STUDENT PERCEPTIONS OF CLINICAL INSTRUCTOR CHARACTERISTICS AFFECTING CLINICAL EXPERIENCES: A SYSTEMATIC REVIEW

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ABSTRACT

Objective: The aim of the study is to investigate how students perceive the characteristics of clinical instructors that have an impact on their clinical experiences and aid programs in improving clinical education, and to evaluate the effectiveness of clinical instructor characteristics.

Design: Study of a systematic review.

Data sources: From three online web databases including PubMed, EBSCOhost (CINAHL), and Science Direct. In addition, searches for key article references were carried out. Review studies that were published from 2017 to 2022.

Review methods: A five hundred sixty-two extracted literature from database articles published in no more than five years, the PRISMA flowchart clarifying the data collection procedure which was manually reviewed, and the study included 19 documents for further analysis.

Results: Through the investigation of 19 studies that met the criteria: nine qualitative studies, eight quantitative studies, and two mixed methods. The majority of these studies were cross-sectional descriptive studies while one of them was a quasi-experimental design a pretest-posttest. Two studies from quantitative design utilized the same instrument as a standardized tool used to measure the Nursing Clinical Teacher Effectiveness Inventory (NCTEI) survey tool developed by Knox and Mogan (1985).

Conclusion: The experiences and opinions of many students’ nurses, faculties, and clinical instructors about the characteristics of CI is an ongoing and fluctuating process according to their perceptions of the m. However, clinical instructors are crucial in helping student nurses develop the skills necessary to be effective and competent practitioners.

Keywords: Characteristics, Clinical Instructor, Clinical Educator, Student Nurses.

PERCEPÇÕES DOS ALUNOS SOBRE AS CARACTERÍSTICAS DO INSTRUTOR CLÍNICO QUE AFETAM AS EXPERIÊNCIAS CLÍNICAS: UMA REVISÃO SISTEMÁTICA

RESUMO

Objetivo: O objetivo do estudo é investigar como os alunos percebem as características dos instrutores clínicos que têm impacto em suas experiências clínicas e programas de auxílio na melhoria da educação clínica, e avaliar a eficácia das características do instrutor clínico.

Desenho: Estudo de revisão sistemática.

Fontes de dados: De três bancos de dados online, incluindo PubMed, EBSCOhost (CINAHL) e Science Direct. Além disso, foram realizadas buscas pelas principais referências dos artigos. Revise estudos publicados de 2017 a 2022.

Métodos de revisão: quinhentos e sessenta e dois literatura extraída de artigos em bases de dados publicados em no máximo cinco anos, o fluxograma PRISMA esclarecendo o procedimento de coleta de dados que foi revisado manualmente, e o estudo incluiu 19 documentos para análise posterior.

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Student Perceptions of Clinical Instructor Characteristics Affecting Clinical Experiences: a Systematic Review

Resultados: Através da investigação de 19 estudos que atenderam aos critérios: nove estudos qualitativos, oito estudos quantitativos e dois métodos mistos. A maioria desses estudos eram estudos descritivos transversais, enquanto um deles era um desenho quase experimental, um pré-teste-pós-teste. Dois estudos de desenho quantitativo utilizaram o mesmo instrumento como ferramenta padronizada usada para medir a ferramenta de pesquisa Nursing Clinical Teacher Effectiveness Inventory (NCTEI) desenvolvida por Knox e Mogan (1985).

Conclusão: As experiências e opiniões de muitos estudantes de enfermagem, professores e instrutores clínicos sobre as características do IC são um processo contínuo e flutuante de acordo com suas percepções sobre eles. No entanto, os instrutores clínicos são cruciais para ajudar os estudantes de enfermagem a desenvolver as habilidades necessárias para serem profissionais eficazes e competentes.

Palavras-chave: Características, Instrutor Clínico, Educador Clínico, Estudantes de Enfermagem.

PERCEPCIONES DE LOS ESTUDIANTES SOBRE LAS CARACTERÍSTICAS DE LOS INSTRUCTORES CLÍNICOS QUE AFECTAN LAS EXPERIENCIAS CLÍNICAS: UNA REVISIÓN SISTEMÁTICA

RESUMEN

Objetivo: El objetivo del estudio es investigar cómo los estudiantes perciben las características de los instructores clínicos que tienen un impacto en sus experiencias clínicas y programas de ayuda para mejorar la educación clínica, y evaluar la efectividad de las características de los instructores clínicos.

