Background

- Challenging transition from clinicians to becoming nurse educators (NEs) and clinical nurses educators (CiNEs)
- Lack of evidence about factors affecting CiNE skills development after retirement.
- Little is known about transition from clinician and Bachelor student to a CiNE in some contexts like Vietnam.
- Nursing in Vietnam, a new discipline, impeded by many social and historical barriers.
- Nursing in Vietnam is currently undergoing professionalisation with the focus on educational sector and the changing role of NEs and CiNEs.

Objective: To identify what factors facilitate and hinder the development of perceived confidence in the clinical teaching role in Vietnam.

Survey instrument: Clinical Nurse Educator Skill Acquisition Assessment (CNSSAA).
Participants: 334 CiNEs who were teaching nursing students at bachelor (4-year) and college (3-year) degrees.
Settings: 19 institutions throughout Vietnam.
Analysis: Bivariate & regression using Statistical Package for the Social Sciences (SPSS) version 22.0.

Summary of results

- Facilitators to CiNEs’ perceived confidence: age, years of experience, professional background, highest qualification and formal preparation strategies.
- Barriers to CiNEs’ perceived confidence: informal mentorship, high level of education, prolonged experience in clinical teaching.
- The dependent variable was analysed using both logistic and linear regression. For full results, please refer to reference 1, 2 and 3.

Results

Table 1a. Bivariate relationship between CiNE perceived confidence, demographics and teaching-related factors.

Table 1b. Bivariate relationship between CiNE perceived confidence and preparation strategies.

Table 2. Bivariate relationship between CiNE perceived confidence and preparation strategies.

Table 3. Regression models exploring potential factors affecting CiNE perceived confidence.

Discussion

- The findings of the study reflect the influence of historical barriers on the development of nursing in Vietnam in the last few decades:
  - Enrenched lack of qualified nurses with nursing background to teach nursing students.
  - Dominance of physicians in both healthcare system and nursing education.
  - Non-nurse CiNEs perceived they were more confidence than CiNEs who were trained and worked as nurses and understood the complexity of nursing practice.
  - CiNEs in Vietnam is undergoing reforms, standardisation and professionalisation; their professional training curricula are moving away from medical models to nursing science focus. CiNEs with >25 years of experience were trained in ole medical models and thus, might feel less confidence in the transforming system.
  - Recent increase in the percentage of qualified nurses involving in nursing education.
  - Compared to the year 2000, the number of nurse students enrolled in full-time education increased from 2.7% to 7.9%.

- The effectiveness of preparation strategies depends on the formality of the design and application.

Conclusion

- The study findings are suggestive of essential changes to prepare confident CiNEs to lead the professionalisation of nursing in Vietnam.
- Preparation for future CiNEs, as well as clinical educators in other health disciplines need to be evidence-based.

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References


