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This thesis, RESPIRATORY THERAPY FACULTY' PERCEPTIONS OF EFFECTIVE TEACHING CHARACTERISTICS OF CLINICAL INSTRUCTORS IN THE STATE OF GEORGIA, by Rayan Siraj, RRT-NPS, was prepared under the direction of the Master's Thesis Advisory Committee of the Respiratory Therapy department at Georgia State University. It is accepted by the committee in partial fulfillment of requirements for the Master's of Science degree in Respiratory Therapy at Byrdine F. Lewis School of Nursing and Health Professions, Georgia State University.

The Master's Thesis Advisory Committee, as representatives of the faculty, certifies that this thesis has met all standards of excellence and scholarship as determined by the faculty.

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## **DEDICATION**

First and foremost, I thank God (Allah) for everything bestowed upon me throughout my life and during the completion of this thesis. Second, I dedicate this work to the best two people I have ever known in this life, my mom and dad. I am where I am because of them, and without their love, support and encouragement, I would not make it this far. It is really hard to find a word to describe how I am pleased to have them in my life, and to celebrate this moment with me. Third, I would like to thank my siblings for covering my back and taking care of my parents during their health and illness while I am being in the States. Also, special thanks to my beautiful fiancé, Mariam Aloufey, for her love and support during the course of this thesis. It is the first accomplishment in our lives, but it will never be the last. Finally, I would like to thank my friends in the US and back home. I have been surrounded by great people who I could rely on anytime.

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Rayan Siraj

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RESPIRATORY THERAPY FACULTY' PERCEPTIONS OF EFFECTIVE TEACHING  
CHARACTERISTICS OF CLINICAL INSTRUCTORS IN THE STATE OF GEORGIA

By

Rayan Siraj, BSRT, RRT-NPS

A Thesis

Presented in Partial Fulfillment of Requirements for the

Degree of

Masters of Science

in

Health Sciences

In

the Department of Respiratory Therapy

Under the supervision of Dr. Douglas S. Gardenhire

in

Byrdine F. Lewis School of Nursing and Health Professions

Georgia State University

Atlanta, Georgia

2015

# RESPIRATORY THERAPY FACULTY' PERCEPTIONS OF EFFECTIVE TEACHING CHARACTERISTICS OF CLINICAL INSTRUCTORS IN THE STATE OF GEORGIA

By

Rayan Siraj

(Under the Advisement of Dr. Douglas S. Gardenhire)

## ABSTRACT

**Background:** Clinical instructors are expected to be excellent practitioners with great teaching skills. They play a vital role in teaching the next generation of respiratory therapists (RTs). Because clinical instructors impact the learning process of teaching the next generation, it is important to identify the effective teaching characteristics that contribute to the clinical success of the student from the perspective of RT faculty. **PURPOSE:** The aim of this study was to identify effective behavioral teaching characteristics of clinical instructors that are deemed most and least important by RT faculty in the State of Georgia. **METHODS:** Data were collected through a descriptive survey. The survey was adapted and emailed to all RT faculty members listed on The Georgia Society for Respiratory Care (GSRC) website. The survey consisted of three main domains: professional competence, relationship with students, and personal attributes. Thirty-five behavioral teaching characteristics were presented on a five-point Likert scale according to importance. **RESULTS:** Nineteen responses were received out of forty emailed surveys, with a response rate of 47.5%. The majority of participants indicated a master degree as their highest degree. Almost 58% of the participants teach at programs that offer associate degree. The study findings indicated faculty members' perceptions ranking of the most important behavioral teaching characteristics hold a lot of similarities and some differences. Among all provided teaching characteristics, "Facilitate critical thinking in clinical practice" was perceived as the most important behavioral teaching characteristic with mean scores and S.D of (M 4.89, S.D  $\pm 0.31$ ), respectively. In the domain of relationship with students, "Encourage students to feel free to ask questions or ask for help" was ranked the highest by the participants with a mean of 4.57 and S.D of  $\pm 0.50$ . In the personal attributes domain, "Able to collaborate with other disciplines" was ranked as the most important characteristic with mean scores and S.D respectively (M 4.68, S.D  $\pm 0.47$ ). **CONCLUSION:** Faculty from different program levels (associate, baccalaureate and master) agreed that "Facilitate critical thinking in clinical practice" was the most important characteristic. Based on these findings, it is highly recommend that clinical instructors strive to improve their attitudes toward students as the best way to achieve the goals of clinical teaching. They also showed the need for respiratory therapy programs to foster and to promote uniformly identified effective behavioral teaching characteristics.

## TABLE OF CONTENTS

List of Tables.....	v
<b>Chapter I: INTRODUCTION</b>	
Introduction.....	1
Statement of Problem.....	3
Purpose of Study.....	3
Research Question.....	3
Significance of Study.....	4
Definition of Terms.....	4
CoARC.....	4
RT.....	4
GSRC.....	4
ECICI.....	4
Preceptorship.....	4
Assumptions.....	4
Limitation.....	5
<b>Chapter II: REVIEW OF THE LITERATURE</b>	
Introduction.....	6
Clinical Education in Nursing.....	7
Clinical Education in Respiratory Therapy.....	9
Effective Clinical Instructors Characteristics.....	10
Effective Clinical Instructors Characteristics in Nursing .....	11
Effective Clinical Instructors Characteristics in Respiratory Therapy .....	13

Summary .....	15
<b>Chapter III: METHODOLOGY</b>	
Introduction .....	16
Purpose .....	16
Research Questions .....	16
Instrumentation, Reliability, and Validity .....	17
Study Design.....	18
Data collection and Analysis .....	18
Population, Sample, and Setting .....	19
Cover Letter.....	19
<b>Chapter IV: RESULTS.....</b>	<b>20</b>
<b>Chapter V: DISCUSSION.....</b>	<b>27</b>
Implications for Research.....	31
Recommendation for Future Research .....	32
Study Limitations.....	32
Conclusion.....	33
APPENDIX A.....	34
APPENDIX B.....	39
APPENDIX C.....	42
APPENDIX D.....	44
<b>REFERENCES .....</b>	<b>46</b>

## LIST OF TABLES

**Table 1.** 10 Most Effective Clinical Teaching Characteristics Ranked by Faculty Who Teach at Associate Degree Programs

**Table 2.** 10 Most Effective Clinical Teaching Characteristics Ranked by Faculty Who Teach at Baccalaureate Degree Programs

**Table 3.** 10 Most Effective Clinical Teaching Characteristics Ranked by Faculty Who Teach at Programs that Offer Baccalaureate and Master's Degree

**Table 4.** 10 Most Effective Teaching Characteristics Ranked RT faculty who teach at different program levels (Associate, Baccalaureate, and Masters)

## **CHAPTER I**

### **INTRODUCTION**

At the inception of respiratory therapy in the early 1950s, the required competencies were different than requirements of today. Early respiratory therapists (RTs) were known as oxygen technicians (Kacmarek, 2013), and they were assigned to administer oxygen, move oxygen cylinders, and set-up oxygen tents and other delivery devices. Over the years, the role of the RT evolved in parallel with the development of medicine, particularly critical care (Kacmarek, 2013). The competencies required for today's RTs far exceeds those of the oxygen technician, and clinical educators play a vital role in teaching the next generation of highly qualified RTs (Rye & Boone, 2009).

