

Clinical nurse teaching: programme for the practising nurse

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THE Newcastle area is a medium size single district teaching area. At present it contains two large general teaching hospitals totalling some 1 700 beds with a third hospital of 800 beds nearing completion. There are, in addition, a variety of smaller hospitals (15) plus a large mental hospital. Several regional and sub-regional specialties are to be found in the area and over the next few years more are expected to be established. The Community Health Services maintain a population of 308 000 people.

For over 18 months, planning has progressed on a variety of Joint Board of Clinical Nursing Studies courses. It was envisaged that within the next five years the area would be able to maintain about 12 types of course. One of the difficulties was the lack of facilities to allow specialist sisters/charge nurses to add properly organised teaching theory and supervised practice to their qualifications without taking a full six-month course in clinical teaching.

About two years ago the principal of the Royal Victoria Infirmary School of Nursing, Miss M. F. Dixon, suggested a plan which would allow interested and experienced specialist sisters/charge nurses to take a special day release City and Guilds Further Education Teachers Course (No. 730) and qualify as clinical teachers.

After discussion with clinical nursing studies officer for the Northeast, Miss M. G. Shout, it was decided to pursue this matter further, as it was felt that this new venture would, in fact, produce the appropriate number of qualified teachers for the Joint Board courses by the time they were required. Discussions extended further and produced what in our opinion was an exceptional development within clinical teaching both at ward and patient level for the area and maybe for the profession as a whole. The idea was to base the City and Guilds course within the School of Nursing and orientate the course towards the needs of nursing staff who were already supervising the

Summary: In an attempt to build up a teaching team, for the full implementation of the courses of the Joint Board of Clinical Nursing Studies, and in anticipation of legislation of the recommendation of the Committee on Nursing, Newcastle AHA have introduced a part-time programme of day release for experienced sisters/charge nurses to gain the City and Guilds Further Education Teachers Course and qualify as clinical teachers. Within five years it is hoped that at least 100 experienced nurses will have obtained this qualification.

care of patients directly.

We agreed to invite charge nurses/sisters, nursing officers and community nursing staff to participate in the course, in addition to the special staff who were selected to teach on Joint Board courses.

The scheme was never intended to produce scores of registered clinical nurse teachers for the school of nursing but rather to have on the staff, nurses who were firmly orientated towards teaching nursing at patient care level in the community and in the hospital as part of their day-to-day work.

The course was to be arranged within the school of nursing by the South Shields Marine and Technical College. The tutors from the college were not nurses but were well qualified and exceptionally well motivated towards our ideas. The course, covering an academic year on a day release basis, was planned and the syllabus of the 730 course was used carefully, giving a nursing emphasis wherever possible.

A selection panel was appointed and nominations invited via the principal nursing officer in the first instance. The response was quite unexpected. The panel received over 60 applications. Although it was late in the academic year it was decided to go ahead with a concentrated two-term course instead of the full academic year.

The 28 nurses chosen for the first course were selected as follows:

- 6 nursing officers (Hospital)
- 2 nursing officers (Community)
- 18 sisters/charge nurses
- 2 unqualified tutors

Syllabus

The syllabus followed closely the City and Guilds Further Education Teacher's Certificate, namely

1. **Introduction.** Brief survey of the aims and organisation of the different stages of education, including primary, secondary and further education.

2. **Principles of teaching.** The aim of this section was to introduce students to some aspects of learning and the principles of teaching. A direct approach was recommended by considering the factors in the teaching situation: students, teacher, subject.

(a) An introduction to learning: requirements of the learning process, including interest, motivation and activity.

(b) The nature of learning: trial and error in learning, conditioning and reinforcement, insight learning.

(c) The characteristics of skilled performance, acquisition of skills and transfer of training.

(d) Individual differences in learning and retention; the problems which these create.

(e) Principles of teaching with regard to the formation of habits, training in skills and explanation of ideas.

(f) Ways of developing discrimination and judgement in students.

(g) The value and importance of formal, informal, group and individual teaching methods in these respects.

(h) Class management and control,

with special reference to young persons and adult groups; incentives; human relationships; problems of communication.

3. Methods of teaching. This section was concerned with the methods of teaching appropriate to subjects or groups of subjects related to the qualifications and experience of the members of the course.

