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A comparison of two methods of teaching clinical competence

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A COMPARISON OF TWO METHODS OF TEACHING CLINICAL COMPETENCE

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A research dissertation submitted as fulfilment of the requirements for the degree

Master of Science in Nursing

Faculty of Health Sciences,
University of the Witwatersrand

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DECLARATION

I, Charmaine Rosemary Kilian, declare that this research report is my own work. It is being submitted for the degree of Master of Science (in Nursing) at the University of the Witwatersrand, Johannesburg. It has not previously been submitted for any degree or examination at this or any other university.

Signature: 

6th day of March 2019

Protocol Number M150776

DEDICATION

I would hereby like to dedicate this study in honour of my belated parents who were such an inspiration in my life and nursing career, and for this I will be eternally grateful. I was so blessed to have had you both as my parents. I loved, adored and respected you dearly. I will continue to shine in my career in your honour.

Thank you.

ACKNOWLEDGEMENTS

I would like to thank Mrs Andrea Rosemary Hayward, my supervisor at University of Witwatersrand, for her continuous patience, guidance and belief in me. “Your support and encouragement have inspired me beyond what words can express.”

To my colleague, Jeanette Dreyer, I thank you so much for your assisting me with my data collection; you were absolutely amazing, so positive, dedicated and professional throughout the process.

To my family, friends and colleagues, your continuous support, love and inspiration are what made me endure this journey. Without you, this would not have been possible.

To all the student nurses who took part in this research, I thank you for your part in this research. I am extremely grateful.

ABSTRACT

Aim: The aim of this study is to compare facilitator-assisted teaching with peer-assisted teaching methods in achieving clinically competent student nurses.

Background: In the changing health care system nurse educators are faced with establishing teaching methods valuable to large numbers of student nurses learning in the clinical setting. Clinical nursing skills have traditionally been taught by a trained nursing facilitator. Clinical teaching known for this study as the facilitator-assisted teaching method is when the facilitator demonstrates the procedure to be learnt and students imitate the facilitator. An alternative method is that of peer-assisted teaching. In South Africa, the utilization of peer-assisted teaching in clinical skills is not well documented. Peer-assisted teaching involves one or more students teaching other students in a particular subject area. The researcher compared facilitator-assisted teaching method with peer-assisted teaching in order to establish which of these teaching methods would improve student nurses' clinical competencies.

Methods and setting: A quantitative, concurrent, quasi-experimental, crossover design was utilized in this study. The crossover design was used so that each of the student groups had the experience of each type of teaching method.

The population (N = 92) consisted of a group of first-year bridging student nurses studying at a large private nursing college. The respondents were randomly selected and divided equally into two groups.

The data collection comprised of two phases. Data collected in phase one were analysed using descriptive, inferential and comparative strategies. In phase two the data from the semi-structured questions were analysed using content analysis. The data was read and analysed highlighting words to capture key concepts and from these concepts codes emerged. These codes were then placed into categories.

Conclusions: When measured, the respondents' clinical competency results did not show significant differences using either method after having been exposed to both teaching methods. The respondents' teaching preferences showed that a significant number of respondents preferred facilitator-assisted teaching method.

Recommendations: Nurse educators can utilize either teaching method to achieve clinical competency as proved in this study. Nurse educators need to use different methods of teaching clinical competency which is appropriate to their institutions. Using these two

teaching when teaching big groups in conjunction with each other could prove to be valuable to nurse educators, freeing the nurse educator to observe the student progress and give on the spot feedback.

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LIST OF ABBREVIATIONS

The following is a list of abbreviations used in the study:

PAT	Peer-Assisted Teaching
FAT	Facilitator-Assisted Teaching
NEA	Nursing Education Association
SANC	South African Nursing Council