

Using competency gap analysis to improve the teaching performance of clinical instructors

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Statement of the Problem: Nursing newcomers entering the workplace face role conversion and large work pressure with the possibility of current shock or departure. Clinical instructor in order to guide the important role of the new personnel, so this study from the teaching performance to understand its function gap and reinforcement to improve teaching.

Methodology & Theoretical Orientation: Research object: A regional teaching hospital as a continuous clinical instructor for more than 4 years of nursing teachers a total of 67 people. Research tools: to self-designed clinical guidance teachers teaching performance scale for data collection, divided into "professional competence" "coaching role", "" Teaching Knowledge "," Learning evaluation ", five aspects of functional analysis, Mining Liker scale score, 1 points is very difficult, 5 points completely no difficulty, this study Cronbach ' Sa for 0.75 research methods: The study method of mass extraction, belongs to longitudinal inertia research time: 20170101-20181231.

Findings: Basic data: More than 6 years as a clinical teacher 67.4%, college graduation 71.6%, ability advanced N2 more than 46%.

Conclusion & Significance: This study analyzes the difficulty of the function and evaluation of clinical instructors through teaching performance evaluation, enhances their teaching function through intervention measures and effectively remains new personnel. It is suggested that the guidance role and study evaluation can be included in the training course of the reserve clinical instructor.

Biography

Su-Chen Yu is currently in Kuang Tien General Hospital and is also a PhD student in the Nursing Department of Kungkuang University, specializing in nursing administration, acute intensive care and nursing education.

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