Limited data address the role of behavioral characteristics of effective respiratory clinical instructors/preceptors. Clinical education teaches students how to perform in the clinical setting, and through it they acquire necessary knowledge, attitudes, and skills such as critical thinking and problem solving. Highly qualified and competent preceptorship is essential for exposing students to the RT role at the clinical site (Rye & Boone, 2009). To facilitate students' acquisition of the necessary skills, knowledge and attitudes, the best strategies are sought to prepare them for practice in today's healthcare environment. Providing RT students with appropriate clinical education can enhance their performance at the bedside and allow them to acquire abilities that can only be acquired through clinical practice. Irrelevant clinical experience can lead to student dissatisfaction with their studies and career (Rye & Boone, 2009).

Most students in four-year academic programs begin their clinical rotations during the first semester of their junior year allowing integration into the clinical realm (Kapucu & Bulut, 2011;

Brown, Herd, Humphries, & Paton, 2005). This is inconsistent, and varies from one program to another (Barnes, Kacemareck, Durbin, 2010). Although the Commission on Accreditation for Respiratory Care (CoARC) requires programs to have documented compliance, evaluation and scoring of student's competencies during their hospital rotation, there are no clear clinical curriculum standards (CoARC Standards, 2010). Thus, the lack of clinical education guidelines makes the role of highly qualified RT educators very important.

Starting a clinical rotation can be one of the most difficult phases of the students' studies (Kapucu & Bulut, 2011; Brown, Herd, Humphries, Paton, 2005). Additionally, students are routinely assigned to either RT staff or clinical instructors from their school who both function as preceptors. (Udlis, 2008). Preceptorship was the sole method of transmitting and delivering the respiratory care education when the profession started 50 years ago, with respiratory therapists being trained on-the-job by experienced therapists (Collins, 1969).

Preceptorship is the preferred model for teaching both undergraduate and graduate students in the healthcare environment (Rye&Boone, 2009). RT students in particular seem to prefer this method of teaching since it has a great impact on building certain skills beyond the classroom or the laboratory settings (Rye&Boone, 2009). For example, decision-making during management and troubleshooting of mechanical ventilation is an important skill that is taught mainly at the bedside. Clinical instructors are vital in this process; however, RT students sometimes do not successfully complete rotations due to educator unavailability (Cullen, 2005). Many respiratory therapists who are asked to precept students may feel unprepared which may result in providing subpar clinical education to the students (Rye&Boone, 2009; Cullen, 2005).

## **Statement of Problem**

Clinical instruction teaches students how to perform well in the clinical setting, and through it, they acquire necessary knowledge, attitudes, and skills such as critical thinking and problem solving. Clinical instructors are expected to be excellent practitioners with great teaching skills. They play a vital role in teaching the next generation of respiratory therapists (RTs). In respiratory therapy education, however, there is an insufficient amount of literature available that addresses how clinical instructors' behavioral teaching characteristics influence student learning. Because clinical instructors impact the learning process of teaching the next generation, it is important to identify the effective teaching characteristics that contribute to the clinical success of the student from the perspective of RT faculty

## **Purpose of the study**

The aim of this this descriptive quantitative study was to identify effective behavioral teaching characteristics of clinical instructors that are deemed most and least important by RT faculty in the State of Georgia. Data were collect from faculty members, who teach at different respiratory programs (associate, baccalaureate and master) on their perception of effective behavioral teaching characteristics of clinical instructors that could impact the clinical education of a student. The following research questions were addressed in this study:

1. What behavioral teaching characteristics are deemed most important to RT faculty who teach at associate degree respiratory therapy programs?
2. What behavioral teaching characteristics are deemed most important to RT faculty who teach at baccalaureate degree respiratory therapy programs?

3. What behavioral teaching characteristics are deemed most important to RT faculty who teach at baccalaureate and master degree respiratory therapy program?
4. What behavioral teaching characteristics are deemed most important to RT faculty who teach at different program levels (Associate, Baccalaureate, and Masters)?

### **Significance of the study**

This study will help in contributing to the body of knowledge in the clinical education aspect in the profession of respiratory care by describing clinical instructors' behavioral characteristics as effective based on faculty's perceptions. These behavioral characteristics can then be emphasized to assist in training future respiratory therapist. Also, these characteristics can be used as a standard criteria in hiring clinical instructors.

### **Definitions of Words and Terms**

CoARC: Commission on Accreditation for Respiratory Care.

RT: Respiratory therapy.

GSRC: Georgia Society for Respiratory Care

ECICI: Effective Clinical Instructor Characteristics Inventory.

Preceptorship: Association with the relationship between a newly graduated practitioner and an experienced registered staff member to help the transition into the work place (Cullen, 2005).

### **Assumptions**

The following assumptions were used in this study of effective clinical instructor behavioral characteristics:

1. Although faculty members have the important skills in teaching curriculum courses and research, they lack essential, up-to-date clinical skills at the bedside (Udlis, 2006).
2. Identifying and encouraging the qualities, characteristics, behaviors and actions that contribute to the clinical success of the students is important (Ingrassia, 2011).
3. Effective clinical instruction requires outstanding characteristics to promote learning.

### **Limitations**

This study were limited by several factors. First, the sample will be selected from the state of Georgia only. Second, the number of participants involved in the study cannot be generalized across nation. Finally, there is a lack of comprehensive research in respiratory care education that addresses the behavioral characteristics of effective clinical instructors.

## **CHAPTER II**

### **REVIEW OF THE LITREATURE**

The following literature review covers several health professions for the past decades. Preceptorship based instruction has been utilized tremendously in advancing the arena of clinical education on these professions. Databases used for this review include: PubMed, CINHALL and EBSCOhost. The search keywords were: clinical instructor, clinical instruction, preceptorship, preceptor, clinical education, mentor, mentorship, effective clinical instructor, students' perceptions, faculty's perceptions, respiratory care, respiratory therapy, physical therapy, radiographic sciences, pharmacy, medicine, nursing, and dental hygiene. Results showed a variety of published articles that discussed the role of clinical instructor at the clinical settings as well as the effective behavioral characteristics and traits of those instructors in improving and advancing the clinical education aspect. This chapter is organized as follows: introduction, clinical education in nursing, clinical education in respiratory therapy, effective clinical instructors characteristics, effective clinical instructors characteristics in nursing, effective clinical instructors in respiratory therapy, and summary.

