

EFFECT OF CLINICAL SUPERVISION ON THE FACULTY TEACHING QUALITY AT NURSING AND MIDWIFERY SCHOOL IN ISFAHAN UNIVERSITY OF MEDICAL SCIENCES

Author: Salehi Sh

Introduction: In recent years, professional development of teachers has become an important issue in educational system. The question of work has been the kind of supervision needed to save and secure teacher's successful performance in his/her teaching career. The present study aimed at answering this question.

Methods: The study was preformed in two phase: At first a quasi-experiment on randomly selected students was done. The exposed group's teachers were under clinical supervision. In the second phase, the clinical supervision method was evaluated based on opinions of faculties and educational authorities.

Results: In the exposed group, the rate of student's learning proved to be significantly higher ($P < 0.05$). Those students evaluated their teacher's professional behaviors as more positive compared to teacher evaluations made by students in the control group ($P < 0.05$). Full agreement and agreement to perform clinical supervision were expressed by 85 percent of respondents in the second phase study, whereas 60 percent of the same attitude was found toward self-evaluation (The latter was expressed as one of the best solutions for quality problems of teaching). The majority of respondents insisted on maintaining stable environment for teaching, a decrease in number of students and proper teacher selection methods as the other solutions.

Conclusion: Applying clinical supervision method had a positive effect on students learning and teachers' performance. Thus this method should be considered as one of the basic ways to develop educational system in the field of medical sciences.

Key words: Clinical Supervision – Teacher Evaluation – Nursing.

Address: Salehi Shayesteh; School of Nursing and Miduifery, Isfahan University of Medical Sciences and Health Services, Isfahan, Iran

Source: Iranian Journal of Medical Education ():

(P < /)

()

« »

:

« »

« »

« »

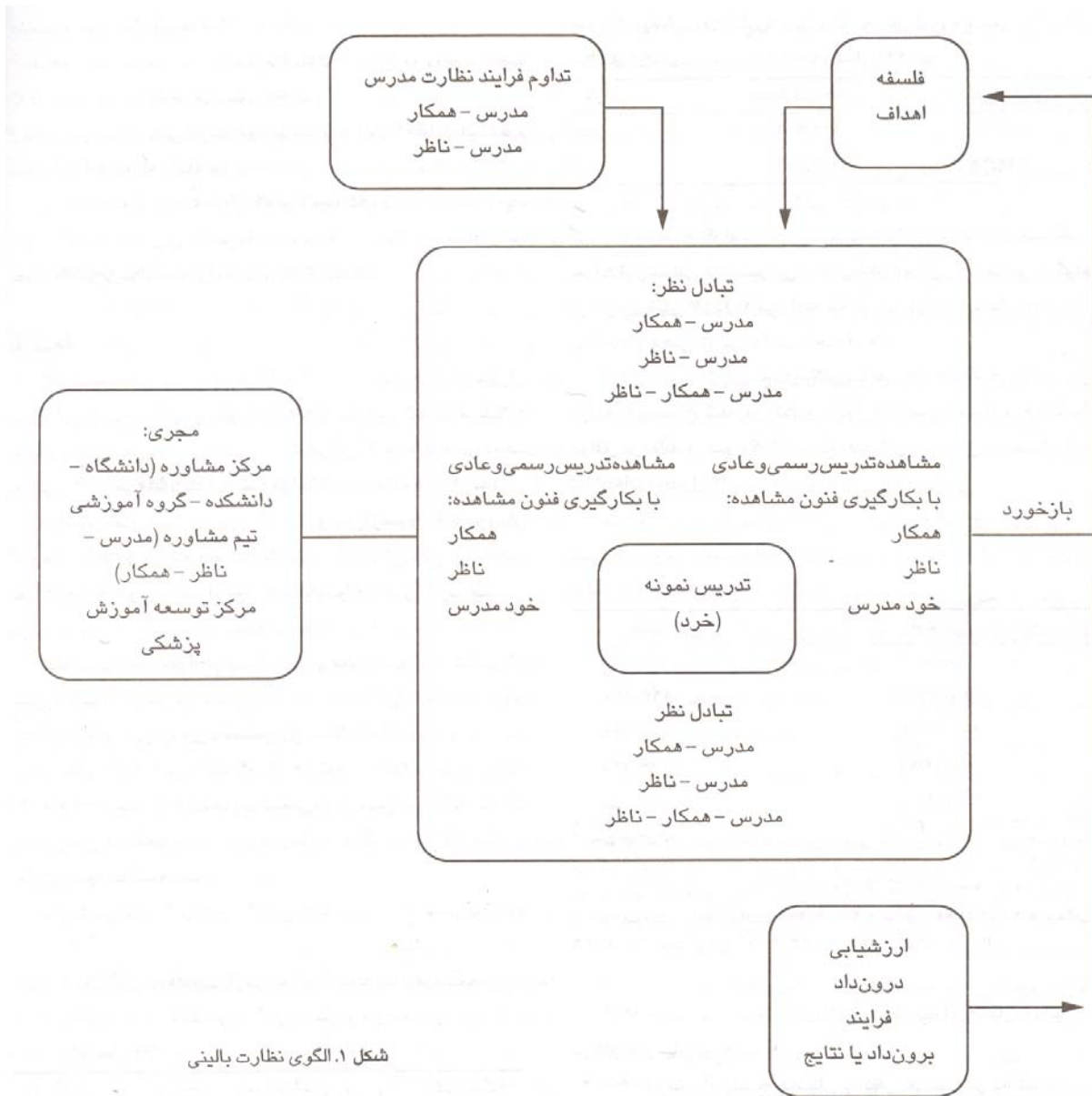
« »

»

«

:
()

.()



شکل ۱. الگوی نظارت بالینی

« » /

« »

/

()

P< /

/

« »

/

(% /)

(% /)

(% /)

(% /)

(%)

/

(P< /)

/

/

() (P< /)

x

x =

:

x

x =

x =

x =

x =

»

/

/

«

/

P< /

/

()

/

(n=)

(n=)

/

/

/

/

/

« »

/

/

/

/

/

/

/

/

/

/

/

P< /

/

(n=)

(n=)

/

/

/

/

/

Gorgon ()

() Severinsson

Krischlings

) - ()

()

(P< /) (P< /)

Nehring

()

Flagler

()

Burnard

« » -

()

« » Barber

« »

(P< /)

« »

References

- Worth B. Preparing to take on clinical supervision. *Nursing Standard*. ; (): .
- Severinsson EI. Clinical supervisor's views of their leadership role in gthe clinical supervision process within nursing care. *Journal of Advanced Nursing*. ; :
- Burnard PH. A supporting act. *Nursing Times*. ; (): .
- Barber P. Skills in supervision. *Nursing Times*. ; :
- Gorgon BG. Making clinical supervision a reality: Step toward implementation. *Nassp Bulletin*. ; (): .
- Krischlings JM. Evaluating teaching effectiveness. *J of Nurs Educ*. ; (): .

- Nehring V. Nursing clinical teacher effectiveness investigation. Journal of Advanced Nursing. ; : .
- Flagler S. Clinical teaching is more than Evaluation alone. Journal of Nure Edu. ; : .