Diseño: Estudio de una revisión sistemática.

Fuentes de datos: de tres bases de datos web en línea, incluidas PubMed, EBSCOhost (CINAHL) y Science Direct. Además, se llevaron a cabo búsquedas de referencias de artículos clave. Revisar estudios que se publicaron de 2017 a 2022.

Métodos de revisión: Se extrajeron quinientos sesenta y dos literatura de artículos de bases de datos publicados en no más de cinco años, el diagrama de flujo PRISMA que aclara el procedimiento de recopilación de datos se revisó manualmente y el estudio incluyó 19 documentos para su posterior análisis.

Resultados: A través de la investigación de 19 estudios que cumplieron con los criterios: nueve estudios cualitativos, ocho estudios cuantitativos y dos de métodos mixtos. La mayoría de estos estudios fueron estudios descriptivos transversales mientras que uno de ellos fue un diseño cuasiexperimental pretest-postest. Dos estudios de diseño cuantitativo utilizaron el mismo instrumento como herramienta estandarizada utilizada para medir la herramienta de encuesta del Inventario de Efectividad de Profesores Clínicos de Enfermería (NCTEI) desarrollado por Knox y Mogan (1985).

Conclusión: Las experiencias y opiniones de muchos estudiantes de enfermería, profesores e instructores clínicos sobre las características de la IC es un proceso continuo y fluctuante según sus percepciones sobre ellas. Sin embargo, los instructores clínicos son cruciales para ayudar a los estudiantes de enfermería a desarrollar las habilidades necesarias para ser profesionales eficaces y competentes.

Palabras clave: Características, Instructor Clínico, Educador Clínico, Estudiantes de Enfermería.

1 INTRODUCTION

Around 50% of the worldwide health workforce —roughly 27 million men and women—work as nurses and midwives. Even though, the current scarcity of health workers...
affects more than half of the population (WHO, 2022). This will impact on quality of patient care and the culture of patient safety (Hessels et al., 2019).

The quality of clinical training that nursing students receive during their work on practical experience determines the quality of the program of nursing education (Drateru, 2019). Many studies point to a significant gap between theory and practice (AlMekkawi et al., 2020; Boru, 2018; D’Costa & Swarnadas, 2016; Peranginangin, 2019) which affects on quality of clinical training.

However, to reach high quality in the clinical environment that assists in equipping nursing students with adapting to learning outcomes to be ready for market and achieve professional goals, nursing students need well preparing to graduate with high quality and competence in their nursing profession, so clinical instructors and clinical teachers play a significant role in this.

1.2 BACKGROUND

WHO (2022) estimates, that by 2030, the world would need an additional 9 million nurses and midwives. The characteristics in selecting clinical instructors were pivotal to preparing highly competent nursing students who will deliver patients' safety with high-quality care to cover the nursing shortage nationally and globally. However, clinical instructors and educators are primarily responsible for ensuring that nursing students are adequately prepared and competent.

Accordingly, during periods of clinical nursing instructor shortages and inadequate competency, the literature describes the effectiveness of characteristics of clinical instructors, yet lacks clarity on the best way to cultivate those characteristics (Jetha et al., 2016).

In clinical settings, students spend almost three times as much time as they do in the classroom (Flott & Linden, 2016), providing multiple opportunities for immediate engagement in the clinical field and become familiar with reflection in clinical reasoning and decision-making. Importantly, the focus should be on transforming the environment and curriculum design that need to change, not the students (Coffman & Draper, 2022). However, central to these improvements are clinical teachers and instructors, whose roles require highlighting and enhancement within the clinical learning environment.

To enhance student readiness for professional practice, nursing programs, the Ministry of Higher Education, and healthcare institution administrators need to scrutinize the clinical learning environment (CLE), particularly clinical instructors. A high-quality clinical experience
hinges on the presence of skilled and effective clinical instructor, who plays a significant role in preparing students to embody and showcase their role as professional nurses. Thus, the characteristics of these clinical instructors, preceptors, clinical teachers, and mentors should be highlighted during the research gaps in Palestine.

