Exploratory Comparison of Credentialed Clinical Instructors' and non-Credentialed Clinical Instructors' Report of Frequency and Importance of Professional Behaviors in Clinical Education Affiliations.

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Disclosure

- No conflict of interest

Overview

- Purpose
- Background
- Methods
- Results
- Discussion
- Conclusion

Purpose

Professional behavior characteristics are important to maximize student learning during clinical education affiliations. The purpose of this study was to explore the comparison of credentialed and non-credentialed clinical instructors' report of importance and frequency of professional behaviors during clinical education affiliations.

Background

- History of professional behavior in rehabilitation
  - Clinical experience is most important component of education. (Gaberson)
  - Emery studied importance and frequency of clinical teaching behaviors
  - Nursing Clinical Teacher Effectiveness Inventory (Morgan and Knox)
- Ongoing development of professional behavior in teaching in clinical settings.

Background continued

- Credentialed Clinical Instructor Program
  - American Physical Therapy Association
  - Credentialing program for health care providers to improve teaching skills
  - Plans and preparation to teach students
  - Develop skills of performance evaluation
  - Addresses legal implications for clinical educators

Subjects

- Students
- Clinical Instructors
- Center Coordinators of Clinical Education

Methods

- Used Emery's statements.
- Developed survey on Survey Monkey.
- 43 statements about professional behaviors
- Electronically sent to 142 CIs/CCCEs and to 118 students
- All levels of students and instructors

Methods

- CI asked to self-report importance and frequency of each behavior
- Student asked to report the importance of each statement and how frequently the CI demonstrated the behavior
- 5 point Likkert scale

Likkert Scale

- Frequency
  - Always
  - Usually
  - Sometimes
  - Rarely
  - Never

Likkert Scale

- Importance
  - Extremely Important
  - Very Important
  - Important
  - Somewhat Important
  - Not Important

Statements

- 4 categories
  - Communication behaviors
    - I am an active listener.
  - Interpersonal Relations behaviors
    - I am empathetic.
  - Professional Skills behaviors
    - I serve as an appropriate role model.
  - Teaching behaviors
    - I plan effective learning experiences.

Methods

- Statistics
  - Descriptive
  - Means
  - Frequencies
  - Percentages

Results

- 60 CIs (42%) and 76 students (64%)
- CIs most important characteristics:
  - Point out student performance discrepancies
  - Plans effective learning experiences
  - Perceives self as an extension of the academic program
  - Defines specific objectives for the experience

Results

- Students most important characteristics:
  - CI points out performance discrepancies
  - CI is an extension of the academic program
  - CI demonstrates professional behavior
  - CI provides unique learning experiences
  - CI schedules regular meetings

Results

- CIs highest frequency characteristics:
  - Questioning in a way to facilitate student learning
  - Providing a variety of patients
  - Pointing out discrepancies in student performance
  - Explaining the physiological basis of PT evaluation
  - Making yourself understood

Results

- Students report of highest frequency CI behaviors:
  - Pointing out discrepancies in student performance
  - Questioning in a way that facilitates student learning
  - Explaining the physiological basis of PT evaluation
  - Providing unique learning experiences
  - Observing performance in a discreet manner

Discussion Importance

- Both groups:
  - Greatest importance to:
    - Point out student performance discrepancies
    - Extension of academic program

Discussion Frequency

- Both groups:
  - Pointing out discrepancies
  - Questioning that facilitates learning
  - Explaining the physiological basis of PT evaluation.

Discussion Differences

- Differences:
  - Planning effective versus unique learning experiences
  - Providing a variety of patients
  - Observing in a discreet manner
  - CI manages time well

Discussion

- Some areas that are considered important and have been frequently demonstrated per CI/student reports.
- Some areas need change
  - Planning effective versus unique learning experiences.
  - Student wants CI to plan meetings
  - CIs need to recognize importance of observing in a discreet manner
  - CIs need to define specific objectives
  - CIs need to recognize demonstration of professional behavior.

Limitations

- Due to the small sample size, and therefore low power, corrections for multiple comparisons were not applied.
- No comparison of student to corresponding CI.

Future Research

- Compare each student to respective CI using Mann Whitney U tests to evaluate specific details of comparison.

Conclusion

Need to better understand perceptions of CIs and students about professional behaviors in clinical education settings in order to improve student preparation for professional practice.

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Questions?

Resources

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