

Nursing Education Research Conference 2018 (NERC18)

The Pedagogical Practices of Clinical Nurse Educators

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Clinical practice are an essential component in undergraduate nursing programs and clinical nurse educators are primarily involved in teaching in the clinical arena. Clinical instruction is a pedagogical process (Fowler, 1996; Lyth, 2000), where the clinical instructor guides and instructs students in their learning about nursing in the clinical environment. The teaching practice of nurse educators is underrepresented in the literature in nursing education and the ethical challenges that clinical instructors encounter are absent.

A grounded theory methodology suggested by Charmaz (2010) guided this study design. The purpose of this study was twofold; to theorize the pedagogical practices of clinical nurse educators and to uncover the challenges that participants encountered while teaching in the clinical arena. Exploratory, semi-structured interviews were conducted with twelve clinical nurse educator participants teaching in undergraduate nursing programs in a large metropolitan city in Ontario, Canada. The data was coded and analyzed using the procedures outlined by Corbin and Strauss (2008, 2015) and Charmaz (2010) such as constant comparison, theoretical sampling, theoretical sensitivity and reflexivity. Rigour in this study involved both methodological rigour (Cooney, 2011) and interpretive rigour (Charmaz (2010).

A central concept emerged from the data and encompassed the main concepts found in the results. In this presentation, the author discusses one of the study results, Ethics in Teaching (Campbell, 2003; 2003a; Hansen, 1998) that underpins the teaching practice of the participants. This concept includes the personal and professional values of the participants; Moral conflict experienced by the participants; Ethics found in the Traditional and Progressive approach to teaching and its impact on learning and teaching. The author provides exemplars from the data and situates the concept in the literature. Furthermore, this result explicates ethical teaching practices in nursing in detail and its effect on learning and teaching in the clinical arena.

Teaching in the clinical arena in nursing is complex and multilayered. The practice of clinical nurse educators and how they contribute to student learning will also be discussed in this presentation.

Title:

The Pedagogical Practices of Clinical Nurse Educators

Keywords:

Ethics in teaching in nursing, Clinical nurse educators and Pedagogy

References:

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Abstract Summary:

The author examined the teaching practices of clinical nurse educators using grounded theory methodology. The participants included twelve clinical nurse educators who taught in undergraduate nursing programs in a large metropolitan city in Ontario, Canada. In this presentation one of the results, Ethics in Teaching will be discussed.

Content Outline:

Clinical practica are an essential component in undergraduate nursing programs and clinical nurse educators are primarily involved in teaching in the clinical arena. Clinical instruction is a pedagogical process (Fowler, 1996; Lyth, 2000), where the clinical instructor guides and instructs students in their learning about nursing in the clinical environment. The teaching practice of nurse educators is underrepresented in the literature in nursing education and the ethical challenges that clinical instructors encounter are absent.

A grounded theory methodology suggested by Charmaz (2010) guided the study design. Exploratory, semi-structured interviews were conducted with twelve clinical nurse educator participants teaching in undergraduate nursing programs in a large metropolitan city in Ontario, Canada. The purpose of this study was twofold; to theorize the pedagogical practices of clinical nurse educators and to uncover the challenges that participants encountered while teaching in the clinical arena.

The results revealed a central concept which encompasses the main concepts that emerged from the data. In this presentation, the author discusses one of the study results – Ethics in Teaching that underpins the teaching practice of the participants (Campbell, 2003; 2003a; Hansen, 1998). The author provides exemplars from the data and situates the concept in the literature. Furthermore, this result explicates ethical teaching practices in detail and its effect on learning and teaching in the clinical arena

Teaching in the clinical arena in nursing is complex and multilayered. The practice of clinical nurse educators and how they contribute to student learning will be discussed in this presentation.

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Professional Experience: 2006-Present. Nurse faculty and teaching activities include developing course curriculum in nursing ethics, and clinical practice. Anita has taught in a four year undergraduate nursing program, in the classroom, simulation and in the clinical arena. Also Anita has taught courses related to professional practice and professional development. 2005- Examined and tailored a course related to nursing ethics for undergraduate nursing students. Publications. Chapter on Supervision in Nursing: The Current State of Knowledge. Chapter in book entitled “Adapting mentorship across the professions” in (EDS) Ralph & Walker, 2011. Presentations 2016. Presented at the Society of Teaching and Learning in Higher Education (STHLE) on The Pedagogical Practices of Clinical Nurse Educators. 2016. Presented at

CASN on the Knowledge forms that clinical nurse instructors bring to their practice. Scholarship of Teaching and Discovery- Received grant funding and conducted two studies on 'The factors that enhance or inhibit student learning in the clinical arena'.

Author Summary: Anita Jennings, RN, PHD is a nurse faculty member and teaches in a BSCN collaborative nursing program in Toronto, Canada. Anita teaches in courses related to clinical practice and has taught in the classroom, simulation and clinical arena. Anita has focused on examining curricula development, teaching and learning in nursing education. Her expertise is in clinical nursing, nursing ethics, curricula development and teaching.