Additionally, the gap in previous studies that concerned determining the instructor's effectiveness to be evaluated (Bifftu et al., 2018) was more difficult. There is no research or study in the West Bank in Palestine discusses this issue, except one study in Gaza was developed by Elkhateeb and Abdeljawad (2020) about “Nursing Students’ and Clinical Nursing Instructors’ Perceptions about the Characteristics of an Effective Clinical Instructor and Clinical Training Policies in Gaza Strip”.

The aim of this literature review is to evaluate the effectiveness of clinical instructor characteristics in enhancing nursing students’ clinical learning and experience and to describe students' perceptions of clinical instructor characteristics that affect their clinical experiences and help programs improve clinical instruction.

2 METHODS SECTION

2.1 DATABASES

Based on the presumption "Student Perceptions of Clinical Instructor Characteristics Affecting Clinical Experiences,” 43 research articles were selected from the published literature through a search that was conducted from April 9, 2022, to April 24, 2022.

An exhaustive review of multidisciplinary literature on electronic databases was performed using three online data: PubMed, EBSCOhost (CINAHL), and Science Direct. Additionally, searches for key article references were conducted.

2.2 DESIGN

A systematic review includes many articles that have been identified from 2017 to 2022 that directly or indirectly examine the concept.
2.2.1 Inclusion and exclusion criteria

This study included criteria such as quantitative, qualitative, or mixed methods research approaches; studies involving nurses as participants; English-language articles; and focusing on clinical instructors or nurse educators. Exclusion criteria encompassed letters, editorials, opinions, essays, case studies, narrative reviews, and systematic reviews; journals lacking full-text availability or abstracts; publications in languages other than English, such as Chinese; articles not involving nurse participants or focusing on diploma nursing students; and those not pertinent to clinical settings or lacking accessibility.

2.3 RESEARCH METHODOLOGY FOR THIS STUDY

2.3.1 Literature search and evaluation

Through the search process only papers providing recommendations and direction on conducting a literature review were considered. These articles can be quantitative qualitative or mixed methods approaches, and this report did not include systematic literature reviews on a specific topic. The study strategy comprised studies from various disciplines, including medicine, health science, information systems, and education, focusing on content relevant to nursing. Moreover, it included studies at the recent five years ago with databases from 2017 through 2022. Then specify with keywords "Characteristics" AND "clinical instructor" OR "clinical educator". The search was restricted to peer-reviewed research articles appearing in English-language academic journals.

The main connection to the title of each work was noted. The researcher acquired the complete reference and downloaded the publication for further analysis if, based on the title, the material appeared to explain the methods of the literature review process.

To reach that number, the research process included using the Boolean operators ‘AND’, and ‘OR’ among the keywords through employing them across three databases, especially in MeSH (Table 1). The search techniques and findings are recorded in accordance with the relevant parts of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement (Moher et al., 2009) (Fig. I).

Firstly, after reviewing and evaluating the first twenty pages of search results, the searcher found a total of 232 items potentially relevant articles from PubMed as a database, 100 from CINHAL via EBSCOhost, and 230 from ScienceDirect. According to that, the searcher
refined the keywords. This search gets 562 articles published in no more than five years from a total of three databases of studies identified.

Briefly, once duplicated also removed and after the initial review of the titles 373 were excluded, however, 189 relevant studies were reviewed the abstracts were screened, and the prior decision on articles that meet the criteria and are relevant to the study topic. Of that, 50 in-text retrieval articles were considered. Individual scanning of titles and abstracts was conducted independently. Then full-paper review, seven papers were discarded and 43 papers met inclusion criteria, excluding the other language, not English, and the duplicated articles were also removed. Almost all human records are excluded. Finally, the reports included articles were 19 studies. The PRISMA flowchart clarifies the data collection procedure presented in Figure I.

This extensive search through literature reviews aims to find articles that discuss the similarity of what will be studied and the aim of it that will meet the aim of this literature review. Then it was decided to select articles that match the inclusion criteria mentioned earlier.