### **INTRODUCTION**

The use of preceptors in the clinical education of different healthcare professions has received widespread acceptance (Byrd, 1997). Some healthcare specialties have published more articles in identifying the traits and characteristics of being an effective clinical instructor. Among all these professions listed previously, nursing has been the dominant publisher (Byrd, 1997).

The terms "preceptorship" and "mentorship" have been used frequently by many publications in respiratory care, nursing, pharmacy, and physical therapy. In some publications,

these terms were used interchangeably (Rye & Boone, 2009; Mantzorou, 2004). The clear distinction between the roles of each has been an area of controversy (Cullen, 2005). Preceptorship is associated with the relationship between a newly graduated practitioner and an experienced registered staff member to help the transition into the work place (Cullen, 2005). Problematically, this term is also used to describe different relationships as in the relationship between a student and an experienced staff member to support applying theories and knowledge into the clinical site (Cullen, 2005). Preceptorship has a targeted timeline with specific objectives and goals to be achieved (like procedure check-off for students). On the other hand, mentorship usually is associated with a longer, non-specified period of relationship that does not have a specific timeline or specific objectives to follow (Cullen, 2005).

### **Clinical Education in Nursing**

Clinical nursing education underwent revolutionary changes during the 20th century (Tang, 2005). Changes from apprentice training to faculty responsibility; from free labor work to educational accountability; and from the teacher's authority role to students claiming rights have all affected clinical nursing education (Camiah, 1998). The clinical component of a practice-based discipline such as nursing is considered an essential part of the development of competent practitioners (Camiah, 1998). This is because clinical education provides students with the opportunity to convert conceptual knowledge into intellectual and psychological skills and apply them in the dynamic of caring for patients (Firoozehchian, 2012). The aim of clinical education is to develop in the student the professional skills and knowledge needed in life-long learning and critical thinking, to create self-confidence as a nurse, and to ensure that the nurse is able to make

his/her own decisions independently (Nolan, 1998, Löfmark and Wikblad, 2001, Sundstrom, 2000 and Papp et al., 2003).

Hallin and Danielson (2008) explored preceptor experiences before and after the introduction of a preceptorship model and found that even after the introduction of the model, preceptors experienced difficulty in balancing patient care with precepting a student (Yonge et al., 2002). Flanagan and Clarke (2009) and Walker et al. (2008) highlight that the preceptor experiences increased stress and workload, along with a reduction in the time spent with their patients, with little reward when precepting an undergraduate student.

The use of staff from clinical areas to facilitate student learning in the field setting has been widely employed. A mentor-mentee relationship between clinically skilled nurses and students is often established for the purpose of helping students acquire clinical competence and skills, increasing their decision-making abilities, and smoothing the transition to the workplace (Yates et al. 1997, Northcott 2000). Although mentoring is considered a key in the successful preparation of the professionals, the majority of clinical placements for nursing undergraduates in many countries were supervised by academic staff.

Nursing clinical instructors are responsible for ensuring that students learn how to apply theory, gain hands-on experience, practice techniques and develop professional maturity (Clayton, Lypek, & Connelly). At the same time, nursing educators must ensure that patients receive high-quality, and secure nursing care. (DeLong & Bechtel, 1999). Faculty members are also fully responsible for clinical teaching, which creates an environment in which students and faculty members must develop a close working relationship. However, although faculty members have the important skills in teaching curriculum courses and research, they lack essential, up-to-date

clinical skills at the bedside (Udlis, 2006). Additionally, faculty members play an important role in influencing students' feelings of success or failure in clinical practice (Davidhizar & McBride, 1985).

### **Clinical Education in Respiratory Therapy**

In recent years, there has been a growing interest in the use of volunteer clinical preceptors to provide clinical instruction to respiratory therapy students. Today's preceptors play an important role in teaching the next generation of RTs at the bedside (Rye & Boone, 2009). However, without proper training and support, preceptors are often unable to provide excellent clinical instruction. (Rye & Boone, 2009).

One of the early-published articles regarding respiratory care preceptorship was a study published in *Respiratory Care Education Annual Journal*. The authors developed a preceptor-training program that was administered to 45 respiratory practitioners at a children's hospital in Arkansas (Rye, Boone, & Neal-Rice, 2007). The aim of the study was to define the role of the preceptor, student needs in the clinical environment, and providing feedback to the students. Participants were surveyed afterwards regarding their experience during their role as preceptors in the student's clinical rotation. The survey was not directly related to the training program provided (Rye et al., 2007).

In this survey, the authors noted that the majority of responses report that the preceptors lack knowledge regarding the concepts of teaching and student needs (Rye et al., 2007). Preceptor's also emphasized the discussion point regarding time management between student teaching and patient care. One limitation of this study is that the sample is very small (45 participants). Also, the study cannot be generalized since it was conducted in one hospital; we can

infer from this article that appropriate communication between the education institute and preceptors are very essential (Rye et al., 2007).

### **Effective Clinical Instructor Characteristics**

Identifying and encouraging the qualities, characteristics, behaviors and actions that contribute to the clinical success of the students is important (Ingrassia, 2011). Studies of clinical instructor attributes have been performed in many health care education forums such as nursing, athletic training, physical therapy, respiratory care, medicine and radiography (Ingrassia, 2011).

These characteristics include but not limited to interpersonal relationships, professional competence, teaching ability, and evaluation skills (Ingrassia, 2011). Various studies have prioritized these qualities differently. Some consider professional competence to be the most important attribute (Johnsen & Aasgaard, 1999; Nahas, Nour, & al-Nobani, 1999), while others place interpersonal relationships first (Bergman & Gaitskill, 1990). Regardless, almost all of the research indicates that these four qualities are necessary to be a successful clinical teacher (Tang, 2005).

Interpersonal relationships with students reflect the ability of instructors to interact with students. Items such as “conveys confidence in,” “respects the students,” “is honest and direct with students,” “ encourages students to ask questions and ask for help” reflect this ability. These characteristics were first identified by Armington et al. (1927) and have been confirmed in later research (Bergman & Gaitskill, 1990; Brown, 1981; Knox & Mogan, 1985; Mogan & Knox, 1987; Nehring, 1990; Oermann, 1998; Sieh & Bell, 1994).

