

Who am I? The dilemma and breakthrough of the role for the clinical nursing teacher in five-year nursing college

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There are many clinical nursing teachers serving in five-year nursing colleges in Taiwan. They are employed by their respective schools but work in hospitals. These teachers need to meet the needs of hospitals, schools, patients and students. This often causes teachers to become physically and mentally exhausted, resulting in high turnover rates, which in turn affects their students' internship performance and the quality of care that these students provide. The purpose of this study is to help deconstruct the difficulties present in the role of the clinical nursing teacher by examining the dilemmas and breakthrough approaches associated with the role. In this study, the researchers used a qualitative research design and conducted in-depth interviews with 12 clinical nursing teachers. These teachers each possessed between one to ten years of work experience and worked at five-year nursing colleges. Data was collected through one-on-one semi-structured interviews that were recorded and faithfully transcribed. Thereafter, Colaizzi's phenomenological method of data analysis was performed to categorize, analyse and organize the data. The results showed clinical nursing teachers have great responsibilities, but feel isolated from others due to their role in this study. It is thus necessary for them to acquire the ability to adapt well and actively form a relationship with the environment. It is suggested that schools and hospitals should provide more care and assistance to teachers so as to enhance the quality of teaching.

Biography

Pen-Hsin Hou is currently working as a Lecturer at the Mackay Junior College of Medicine, Nursing and Management and also pursuing her PhD degree at the National Taipei University of Nursing and Health Science.

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