2.4 SEARCH STRATEGY

Search conducted in PubMed (MEDLINE) and others on April 9, 2022, but, the last search using keywords to obtain the relevant studies was approved on April 24. Results retrieved: where possible, terms were searched in MeSH as well as text Word. When a searcher searches through the keyword: clinical instructor no items are found in the MeSH database. But when searching by using “Characteristics" AND "clinical instructor" OR "clinical educator" the author gets 232 items related to the subject that will be studied.

Other search: “Clinical Instructor” OR (Clinical Educator) OR (Clinical Teacher) OR (Preceptor) AND “student nurse” OR (Student) OR (Nursing Student) OR (Student Perception) OR (Perspective). “Characteristics” OR (Effective Characteristics), ("Characteristics") AND ("clinical instructor") OR ("clinical educator") Filters: from 2017 – 2022, and vice versa. Abstract, Full text, from 2017 – 2022.

In conclusion, the researcher starts by reading the articles' titles, to sum up. After duplicate and incomplete articles were eliminated, the abstracts of the remaining papers were separately assessed for each database, and journal articles were chosen to be included in the final review; 19 articles satisfy the study's eligibility requirements.
2.5 SEARCH OUTCOMES

This project allows us to download specific references from my searches for import into reference handling systems (Endnote), where database and host expertise are required for successful import into my reference databases. Thus, the final sample of articles included in this review study was 19.

3 RESULTS OF LITERATURE REVIEWS

3.1 SEARCH RESULTS

Through the investigation of 19 studies of literature reviews, multiple study designs and data collection methods were included in the studies. These articles were included in the final review process: PubMed nine articles (AlMekkawi et al., 2020; Hababeh & Lalithabai, 2020; Mohammadi et al., 2021a, 2021b; Nguyen et al., 2018a; Reising et al., 2018; Sadeghi et al., 2019; Sorouch et al., 2021; Taylan et al., 2021). EBSCO-host (CINAHL) five articles (Farahani et al., 2020; Kaldawi, 2022; Nguyen et al., 2018b, Nguyen et al., 2017; Niederriter et al., 2017). ScienceDirect five studies (Ergezen et al., 2022; Mahasneh et al., 2020; Rodger & Juckes, 2021; Taylan & Özkan, 2021; Williams et al., 2021).

On the other hand, this systematic review found nine qualitative studies (Farahani et al., 2020; Mahasneh et al., 2020; Mohammadi et al., 2021a, 2021b; Niederriter et al., 2017; Rodger & Juckes, 2021; Sadeghi et al., 2019; Sorouch et al., 2021; Taylan & Özkan, 2021), eight quantitative studies (AlMekkawi et al., 2020; Ergezen et al., 2022; Hababeh & Lalithabai, 2020; Kaldawi, 2022; Nguyen et al., 2017; Nguyen et al., 2018a, 2018b; Taylan et al., 2021) and two mixed methods (Reising et al., 2018; Williams et al., 2021). The majority of these studies were cross-sectional descriptive studies, while one of them used a pretest-posttest quasi-experimental design (Kaldawi, 2022). Eight of these papers employed purposive sampling (Farahani et al., 2020; Mohammadi et al., 2021a, 2021b; Niederriter et al., 2017; Rodger & Juckes, 2021; Sadeghi et al., 2019; Sorouch et al., 2021; Taylan & Özkan, 2021) while the other employed convenience sampling except the study of (Mohammadi et al., 2021b) was choose randomly participants from eighteen clinical instructors (eight males and 10 females).

Furthermore, in qualitative design, the phenomenology approach has explained the perception of student nurses or the perception of clinical instructors. Hence two studies (AlMekkawi et al., 2020; Hababeh & Lalithabai, 2020) from quantitative design utilized the
same instrument as a standardized tool used to measure the Nursing Clinical Teacher Effectiveness Inventory (NCTEI) survey tool developed by Knox and Mogan (1985). One of the studies was implemented in the United Arab Emirates, and the other in the Kingdom of Saudi Arabia respectively.

The studies are roughly the third level of evidence conducted in a qualitative design, whereas the fourth level of evidence is conducted in a quantitative design for effectiveness except for one which is the second level of evidence because of the quasi-experimental design (Kaldawi, 2022).