Teaching skills also include clinical teaching strategies that promote students’ critical thinking (Burns & Northcutt, 2009). In 1991, Krichbaum conducted a study on how students

perceive teachers with effective clinical teaching ability. It was concluded that teachers' positive and enthusiastic attitude towards teaching and learning were rated the highest. Similarly, Nehring (1990) also found that clinical teachers who enjoyed teaching, demonstrated clinical skills and judgment, and encouraged mutual respect facilitated students' learning in the clinical area were ranked the highest (Nehring, 1990).

Evaluation skills are also important characteristics for clinical instructors. In 2001, Viverais-Dresler and Kutschke found in their study that fairness in grading has been rated by students as the most important clinical instructor characteristics. Using effective evaluation strategies can increase the student's confidence level (Viverais-Dresler & Kutschke, 2001). Furthermore, the use of effective evaluation strategies has been identified throughout the literature by students and faculty as important characteristics of effective clinical instructors and among the most important characteristics by associate degree nursing and students (Bergman & Gaitskill, 1990; Knox & Mogan, 1985; Nehring, 1990; Sieh & Bell, 1994). This includes providing useful feedback to students on clinical performance, written assignments and exhibiting fairness in the evaluation process. Promoting student independence, correcting mistakes without belittlement, and communicating clear expectations to students were also important (Benor & Leviyof, 1997; Nehring, 1990).

### **Effective Clinical Instructor Characteristics in Nursing**

Nursing, being a practice discipline, requires a curriculum based on a theoretical framework that permits students to develop clinical skills that are essential in caring for clients. Clinical education is the vehicle used by the nursing faculty to take the students through knowledge

and skill acquisition in the clinical field. Despite a wealth of research on clinical education, the criteria for determining the effective clinical educator remain poorly defined (Kelly, 2007).

In 1999, Nahas published an article on Jordanian undergraduate students' perception of effective clinical teachers' characteristics. The tool used in this study, Clinical Teacher Characteristics Instrument (CTCI), was developed by Brown (1981). This survey listed effective clinical teacher characteristics that were categorized into three main dimensions: professional competence, relationship with students, and personal attribute. A total of 452 Jordanian undergraduate nursing students from the second, third and fourth years, including males and females participated in the study.

The results showed that the nursing students rated professional competence of the clinical teacher as the most important characteristic (Nahas et al. 1999). When male and female nursing students' perceptions were compared, no significant differences were found. However, responses of nursing students from the three academic years differed significantly in that second-year students rated the clinical teachers' relationship with students as most important and fourth-year students rated personal qualities of the clinical teachers as most important. The results were significant in that they were congruent with the students' level of education and most importantly, their cultural beliefs and values about education.

In 2005, Tang published an article discussing the characteristics of effective and ineffective clinical instructors based upon students' perceptions. A total of 214 students participated in the study. The results showed that effective clinical instructors possessed significantly high scores ( $> 4$ ) in all of the four categories. While the scores of ineffective teacher were lower ( $< 3$ ) in all categories, except professional competence. Larger differences in scores

between effective and ineffective teachers were found in the interpersonal relationships category followed by the category of personality characteristics. From these results, it was suggested that instructors' attitude toward students, rather than their professional abilities, are the crucial differences between effective and ineffective teachers (Tang, 2005).

Some of the literature found in nursing education examines specific goals and objectives that could be achieved with hiring effective clinical instructors. Heshamti (2010) conducted a study to determine Iranian nursing students and faculty members' perceptions of effective clinical educator characteristics. Using qualitative research methods, Heshamti interviewed 10 nursing students and clinical educators voluntarily. The finding of the study yielded five significant categories. These categories included personal traits, meta-cognition, making clinical learning enjoyable, being a source of support, and being a role model (Heshamti, 2010). The results of the study illustrated that effective clinical instructors are those who are in harmony with the spirit of nursing, adopt a reflective approach, make clinical learning enjoyable, and provide a patient-centered care. They also act as a role model enabling their students to manage their vocational skills and challenges, which are a direct result of the specific socio-cultural conditions of the nursing profession in Iran (Heshamti, 2010).

### **Effective Clinical Instructor Characteristics in Respiratory Therapy**

In various healthcare professions, clinicians are routinely called upon to aid in the education of students. Respiratory therapy is one such discipline that relies a great deal on clinical instruction. Several publications have emphasized clinical skills, personality, and teaching ability as important characteristics for a clinical educator. By identifying the most effective characteristics of clinical instructors, a more productive learning environment may be created (Koss, 2003).

In 2003, Koss developed a survey by asking the senior students to write down the 10 characteristics of effective clinical instructors. The 17 most common responses were compiled into a survey. A Likert scale was used to rate the importance of the characteristics with (4) being very strongly agree and (1) disagree. The survey was distributed among the junior and senior classes for pilot testing.

The 17 characteristics included in the survey were: humor, outgoing, expertise, constructive criticism, seeks new experiences, student participation, physical appearance, time management, ease of communication, honesty, empathy, likes teaching, availability, professionalism, contact with non-RTs, boosts confidence, and current in the field. The result showed that both the junior and senior classes concurred that the clinical instructors' knowledge or expertise in the field was the most important quality for effective teaching (Koss, 2003).

Later, Koss extended their research to the characteristics and attributes of effective clinical instructors. In 2004, the final survey consisted of 20 statements of characteristics and attributes for ranking. A total of 35 programs were mailed surveys for student distribution in the Midwest. The results showed that 27 programs and 269 surveys were returned comprising 100% associate degree programs. Students determined what attributes and characteristics were most important to promoting a strong educational environment. Most importantly, clinical instructors should be knowledgeable, strong communicators, and allow students to participate and make decisions, whereas the least important characteristics were sense of humor, hygiene, and communication skills (Koss, 2004).

## Summary

Clinical education permits contextual knowledge, skills and values to be inculcated by respiratory therapists. Clinical educators are expected to be excellent practitioners with great teaching skills. They also play a vital role in teaching the next generation of RTs (Rye & Boone, 2009), as the competencies required of the RTs nowadays far exceed those of the oxygen technician of the past, and the competencies expected of the RT will continue to expand (Kacmarek, 2013).

Clinical education in respiratory therapy has many objectives. One objective is to facilitate students' acquisition of the necessary skills, knowledge and attitudes. Another objective is to identify the best strategies sought to prepare the students for clinical practice in today's healthcare environment. The professional knowledge, clinical competence, and effective characteristics of clinical instructors are vital to the learning outcomes. Because clinical instructors can impact on the learning process of teaching the next generation, identifying the effective characteristics of clinical instructors from the RT faculty perspective is very important to modify and facilitate effective clinical instruction in respiratory therapy programs.

