The study

The importance of the clinical component in nursing education has been well acknowledged. The transition of clinicians into the role of nurse educators is reported to be challenging. (Anderson 2009, Boyd & collegial 2010, Cangelosi et al. 2009) Little is known about clinical nurse educator skill development after recruitment. Educator confidence and competence are inextricably related (Bentley & Pegram, 2003).

Objective:

To test & validate the conceptual model of the instrument Clinical Nurse Educator Skill Acquisition Assessment (CNESAA) with 24 items and 5 subscales that was pre-tested in the preliminary phase.

Method: Confirmatory factor analysis (following the Exploratory factor analysis (EFA) in the preliminary study) using software: IBM SPSS – AMOS v.22.

Participants: 212 clinical nurse educators who were teaching nursing students at bachelor (4-year) & collegial (3-year) degrees in 2014-2015.

Settings: 12 institutions across 3 main geographical regions in Vietnam.

Results

Demographics:

- 155 (73.1%) females & 57 (26.9%) males.
- Background: 148 (69.8%) nursing & 61 (28.8%) physicians + 3 (1.4%) other.
- Mean age: 33.69 ± 8.35, range 22-59.
- Average experience as a clinical nurse educator: 8.18 ± 7.43.

Confirmatory factor analysis:

- CMIN/DF=2.261
- DF=236
- GFI=.82
- AGFI: .82
- CR: .79
- RMSEA: .077 ± .0155 (73.1%) females & 57 (26.9%) males.
- Background: 148 (69.8%) nursing & 61 (28.8%) physicians + 3 (1.4%) other.
- Mean age: 33.69 ± 8.35, range 22-59.
- Average experience as a clinical nurse educator: 8.18 ± 7.43.

Conclusions

The conceptual model of CNESAA developed & modified in phase one was validated. The CNESAA is reliable & valid to measure perceived competence and confidence of clinical nurse educators in Vietnam. Rigorous & multi-step validation process in both phases allows potential application of CNESAA in other contexts.

Reference

Bibliography
1. VN, MN, PhD candidate nbn@deakin.edu.au \ vn.nguyen@deakin.edu.au
2. Professor, Head of School
3. Associate Professor, Associate Head of School
4. Senior lecturer, Faculty of Health, Deakin University.

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INSTRUMENT VALIDATION STUDY

MEASURE PERCEIVED COMPETENCE AND CONFIDENCE OF CLINICAL NURSE EDUCATORS

FINDINGS FROM AN INSTRUMENT VALIDATION STUDY TO

VAN N.B. NGUYEN1, MAXINE DUKE2, HELEN FORBES3, MOHAMMADREZA MOHEBBI4

DEAKIN UNIVERSITY, MELBOURNE, AUSTRALIA

The study

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