Of the nineteen studies included, these were from different countries which consisted of five from Iran (Mohammadi et al., 2021a, 2021b; Sadeghi et al., 2019; Soroush et al., 2021). Three from Vietnam (Nguyen et al., 2018a; Nguyen et al., 2018b, Nguyen et al., 2017), three from Turkey (Taylan et al., 2021; Taylan & Özkan, 2021; Ergezen et al., 2022), two from the USA (Niederriter et al., 2017; Kaldawi, 2022), four papers from Jordan, Saudi Arabia, Canadian, and Indian respectively (Mahasneh, 2020; Hababeh & Lalithabai, 2020; Rodger & Juckes, 2018). And the last two from the United Arab Emirates (AlMekkawi et al., 2020; Williams et al., 2021). All studies included nursing students faculty, or clinical instructors and some included both.

The studies were conducted in various clinical settings, such as hospitals, as well as on university campuses.

Upon examining quantitative studies, the sample size of participants who are nursing students and/or nursing instructors ranged from 17 to 1484. Similar to AlMekkawi et al. (2020), the study included a total of 17 faculty members and 147 students. In the study conducted by Ergezen et al. (2022), all participants were second- to fourth-year nursing students, out of a total of 1484 participants.

Otherwise, the sample size in qualitative studies was 10 to 48 participants. A study by Taylan and Özkan, (2021) had 10 nursing students, Mohammadi et al., (2021a) 15 clinical teachers participated, while separate a study for the same authors (Mohammadi et al., 2021b) 18 clinical educators. Nevertheless, there is a clear discrepancy between the sample size stated in the abstract and the sample size presented in the research section or tables. Other studies reported the authentic sample and missing it in the data analysis part.

The response rate for the majority of these papers ranged from 66% to 100%, as reported by Kaldawi, (2022) and Hababeh & Lalithabai, (2020), respectively. This level of response rate is considered acceptable according to Polit & Beck, (2012) and strengthens studies.
The age range in the reviewed studies spans from 18 to 65 years old, encompassing nursing students and clinical instructors. All the studies focusing on second-, third-, and fourth-year nursing students concluded that these students had received adequate clinical supervision experience. First-year nursing students, who had not yet gained clinical experience, were excluded. Most studies indicated that completing the surveys took between 15 to 25 minutes for quantitative studies and 20 to 60 minutes for qualitative studies.

3.2 STATISTICAL ANALYSIS

The studies utilized the statistical package SPSS 22 to enter and evaluate the data (SPSS Inc., Chicago, IL, USA) (Hababeh & Lalithabai, 2020).

3.3 FINDINGS OF STUDIES USED THE DATA COLLECTION TOOL (NCTEI)

The study by Hababeh & Lalithabai, (2020) and AlMekkawi et al., (2020) investigates the perspective of student nurses about their clinical instructors, in the clinical setting, in all scopes relevant to their teaching objectives through using (NCTEI). The first article examined that from students’ perception while the study of AlMekkawi et al., (2020) examined both student and faculty perception, which makes more sense for golden information.

Hababeh and Lalithabai (2020) found statistically significant scores in interpersonal interactions, nursing competence, and teaching abilities, whereas personality and evaluation did not yield significant results. In contrast, AlMekkawi et al., (2020) reported that students rated clinical teachers' personalities higher than their interpersonal interactions and teaching abilities.

3.4 THE DATA COLLECTION BY SCALE: NURSING STUDENTS' PERCEPTIONS OF INSTRUCTOR CARING SCALE (NSPIC)

In the study by Taylan, et al., (2021) nursing students' opinions of clinical instructor care were shown to be above average. The clinical instructors discovered that the caring behavior aspect of confidence via caring was most comparable, followed by a positive learning environment, flexibility control, and polite sharing.
3.5 FINDINGS OF QUANTITATIVE STUDIES

3.5.1 The finding of (Nguyen et al., 2018)

According to this study, to clarify expectations regarding the CliNE function, professionals in clinical nursing education and practice offered problem-based learning activities and thus facilitated positive interactions between novice clinical nurse educators and the nurse managers and seniors who taught them. As a result, experience and postgraduate education had a beneficial impact on respondents' reported confidence levels.

3.5.2 The finding of Kaldawi, K. H. (2022)

The clinical nurse educator (CNE) must train students to make timely, patient-safe judgments, which is tough. Clinical coaching is a supported method for improving students' clinical thinking. Nguyen et al. (2018b) found that preparation strategies enhance clinical teacher confidence and readiness for their difficult task.