## **CHAPTER III**

### **METHODOLOGY**

In this study, the researcher explored the current effective behavioral teaching characteristics of effective clinical instructors that have influential effects on the learning outcomes in the clinical settings. The study was completed using an online survey. All faculty members listed at the Georgia Society for Respiratory Care (GSRC) at associate, baccalaureate, and master degree respiratory programs were emailed a survey. Additionally, the committee members met and discussed every element of the instrument and finalized a survey of thirty-seven questions. The online version of this survey was created using Survey Monkey. This chapter is organized to describe the methods and procedures that were utilized to conduct this study.

#### **Research Questions**

1. What behavioral teaching characteristics are deemed most important to RT faculty who teach at associate degree respiratory therapy programs?
2. What behavioral teaching characteristics are deemed most important to RT faculty who teach at baccalaureate degree respiratory therapy programs?
3. What behavioral teaching characteristics are deemed most important to RT faculty who teach at baccalaureate and master degree respiratory therapy program?
4. What behavioral teaching characteristics are deemed most important to RT faculty who teach at different program levels (Associate, Baccalaureate, and Masters)?

## **Instrumentation**

The instrument developed in this study was a modified survey version of the Effective Clinical Instructor Characteristics Inventory (ECICI) that was modeled after Alasmari's, unpublished thesis (2014). Thus, it was necessary to attain the author's permission to allow use of the survey instrument. After obtaining the permission of use, the survey was modified using a Q-sort method to describe the respiratory care faculty members' perceptions of effective behavioral teaching characteristics of clinical instructors.

Validity and reliability refer to the consistency and accuracy of the used instrument. Reliability of the ECICI in the original study was established using Cronbach's alpha reliability coefficient. According to experts' suggestions and pilot results, five items were deleted and three items were reworded for better clarification. The final modified questionnaire had 40-items. Cronbach's alpha reliability coefficient was 0.87, demonstrating the reliability of the tool.

While reliability only tells the researcher if they obtain consistent scores from an instrument, validity will tell them if the score has any meaning. Validity describes the extent to which a tool actually measures what it is supposed to measure (Burns & Grove, 2005). A panel of respiratory therapy education experts consisting of the Director of Clinical Education, and two assistant clinical professors, applied content validity. The researcher carefully reviewed the tool for this study and make suggestions regarding wording, format, and content. The committee members met, reviewed, and discussed all items including in this survey. The survey can be found in appendix A.

## **Study design**

A survey of convenient descriptive research approach was used to conduct this study. A survey is a process of research that involves answering questions and/or interviews. It is one of the most commonly used types of descriptive research (Brown, 2009). The survey design was used in this study was intended to collect data from faculty members on how they perceive effective behavioral teaching characteristics of clinical instructors that could have impacts on the clinical education aspect. Having the ability to collect a large amount of information from many participants using only one instrument is one of many advantages of using survey research. Another advantage of using survey research is cost effects, as most survey research use online technologies and reach large number of participants (Portney & Watkins, 2008).

## **Data Collection and Analysis**

Institutional review board (IRB) approval was obtained prior to conducting the study. Data was collected using an anonymous questionnaire as a research tool. The questionnaire was circulated among respiratory care faculty members at all schools in the state of Georgia. The faculty included in this study had direct and indirect involvement to the clinical education aspect provided in these schools. The characteristics were divided into three categories: professional competence, relationship with students, and personal attributes. A ranking scale from 5 (most important) to 1 (least important) was used.

The collected data was analyzed using the statistical program of Statistical Package for the Social Sciences (SPSS) version 22. Descriptive statistics including frequency, percentage, mean and standard deviation were performed to describe the differences in the ranking of faculty members' perceptions of different respiratory care program degree (associate, baccalaureate, and

masters). Mean scores was calculated for each behavior. In mean scores, higher scores will imply more important characteristics and lower scores will imply less important characteristics.

### **Sample**

The population of this study was a convenience sample of all faculty members that are listed at the GSRC website. All schools that offer respiratory care degree (associate, baccalaureate, and master) in the State of Georgia were included in this study. In convenient sampling, subjects were chosen on the basis of availability. The participants were provided with a cover letter informing them about the nature and purpose of the study and assuring them of confidentiality.

### **Development of Cover Letter**

The researcher developed the cover letter after examining different styles and examples of similar surveys published previously (Portney & Watkins, 2008). After creating the cover letter, it was sent to the thesis advisor for further examination. The final cover letter, a follow up email, and final email can be found in appendix B, C and D, respectively.

## **CHAPTER IV**

### **FINDINGS**

The aim of this study was to identify the effective behavioral teaching characteristics of clinical instructors that are deemed most and least important by RT faculty who teach at different program levels (associate, baccalaureate, and masters), in the State of Georgia. This chapter presents the results of the statistical analysis as well as the demographic information of the samples. Statistical Package for the Social Sciences 22 (SPSS 22) was used to conduct the statistical analysis for this study. The findings will be presented separately in relation to the following research questions.

#### **Research Questions**

1. What behavioral teaching characteristics are deemed most important to RT faculty who teach at associate degree respiratory therapy programs?
2. What behavioral teaching characteristics are deemed most important to RT faculty who teach at baccalaureate degree respiratory therapy programs?
3. What behavioral teaching characteristics are deemed most important to RT faculty who teach at baccalaureate and master degree respiratory therapy program?
4. What behavioral teaching characteristics are deemed most important to RT faculty who teach at different program levels (Associate, Baccalaureate, and Masters)?

#### **Demographic Findings**

The study included a convenience sample of respiratory therapy faculty members from 14 different programs including associate, baccalaureate, and masters in the State of Georgia.

Nineteen responses were received out of forty emailed surveys, with a response rate of 47.5%. Male participants accounted for 52.63% (n=10), and female participants accounted for 47.34% (n=9). Additionally, out of these nineteen participants included in this study, 11 (57.89%) faculty members teach at associate respiratory therapy programs, (42.11%) teach at baccalaureate programs and 4 (42.11%) teach at master's degree programs. Four out of these eight faculty, who teach at baccalaureate degree programs, also teach at programs that offer master's degree, which justifies the reason why we have a percentage of higher than 100%. Faculty with a baccalaureate, masters, and doctoral degrees accounted for 10.53% (n=2), 47.37% (n=9), and 42.11% (n=8), respectively. All participants reported that they have acted as clinical preceptors at some point in the career.

### **Findings Related to Research Question 1**

The first research question asked, "What behavioral teaching characteristics are deemed most important to RT faculty who teach at associate degree respiratory therapy programs? Table 1 shows mean scores (M) and standard deviation (SD) of the most important effective teaching characteristics ranked by RT faculty who teach at associate degree respiratory therapy programs. Data results were tabulated and presented in Table 1, which includes the item number on the survey, a description of the teaching behavior, and the corresponding category for each teaching behavior. RT faculty who teach at associate degree respiratory therapy programs ranked the behavioral teaching characteristic "Facilitate critical thinking in clinical practice" as the most effective with a mean score value  $M = 4.90$  and standard deviation ( $SD \pm .30$ ).

