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Is educator clinical skill competency enough for clinical teaching?

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Introduction

The competence of educators is believed to have a direct impact on graduate competency. As a result, this study aimed to determine the clinical skill competency of nurse educators through an assessment of skill performance in a simulated environment.

Methods

A quantitative, observational and cross-sectional study design was used to examine the clinical competency of 207 nurse educators using a ten-station Objective Structured Clinical Examination (OSCE). Assessors are trained and OSCE stations were piloted at two different sites. After a proportional allocation of the sample to each institution, educators were chosen at random from 13 higher teaching institutions. The performance was scored using both a four-point rubric checklist and a five-point global method of assessment. The borderline regression method of standard setting was used to determine the pass and fail rate.

Results

A total of 207 nurse educators with a mean age of 31.6 years ($SD = 0.3$) took part in this study. Of a total of 207, 158 (76.3%) were male; 67(32.36%) had no prior clinical experience before being a nurse educator; 181(87.5%) had 5–10 years of experience in the

profession, and 201(97.1%) held a Master of Science in Nursing. Reliability for nine stations is 0.54 to 0.89. The pass rate for nine working stations: 129 (62.32%) for cardiac history taking; 93(44.93%) for performing Leopold's Maneuver; 89(43%) for formulating nursing diagnosis; 62 (29.95%) for performing patient progress assessment; 62 (29.95%) for pediatric maintenance fluid estimation; 61 (29.47%) for conducting immediate newborn care; 124(59.9%) for Secure IV line and initiate Infusion; 95(45.89%) for passing Nasogastric tube; and 89(43%) for wound irrigation. The overall cut score for pass and fail was estimated to be 38.1% or 102.76 total points. With this cut score, 56(27.05%) nurse educators were competent for the overall assessment. Educators' prior clinical experience before becoming educators showed a statistically significant association with the total level of competency.

Conclusions and recommendations

The overall clinical competency of nurse educators is low, and alarming and calls for immediate action. Routine nursing educator tasks are not correctly performed by more than half of the educators while they are expected to teach them all. All key players need to investigate the root causes of such a low competency and pass rate. Some of the key interventions could include designing projects to resolve immediate causes and supporting them with a long-term conditions management policy.

Biography

Agezezn Asegid is a faculty member at Wachemo University, Central Ethiopia Regional State, Ethiopia. He is committed to academic excellence and research, contributing to advancements in his field of expertise.