3.5.3 Ergezen et al., (2022)

Before beginning clinical training, students are informed about the clinic's operations and standards to provide a positive learning environment and allow them to practice technical skills and interpersonal compassion.

3.6 FINDINGS OF QUALITATIVE STUDIES

Mohammadi et al., (2021a) revealed in the study that clinical instructors thought they were recognized as outstanding role models because they exhibited empathy for patients, positive relations with students, and a passion for their work and profession. Yet the results explored that the role models’ first category to be extracted was "impact on others." Role modeling is a powerful teaching and learning tool (Mohammadi et al., 2021a).

On the other hand, the findings of the study by Sadeghi et al., (2019) highlight the characteristics of a clinical teacher that are essential in restricting clinical development and slowing students' progress toward clinical competency. The student's lack of motivation, dissatisfaction with nursing, isolationist attitudes, and desire to escape clinical situations were
all linked to the first theme, which was the presence of the instructor's authoritarian attitudes as one of the obstacles preventing the students from advancing in their clinical proficiency.

Soroush et al., (2021) and Farahani et al., (2020), and Reising et al.,(2018) found that clinical instructors’ characteristics affected students’ teaching effectiveness perceptions. Internal motivation, according to pupils, is one of the distinguishing merits of a great clinical instructor.

The study of (Niederriter et al., 2017) explored based on a variety of demographic student populations and program types, nursing students' judgments of what aspects make for a successful CI. Some of the features and themes uncovered in this study are similar to those found in earlier studies on the subject. These are trusting relationships, coaching, experience, and knowledge.

Last but not least, the most notable differences in one mixed method study (Williams et al., 2021) used SPSS version 21 to enter and assess quantitative data. Preceptors and students' replies were analyzed using mean, standard deviation, and frequency. An independent t-test and qualitative data with content analysis were performed to determine if SCLC subscale mean differences existed. The majority of preceptors (95 percent) said they have communication skills to interact constructively with the pupils, they are aware of who to contact with inquiries regarding the students, and they know how to look for help with difficult students’ learners' attitudes.

4 DISCUSSION AND IMPLICATIONS

The systematic review’ study provides extensive information from selected 19 articles that help researchers to capture the relevant concepts based on a priori concepts “Student Perceptions of Clinical Instructor Characteristics Affecting Clinical Experiences”.

Only a few articles explicitly explored exactly the characteristics of clinical instructors that provide guidance on the methods for conducting the literature review. Thus, the final sample of nine articles qualitative studies, eight quantitative studies two mixed methods (quantitative-qualitative study), and systematic literature reviews on a specific topic were excluded from this report study.

It is important to acknowledge the wide diversity of sample sizes in the reviewed quantitative research, which varied from 17 to 1484 people. Alternatively, the sample size in qualitative investigations ranged from 10 to 48 participants.
In their analysis of research quality, Thomas and Harden (2008) observed that publications of lower quality made a smaller contribution compared to those of better quality. The researcher’s review did not identify any significant pattern or standout piece that made a substantial impact, as most of the papers included did not focus exclusively on the characteristics of effective clinical teachers or instructors. Conversely, the compilation of publications provided a thorough depiction of the criteria that faculty or student nurses believed constituted a competent clinical instructor.

The findings in literature reviews indicate great variability regarding the instruments used. One of the instruments was used, as a measurement instrument that was reliable and valid, the Nursing Clinical Teacher Effectiveness Inventory (NCTEI) survey tool developed by Knox and Mogan (1985). In these reviews, the researcher found two articles that used this instrument (AlMekkawi et al., 2020; Hababeh & Lalithabai, 2020).

For more visibility, the other finding was reached after thorough reviewing studies, the core of domain scores that elaborate on the characteristics of clinical instructors were teaching ability, nursing competence, evaluation, interpersonal relationship, and personality traits which have items for each domain as explicitly in the (NCTEI) survey tool. Moreover, in the studies reported, instruments included 7–54 items, all to assess the characteristics of clinical instructors.