**Table 1. 10 Most Effective Clinical Teaching Characteristics Ranked by Faculty Who Teach at Associate Degree Programs**

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(n = 11)

Item No.	Behavior Description	Category	Mean	Std. Deviation
PC11	Facilitate critical thinking in clinical practice	Professional competence	4.90	.30
PA2	Able to collaborate with other disciplines	Personal Attributes	4.81	.40
PA3	Demonstrate self-control & patience	Personal Attributes	4.81	.40
PA1	Demonstrates good communication skills	Personal Attributes	4.72	.46
PA4	Demonstrates enthusiasm for teaching	Personal Attributes	4.72	.46
PC3	Demonstrate knowledge of respiratory therapy in the area of instruction	Professional competence	4.72	.46
PC4	Show clinical competence	Professional competence	4.72	.46
PC10	Demonstrate skills, attitudes & values that are developed by students in clinical area (Role modeling)	Professional competence	4.72	.46
PC15	Provide constructive feedback on student progress	Professional competence	4.72	.46
PA8	Be organized and well prepared	Personal Attributes	4.72	.64

### Findings Related to Research Question 2

The second research question asked, “What behavioral teaching characteristics are deemed most important to RT faculty who teach at baccalaureate degree programs?” Table 2 shows mean

scores (M) and standard deviation (SD) of the most important effective teaching characteristics ranked by RT faculty who teach at baccalaureate degree respiratory therapy programs. Data results were tabulated and presented in Table 2, which includes the item number on the survey, a description of the teaching behavior, and the corresponding category for each teaching behavior. RT faculty who teach at baccalaureate degree respiratory therapy programs ranked the behavioral teaching characteristic “Facilitate critical thinking in clinical practice” as the most effective with a mean score value  $M = 4.87$  and standard deviation ( $SD \pm .35$ ).

**Table 2. 10 Most Effective Clinical Teaching Characteristics Ranked by Faculty Who Teach at Baccalaureate Degree Programs**

(n = 8)

Item No.	Behavior Description	Category	Mean	Std. Deviation
PC11	Facilitate critical thinking in clinical practice	Professional competence	4.87	.35
PC4	Show clinical competence	Professional competence	4.75	.46
PC10	Demonstrate skills, attitudes & values that are developed by students in clinical area (Role modeling)	Professional competence	4.75	.46
PC1	Facilitate student’s awareness of their profession responsibility	Professional competence	4.62	.51
PC5	Able to relate theory to practice	Professional competence	4.62	.51
PA2	Able to collaborate with other disciplines	Personal Attributes	4.50	.53
R3	Be honest and direct with students	Relationship with Students	4.50	.53

R4	Encourage students to feel free to ask questions or ask for help	Relationship with Students	4.50	.53
R5	Allow freedom for discussion	Relationship with Students	4.50	.53
PC13	Evaluate students objectively and Fairley	Professional competence	4.50	.75

### Findings Related to Research Question 3

The third research question asked, “What behavioral teaching characteristics are deemed most important to RT faculty who teach at programs that offer baccalaureate and master’s degree?” Table 3 shows mean scores (M) and standard deviation (SD) of the most important effective teaching characteristics ranked by RT faculty who teach at programs that offer baccalaureate and master’s degree. Data results were tabulated and presented in Table 3, which includes the item number on the survey, a description of the teaching behavior, and the corresponding category for each teaching behavior. RT faculty who teach at baccalaureate degree respiratory therapy programs ranked the behavioral teaching characteristics “Show clinical competence” and “Facilitate critical thinking in clinical practice” as the most effective with mean scores value M = 5.00 and standard deviation (SD ± .00).

**Table 3. 10 Most Effective Clinical Teaching Characteristics Ranked by Faculty Who Teach at Programs that Offer Baccalaureate and Master’s Degree**

(n = 4)

Item No.	Behavior Description	Category	Mean	Std. Deviation
PC4	Show clinical competence	Professional competence	5.00	.00

PC11	Facilitate critical thinking in clinical practice	Professional competence	5.00	.00
PC3	Demonstrate knowledge of respiratory therapy in the area of instruction	Professional competence	4.75	.50
PC5	Able to relate theory to practice	Professional competence	4.75	.50
PC10	Demonstrate skills, attitudes & values that are developed by students in clinical area (Role modeling)	Professional competence	4.75	.50
R5	Allow freedom for discussion	Relationship with Students	4.75	.50
PA2	Able to collaborate with other disciplines	Personal Attributes	4.50	.57
PA3	Demonstrate self-control & patience	Personal Attributes	4.50	.57
R3	Be honest and direct with students	Relationship with Students	4.50	.57
R4	Encourage students to feel free to ask questions or ask for help	Relationship with Students	4.50	.57

#### **Findings Related to Research Question 4**

The fourth research question asked” What behavioral teaching characteristics are deemed most important to RT faculty who teach at different program levels (Associate, Baccalaureate, and Masters)?” Table 4 shows the mean scores and S.D of the characteristics that are deemed most important to RT faculty teach at different program levels (Associate, Baccalaureate, and Masters.

**Table 4. 10 Most Effective Teaching Characteristics Ranked RT faculty who teach at different program levels (Associate, Baccalaureate, and Masters) (n = 19)**

Item No.	Behavior Description	Category	Mean	Std. Deviation
PC11	Facilitate critical thinking in clinical practice	Professional competence	4.89	.31
PC4	Show clinical skill competence	Professional competence	4.73	.45
PC10	Demonstrate skills, attitudes & values that are developed by students in clinical area (Role modeling)	Professional competence	4.73	.45
PC5	Able to relate theory to practice	Professional competence	4.72	.46
PA2	Able to collaborate with other disciplines	Personal Attributes	4.68	.47
PC2	Show genuine interest in patients and their care	Professional competence	4.66	.48
PC6	Able to communicate knowledge and skills to students for safe practice	Professional competence	4.63	.49
R4	Encourage students to feel free to ask questions or ask for help	Relationship with students	4.57	.50
PA3	Demonstrate self-control & patience	Personal attributes	4.57	.50
PC 15	Provide constructive feedback on student progress	Professional competence	4.57	.60

## **CHAPTER V**

### **INTERPRETATION OF FINDINGS**

This chapter will interpret the findings discussed in Chapter IV. This chapter is divided into six major sections, including overview of the study, discussion of findings, implications for research, future research recommendations, limitations of the study, and conclusion.

