENT OF QUALITY IN LEARNING OF STUDENTS IN CLINICAL LEARNING ENVIRONMENTS. HELP CURRICULUM DEVELOPERS.**

## ETHICAL PRINCIPLES & RESEARCH DESIGN.

REQUEST PERMISSION IN WRITING FROM KZNCN & CAMPUS PRINCIPALS (BRINK, 2008; BURNS & GROVES, 2005). PARTICIPANTS WILL BE FULLY INFORMED ABOUT THE STUDY AND WRITTEN CONSENT WILL BE OBTAINED. TAPE RECORDER WILL BE USED AND WRITTEN CONSENT WILL BE OBTAINED IN WRITING. THEY WILL BE INFORMED ABOUT CONFIDENTIALITY, PRIVACY, ANONYMITY AND PUBLICATION OF THE STUDY. THEY WILL BE INFORMED ABOUT THEIR RIGHTS (BRINK, 2008).

QUALITATIVE EXPLORATORY RESEARCH DESIGN WITH OPEN ENDED INTERVIEWS WILL BE USED. GROUNDED THEORY WILL BE USED (BURNS & GROVES, 2005).

## DATA COLLECTION, ANALYSIS & CONCLUSION.

DATA COLLECTION WILL BE CONDUCTED SIMULTANEOUSLY WITH DATA ANALYSIS. DATA WILL BE TRANSCRIBED USING ACTUAL WORDS OF PARTICIPANTS. DATA WILL BE CODED BY OBTAINING EXTRACTS FROM INDIVIDUAL DATA. THEREAFTER WILL BE CATEGORISED ACCORDING TO SIMILARITIES. **CONSTANT COMPARISON** WILL BE USED. THEMES WILL BE IDENTIFIED AND NAMED. THEY WILL BE ARRANGED ACCORDING TO THEIR RELEVANCE TO THE TOPIC AND QUESTIONS.

**CONCLUSION:** TEACHING AND LEARNING OF THE STUDENTS SHOULD BE BALANCED, 50% IN CLINICAL LEARNING ENVIRONMENT AND 50% IN CLASSROOM SETTING.