However, the study conducted by Hababeh & Lalithabai (2020) showed that the highest score was 84.0 percent for personality, while the lowest was 81.3 percent for teaching ability. This contradicts with study done by Labrague et al., (2019) reported that as the least important nursing faculty characteristic. Further, AlMekkawi et al., (2020) revealed in their study that the majority of nursing students rated the highest categories for an effective clinical instructor were personality and teaching ability. So, students wanted their clinical instructor to be well-grooming, organized, capable of answering their questions properly, and self-assured, since the evaluation was the least rated category by the students (AlMekkawi et al., 2020).

Despite the results in the previous articles mentioned, a study by Ismail et al., (2016) pointed to nursing students’ answers, that personality was the fourth factor that affected learning students and interpersonal relationships took the fifth factor.

However, a successful clinical instructor will enhance a positive atmosphere for mutual respect and should serve as a role model. This emphasizes that it is important to apply Modeling and Role-Modeling as Theory and Paradigm for Nursing, which was done in 1983 by Helen C. Erickson, Evelyn Tomlin, and Mary Ann Swain (Erickson et al., 1983).

Hence, the role model contains many of the instrumental attributes necessary for having such characteristics of clinical instructors to maintain this role, Mohammadi et al. (2021a), for
example, propose a conceptual framework about 'role modeling', which highlights, the specific importance of characteristics of clinical instructors, based on a three-month role modeling program was created as part of the exposure phase of the "Positive Doctor Role Modeling" paradigm (Mohammadi et al., 2021a). Therefore, many studies revealed that the latest effective teaching and learning method is the role of modeling.

Further, the review allows qualitative and quantitative studies or mixed methods to be rich and vital to highlight to extract recommendations and conclusions with further research.

Added to the major responsibility put on the shoulder of the administrator of academic programs to select and prepare clinical teachers and instructors who are eager to instruct, educate, and who possess the necessary information and abilities to carry out their roles. Indeed, this is proved because clinical instructors who display effective characteristics are in charge of the quality of clinical education (Hababeh & Lalithabai, 2020).

4.1 LIMITATIONS

These studies in this literature review are cross-sectional designs and no one RCT. The sample size was small overall. However, this could not be generalizability.

4.2 CONCLUSION

This systematic review has analyzed the different literature designs, qualitative, quantitative, and mixed methods design. All of this literature on the clinical instructors' characteristics and the empowerment of clinical instructors during clinical training of nursing students focuses on equipping them to be competent nurses in the future.

Evidence suggests that students' clinical supervision experiences are complex, ranging from positive experiences directed by empowerment and the concept of "working hand-in-hand" to negative experiences guided by abuse of authority, poor supervision, and a lack of time (Mahasneh et al., 2020).

Precisely, promoting clinical supervision experience cannot be achieved solely through supervisory obligations, but also through the establishment of a training program for newly hired supervisors. Nursing education administrators must collaborate to develop a standard supervision program that focuses on the qualifications for becoming a supervisor, the supervisor–to–student ratio, supervisor remuneration, and a framework that connects all of the previous parts.
4.3 RECOMMENDATIONS & IMPLICATIONS

Great passion for patient care, education, and research as well as for setting an example for others (role modeling) are common topics of discourse nowadays and have even made it onto the agendas of nurse executives’ meetings.

Overall, continuous assessment and evaluation of clinical instructors’ learning needs and performance monitoring; construct a clinical efficacy scale to assess and evaluate clinical nursing instructors according to their rule qualities and skills; and capabilities.

4.3.1 Educational implications

Nursing students benefited from collaborative learning, which was a type of teaching technique that encouraged student involvement and social skills. However, restructuring course content, and measuring student learning on a regular basis is crucially recommended.

4.3.2 Implications for clinical instructor practice

Junior student nurses should be assisted in appreciating the meaning of life by aiding them in reflecting on the personal meaning of their experiences.

4.3.3 Implications for educational policy and research

Clinical instructors' job descriptions and workload techniques should be adjusted to the demands of student nurses in order to provide sufficient clinical instructor engagement.

The NSPIC and NCTEI should be used to assess caring nursing education as well as clinical instructor characteristics’ excellence. Develop strategies to guide the selection of effective clinical instructors.

More research should be done at the institution of nursing education and other clinical settings, to investigate student nurses’ perceptions of clinical instructors as effective and caring in all years of nursing school, using big samples and random sampling methodologies as an example.
REFERENCES