#### **Overview of the Study**

The aim of this descriptive quantitative study was to identify effective behavioral teaching characteristics of clinical instructors that are deemed most and least important by RT faculty in the State of Georgia. Data were collect from faculty members, who teach at different respiratory programs (associate, baccalaureate and master) on their perception of effective behavioral teaching characteristics of clinical instructors that could impact the clinical education of a student.

#### **Research Questions**

1. What behavioral teaching characteristics are deemed most important to RT faculty who teach at associate degree respiratory therapy programs?
2. What behavioral teaching characteristics are deemed most important to RT faculty who teach at baccalaureate degree respiratory therapy programs?
3. What behavioral teaching characteristics are deemed most important to RT faculty who teach at baccalaureate and master degree respiratory therapy program?
4. What behavioral teaching characteristics are deemed most important to RT faculty who teach at different program levels (Associate, Baccalaureate, and Masters)?

## Discussion of Findings

### Findings Related to Research Question 1

The first research question asked “What behavioral teaching characteristics are deemed most important to RT faculty who teach at associate degree respiratory therapy programs?” Eleven out of the nineteen individuals (57.89%) participated in the study ranked “Facilitate critical thinking in clinical practice”, which is under “professional competence” domain, as the most important teaching characteristics to RT faculty who teach at associate degree respiratory therapy programs. These findings are consistent with previous studies reported in the nursing profession. Nursing studies have reported that students ranked professional competence of the clinical instructors as the most important attribute (Nahas et al. 1999). From students’ perspectives, Nahas et al (1999), published an article on Jordanian undergraduate students’ perception of effective clinical teachers’ characteristics. The results showed that overall, the nursing students rated the professional competence of the clinical teacher as the most important characteristic (Nahas et al. 1999).

Additionally in 2005, Tang published an article discussing the characteristics of effective and ineffective clinical instructors based upon students’ perceptions. The results showed that effective clinical instructors possessed significantly high scores ( $> 4$ ) in all of the four categories: professional competence, interpersonal relationships, personality characteristics, and teaching ability, while the scores of ineffective clinical teacher were lower ( $< 3$ ) in all categories, except that in the professional competence domain (Tang, 2005).

In 2007, Kelly investigated student perceptions of effective clinical teaching in two groups of students’ (diploma & baccalaureate) over 14 years at a Canadian university. The study findings

indicated very similar perceptions. The students' view of an effective clinical instructor as one who were knowledgeable, good at giving feedback, as well as having high communication skills (Kelly, 2007). Furthermore, Koss (2003) published an abstract with the AARC, and he had asked the senior students to write down the 10 characteristics of effective clinical instructors. The result showed that both the junior and senior classes concurred that the clinical instructors' knowledge or expertise in the field was the most important quality for effective teaching (Koss, 2003).

### Findings Related to Research Question 2

The second research question asked “What behavioral teaching characteristics are deemed most important to RT faculty who teach at baccalaureate degree programs?” Eight out of the nineteen participants (42.10%) participated in this study ranked “Facilitate critical thinking in clinical practice”, which is under “professional competence” domain, as the most important teaching characteristics to RT faculty who teach at baccalaureate degree respiratory therapy programs. These findings are consistent with faculty who teach at associate degree respiratory therapy programs as well as the previous findings in the nursing and respiratory professions.

Relationship with students characteristics were also rated by RT faculty who teach at baccalaureate degree respiratory therapy programs. These findings are consistent with some previous literatures in nursing. Interpersonal relationships with students reflect the ability of instructors to interact with students. Items such as “conveys confidence in,” “respects the students,” “is honest and direct with students,” “ encourages students to ask questions and ask for help” reflect this ability. These characteristics were first identified by Armington, Reinikka, and Creighton (1972) and have been confirmed in later research (Bergman & Gaitskill, 1990; Brown,

1981; Knox & Mogan, 1985; Mogan & Knox, 1987; Nehring, 1990; Oermann, 1998; Sieh & Bell, 1994).

In 2002, Lee, Cholowski, and Williams conducted a study on full-time undergraduate nursing students at an urban regional university in Australia sampling 150 second year students, 112 third-year students and 34 clinical educators. According to Lee et al. (2002), both students and instructors rated the category of interpersonal relationships as most important and no statistically significant difference was found between the student and clinical instructor's perceptions. It was concluded that clinical instructors needed to value interpersonal relationships with students as well as clinical competence (Lee et al., 2002).

### Findings Related to Research Question 3

The third research question asked "What behavioral teaching characteristics are deemed most important to RT faculty who teach at programs that offer baccalaureate and master's degree?" Four out of the eight faculty members teach at a program that offers BS and MS. They ranked "Facilitate critical thinking in clinical practice", which is under "professional competence" domain, as the most important teaching characteristics to RT faculty who teach at master's degree respiratory therapy programs. Significantly, "Facilitate critical thinking in clinical practice" and "Show clinical competence" characteristics received a mean scores of 5.00 and SD of 0.00. These findings are consistent with faculty who teach at associate and baccalaureate degree respiratory therapy programs as well as the previous findings in the nursing and respiratory professions.

Again, these findings are consistent with previous studies reported in nursing and respiratory therapy, especially as the professional competence domain dominated, and was ranked

as the most important characteristics to RT faculty in the State of Georgia. Nursing studies have reported that students ranked professional competence of the clinical instructors as the most important attribute (Johnsen & Aasgaard, 1999; Nahas, Nour, & al-Nobani, 1999). On the other hand, clinical instructors' knowledge or expertise in the field of respiratory therapy was the most important quality for effective teaching (Koss, 2003).

#### Findings Related to Research Question 4

The fourth research question asked “What behavioral teaching characteristics are deemed most important to RT faculty who teach at different program levels (Associate, Baccalaureate, and Masters)?” Seven out of the ten most important characteristics (70%) are selected from the domain of professional competence. These characteristics are (1) Facilitate critical thinking in clinical practice, (2) Show clinical skill competence, (3) Demonstrate skills, attitudes & values that are developed by students in clinical area (Role modeling), (4) Able to relate theory to practice, (5) Show genuine interest in patients and their care, (6) Able to communicate knowledge and skills to students for safe practice, and (7) Provide constructive feedback on student progress. Only one element from the domain of relationship with students was selected, which is “Encourage students to feel free to ask questions or ask for help”. Two out of ten characteristics were selected from the personal attribute domain. These characteristics are (1) Able to collaborate with other disciplines, and (2) Demonstrate self-control & patience.

#### **Implications for Research**

The results of this study will allow respiratory therapy clinical instructors to observe themselves from the perspective of RT faculty. Appreciation of RT faculty perceptions will not only help RT clinical instructors to acknowledge and overcome their weaknesses, but also to

improve and reinforce stronger points. RT clinical instructors should strive to improve their attitudes, behaviors and attributes toward students to achieve the objectives of clinical education.

