Development of a Tool to Assess Clinical Educator Role Perceptions

Sharon M. Jones, PhD, RN, CNE¹
Cheryl Zlotnick, DrPH, MPH, MS, RN² (PI)
Ainat Koren, PhD, RN³
Anya Bostian Peters, PhD, MSN, RN, CNE³
Cheryl F. Saffer, EdD, MSN, RN, NE-BC⁴
Malvin Torsvik, MA, RN⁵
Dalit Wilhelm, MA, RN²

¹Indiana University South Bend, South Bend, IN
²University of Haifa, Mt Carmel, Haifa, Israel
³University of Massachusetts-Lowell, Lowell, MA
⁴Saint Peter's University Hospital, New Brunswick, NJ
⁵Nord Trondelag University College, Levanger, Norway
Objectives and Disclosure

1. The learner will be able to state the three factors/subscales of the Nursing Clinical Instruction Role Assessment Tool (N-CIRAT).

2. The learner will be able to list the two main models of clinical education employment assessed using the N-CIRAT.

Disclosures:
The authors state no conflict of interest and no commercial support was provided.
Cheryl Zlotnick (PI) was partly supported by KAMEA, a grant given by the Israeli government to newly immigrated scientists.
Background

- **Nursing faculty shortage** (AACN, 2015; Nardi & Gyurko, 2013)
- **Partnership models globally** (Grealish & Smale, 2011; Kring, Ramseur, & Parnell, 2013)
- **Based on employer of Clinical Instructor (CI)** (Allan & Aldebron, 2008; Wilhelm & Zlotnick, 2015)
  - Educational Institution (EI)
  - Healthcare Institution (HCI)
Question and Purpose

• **Question:** Does the CI work role perspective differ based on the partnership framework under which the instructor is employed (EI vs HCl)?

• **Purpose:** To develop a tool to measure CI perspectives of work roles and compare educator perspectives based on primary employer (EI vs HCl).

*CI Clinical Instructor: Undergraduate, pre-licensure, nursing clinical instructor*
Tool Development

- Focus Group study: To describe the various roles of the clinical educator in undergraduate nursing programs (Wilhelm & Zlotnick, 2015)
- Sample: Clinical nurse educators in Israel
- Participants in groups

<table>
<thead>
<tr>
<th>Hospital Type (Beds)</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>General (898 beds)</td>
<td>10</td>
</tr>
<tr>
<td>General (400 beds)</td>
<td>20</td>
</tr>
<tr>
<td>General (651 beds)</td>
<td>25</td>
</tr>
<tr>
<td>Psychiatric (228 beds)</td>
<td>6</td>
</tr>
</tbody>
</table>
Focus Group Findings

Three Roles

- Educator Role
- Hospital Partner Role
- Patient Advocate Role

Led to draft of Tool using statements from focus groups
International Collaboration

• Draft of tool by Zlotnick & Wilhelm (Israel)
• Revisions International collaboration
• English, Hebrew, Norwegian versions
Nursing - Clinical Instruction Role Assessment Tool (N-CIRAT) (Zlotnick et al., in press)

- Measures clinical educators’ perceptions of three main roles of the nurse educator
- 25 items on 3 subscales
- 5-point Likert-type scale
  - 1 indicating least importance
  - 5 indicating highest importance
- Total score on subscales
Sample items for each subscale
(Zlotnick et al., in press)

How important are the following to you in your work as a clinical instructor? (1 least importance, 5 most importance)

**Educator:**
1. Instructors have one-on-one time with students on the clinical unit.
24. Instructors encourage students to strive to improve clinical care.

**Hospital Partner:**
12. The health facility rewards or recognizes the contribution of instructors.
14. Instructors perceive themselves as an important part of the unit.

**Patient Advocate:**
6. Instructors are aware of the patients' needs.
23. Instructors formulate treatment plans for safe patient care.
Testing Tool: Recruitment and Sample Criteria

- 5 sites
  - Israel (1), Norway (1), and USA (3 - IN, MA, NJ)
- Inclusion criteria: nurses currently teaching clinical to baccalaureate nursing students
- Convenience sample (N=135)
  - Israel (n=27), Norway (n=27), USA (n=81)
- Snowball sampling
- Email link to an online survey, paper/pencil
- April 2014 thru January 2015
Demographics of Sample: Highest Degree by Country

Israel (n=27)
- Doctorate: 0%
- Masters: 10%
- Bachelors: 20%
- Diploma: 30%

Norway (n=27)
- Doctorate: 0%
- Masters: 10%
- Bachelors: 20%
- Diploma: 30%

USA (n=81)
- Doctorate: 0%
- Masters: 60%
- Bachelors: 30%
- Diploma: 10%
N-CIRAT Validity

• **Face validity**
  • Reviewed by nursing faculty who teach clinical

• **Content validity**
  • Focus group results
  • Previous research
    (Dahlke, Baumbush, Affleck, & Kwon, 2012; Dickson, Walker, & Bourgeois, 2006)

• **Construct Validity: Exploratory Factor Analysis (EFA)**
  • New area of research (3 countries/3 continents)
  • No model a priori
Exploratory Factor Analysis (EFA)

Factor 1 Educator
Factor loadings 0.44 to 1.00

Factor 2 Hospital Partner
Factor loadings 0.46 to 1.00

Factor 3 Patient Advocate
Factor loadings 0.89 to 1.00
Factor Analysis Results (cont.)

- Dropped 1 item
  
  *Instructors integrate theoretical information into clinical practice.* (#15)

- 24-item scale
- Educator role (10 items)
- Hospital Partner role (8 items)
- Patient Advocate role (6 items)
Reliability N-CIRAT  
(Zlotnick et al., in press)
(Cronbach’s alpha=.87)

Clinical Instructor Roles and Standardized Cronbach Alpha Scores by Country

<table>
<thead>
<tr>
<th>Clinical Instructor Roles</th>
<th>All Countries (n=127)</th>
<th>Israel (n=27)</th>
<th>Norway (n=23)</th>
<th>USA (n=77)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator</td>
<td>0.80</td>
<td>0.87</td>
<td>0.85</td>
<td>0.69</td>
</tr>
<tr>
<td>Hospital Partner</td>
<td>0.77</td>
<td>0.83</td>
<td>0.73</td>
<td>0.73</td>
</tr>
<tr>
<td>Patient Advocate</td>
<td>0.72</td>
<td>0.86</td>
<td>0.71</td>
<td>0.71</td>
</tr>
<tr>
<td>Full Instrument(^2)</td>
<td>\textbf{0.87}</td>
<td>\textbf{0.93}</td>
<td>\textbf{0.90}</td>
<td>\textbf{0.82}\</td>
</tr>
</tbody>
</table>

\(^1\text{Missing values for respondents (n=4).}\)
\(^2\text{Question #15 was omitted due to extremely low correlations to all other questions.}\)
Conclusion

• Practice Implications
• Future Research
Thank You

Contact info
Sharon M. Jones
Indiana University South Bend
jones240@iusb.edu

Cheryl Zlotnick (PI)
University of Haifa
czlotnick@univ.haifa.ac.il

Cheryl Zlotnick, Dalit Wilhelm, Sharon Jones at STTI Research Congress 2015, Puerto Rico