- (a) Preparation, including
 - (i) syllabus construction
 - (ii) schemes of work
 - (iii) lesson planning
 - (iv) organisation and programming of work in workshops, laboratories and specialist rooms.
- (b) Consideration of appropriate methods of presentation of subject matter, including
 - (i) demonstration techniques
 - (ii) the use of questions
 - (iii) discussion
 - (iv) tutorials
 - (v) projects and assignments.
- (c) The problem of catering for the varying degrees of ability and attainment in a group and the special needs of individuals.
- (d) Classroom and workshop management; layout and use of equipment; conditions of safe working and methods of accident prevention.
- (e) The nature and use of audio-visual aids and other equipment, including the effective use of chalk board; the construction and use of aids and self-teaching equipment; significance of programmed learning; the application of colour and display.
- (f) The appraisal of a student's work; assessment, marking and testing, both internal and external; the place of written work and notes by students; the importance of student records.
- (g) Library facilities, including the use of reference books and periodicals.
- (h) The organisation and use of visits to organisations outside the college; the importance of follow-up work.

The examinations consisted of one three-hour written paper; an assessment of course work; and an assessment of teaching practice.

The written paper which was concerned with the principles of teaching and methods of teaching, was prepared by the City and Guilds of London Institute.

All staff were informed that they were required to satisfy the examiners

in all parts of the examination in the same year, except that a candidate who received a satisfactory assessment for course work and reached the required standard in either the written paper or teaching practice assessment may be permitted to enter again at the next examination for the section in which he/she failed.

Thirty six days were allowed for day release and 12 hours of supervised practice under the direction of the course tutors. Out of the 28 participants on the first course, 27 obtained the teaching certificate and one was referred in the written paper.

The second year is now underway with 37 students in three groups on two different days. The grades of staff involved as students include:

- 4 nursing officers (Hospital)
- 2 health visitors
- 25 sisters/charge nurses
- 2 district nurses
- 2 clinical teachers
- 1 administrative sister
- 1 dental tutor (unqualified)
- 1 staff nurse

The idea is spreading throughout the Northern Region and the scheme is being accepted with great enthusiasm by the staff concerned. All staff qualifying for the certificate and wishing to become full-time clinical teachers are given the opportunity to study part time for the Diploma in Nursing, although several participants already possess this qualification. Selection for the Diploma is by the same selection panel.

Students' comments after course

Theatre Nursing Officer

'I feel it would be difficult to emphasise enough the effects of this course. It has been like an upsurge of adrenalin, stimulating an extremely new outlook on theory and practice. The new sense of purpose and objectives defined and achieved is most marked.

It took me at least a month to organise each supervised teaching practice. It needed considerable organisation to book seminar rooms or the clinical area to coincide with freeing student nurses from the service needs; not to mention the assessor being able to fit in also.

It stimulated much interest on the part of the trained staff and I received considerable help from them. In fact they often joined in the teaching practice. The supervised teaching practice was of real value, particularly the assessor's discussion after the lesson, and we were encouraged to use formal and informal teaching methods. These ran-

ged from formal teaching in seminar rooms to role play, simulated situations in the clinical area. These were sometimes video-taped and played back, followed by some very lively discussions. Feedback from the teaching practice came in many ways, from the learners themselves and often from the sister of the Unit. As you know, I have produced a guideline to teaching learners the basic skills in theatre. This was broken down into skills, knowledge and attitudes'.

Charge nurse (future JBCNS clinical teacher)

'At my hospital we are very fortunate in having good classroom facilities, and with the use of the overhead projector gave a series of lessons on thoracic diseases to four enrolled nurses. The nurses seemed keen to learn and the prior preparation and use of a lesson plan gave good results. I feel that nurses working in specialties often do most of their work without a clear understanding of what they are dealing with. Theoretical teaching of these nurses is often neglected due to the pressure of work by senior staff.'

Community nursing officer

'I think the course was useful to me because I now feel I know a little more about the psychology of learning, and also the use of audio-visual aids. It has helped me to look at what I was doing previously, and I hope I have improved upon my method of presentation.

'I did enjoy the course in spite of the extra work involved and I think it has been of benefit to me in my management as well as my teaching role'.

It is hoped that within five years, even taking into account natural turnover, well over 100 nurses will have received a teaching course and will still be close enough to the patient to be able to make a major teaching contribution as part of their everyday responsibilities. This may go some way in marrying the theoretical approach of the School of Nursing and its practical application by the immediate supervisor of the clinical area (Bendall, 1975).

Our thanks are due to Mr T. A. Morley, principal lecturer in charge, Mr T. M. Walsh, lecturer, and Mr B. M. Trotter, all of the Educational Technology unit of the South Shields Marine and Technical College, without whose hard work and dedication this course would not have commenced.

REFERENCE

BENDALL, E. (1975). *So you passed, nurse*. Royal College of Nursing Research series, London.

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