The study contributes to the literatures by identifying the most important characteristics that RT clinical instructors should possess. Not only this, but it also help respiratory therapy programs to set up specific criteria when hiring a clinical instructor, as it shows the need for respiratory therapy programs to foster and promote uniformly identified effective teaching characteristics

### **Recommendations for Future research**

Further research is recommended as limited research exists on the topic of RT faculty's perceptions on effective behavioral teaching characteristics of clinical instructors. To validate the results presented in this study, replication of the study with a larger sample size by involving multiple schools from multiple states is recommended. In addition, respiratory therapy program managers, directors, supervisors and staff should also be involved in such a study in the future, as they have clinical and vocational background, and might perceive effective clinical instructors differently.

### **Limitations of the Study**

This study was limited by several factors. First, the sample was selected from the state of Georgia only. Second, the number of participants involved in the study cannot be generalized across the United States. Finally, there is a lack of comprehensive research in respiratory care education that addresses the behavioral teaching characteristics of effective clinical instructors in the respiratory therapy profession.

## **Conclusion**

The main goal of this study was to enhance the clinical education arena in the respiratory therapy profession. This could be accomplished by identifying the most important characteristics of RT clinical instructors to be effective. The results presented in this study demonstrate that RT faculty from different respiratory program levels, including associate, baccalaureate and master's degree-granting institutions agreed that "Facilitate critical thinking in clinical practice" from the professional competence domain was the most important overall characteristic that clinical instructors should possess. Generally, RT faculty ranked professional competence characteristics more than that in relationship with students and personal attributes.

## Appendix A: Effective Clinical Teacher Characteristics Instrument

Part 1: Demographics

1. How long have you been a fulltime faculty member? Enter whole number in years

\_\_\_\_\_

2. Indicate your Gender:

(A) Male

(B) Female

3. Your educational level:

(A) AS

(B) BS/BA

(C) MS/MA

(D) PhD/Ed.D/ D.H.Sc

4. You teach at a program that offers (Choose all that apply):

(A) Associate degree

(B) Baccalaureate degree

(C) Master degree

5. Have you precepted students before?

(A) Yes

(B) No

**Dear Faculty Members,**

**This study aims to explore the effective Clinical Instructor characteristics perceived as most and least important by respiratory therapy faculty. Your sincere response is appreciated. We assure you the confidentiality of the data. Please check (√) according to your opinion on the Effective Clinical Instructor Characteristics. There are five options to mark. 5= Most Important, 4=Important, 3= Neutral, 2=Less Important, 1=Unimportant**

<b>No.</b>	<b>Characteristic of Effective Clinical Instructor</b>	<b>Most Important (5)</b>	<b>Important (4)</b>	<b>Neutral uncertain (3)</b>	<b>Less Important (2)</b>	<b>Unimportant (1)</b>
<b>I</b>	<b>Professional competence</b>					
1	Facilitate student's awareness of their professional responsibility					
2	Show genuine interest in patients and their care					
3	Demonstrate knowledge of respiratory therapy in the area of instruction					
4	Show clinical skill competence					
5	Able to relate theory to practice					
6	Able to communicate knowledge and skills to students for safe practice					
7	Assist in new experiences without taking over the task from the student					
8	Available to work with students in clinical setting					
9	Demonstrate engaging style of bedside teaching					
10	Demonstrate skills, attitudes & values that are developed by students in clinical area (Role modeling)					

11	Facilitate critical thinking in clinical practice					
12	Identifies each individual attribute of the learner					
13	Evaluate students objectively and fairly					
14	Provide individualized timely feedback					
15	Provide constructive feedback on student progress					
<b>II</b>	<b>Relationship with students</b>					
1	Respect student as an individual					
2	Be realistic in expectations of students' performance					
3	Be honest and direct with students					
4	Encourage students to feel free to ask questions or ask for help					
5	Allow freedom for discussion					
6	Allow expression of feeling					
7	Be supportive & helpful					
8	Be approachable					
<b>III</b>	<b>Personal Attributes</b>					
1	Demonstrates good communication skills					
2	Able to collaborate with other disciplines					
3	Demonstrate self-control & patience					
4	Demonstrates enthusiasm for teaching					
5	Demonstrates flexibility in clinical settings					
6	Exhibit sense of humor					
7	Admits limitations					
8	Be organized and well prepared					

9	Responds promptly					
10	Responds confidently					
11	Exhibits responsibility					
12	Exhibits autonomy					

Appendix B: Cover Letter

Dear Respiratory Care Faculty Member

You are invited to participate in a study entitled "Respiratory Therapy Faculty's Perceptions of Effective Teaching Characteristics of Clinical Instructors in The State of Georgia". The study aims to explore how RT faculty perceive clinical instructors as effective. We are trying to better investigate the teaching characteristics that are deemed most and least important by faculty. The study is being conducted by Rayan Siraj, a master degree student from the Department of Respiratory Therapy at Georgia State University, under the advisement of Dr. Doug Gardenhire, Director of Clinical Education. The information you provide will be used in a thesis prepared by Rayan Siraj and supervised by Dr. Doug Gardenhire.

It is completely voluntary to take part and participate in the study. If you decide to participate in the study you will be asked to complete the survey at the bottom of this email by clicking on the link provided. The survey should not take more than ten minutes. However, if you decide not to participate, simply submit a blank survey. You may stop taking the survey at any time without penalty or loss of benefits to which you are otherwise entitled, simply submit the survey at any time.

Your responses will be kept strictly confidential, as we will not use names and codes to identify you or your response. To better assure confidentiality, all surveys will be deleted after all surveys have been collected. We hope that you will submit a completed survey.

When we publish our findings, we will report our findings based on groups, not on individuals. If you would like an executive summary, please send your information to [rsiraj1@student.gsu.edu](mailto:rsiraj1@student.gsu.edu)

If you have any questions about this research, now or in the future, please contact Rayan Siraj [rsiraj1@student.gsu.edu](mailto:rsiraj1@student.gsu.edu) or Dr. Doug Gardenhire at [dgardenhire@gsu.edu](mailto:dgardenhire@gsu.edu). The department's

contact information can be found at the bottom of this page. You may also contact Ms. Susan Vogtner in Georgia State University's IRB Office at [svogtner1@gsu.edu](mailto:svogtner1@gsu.edu)

If you are 19 years of age or older and agree to the above please proceed to the survey by clicking the link below labeled RT Faculty Survey.

Sincerely,

Rayan Siraj

Department of Respiratory Therapy

Georgia State University

P.O. Box 4019

Atlanta, GA 30302

(404) 413-1270

**<https://www.surveymonkey.com/s/692DVSW>**

## Appendix C: A follow up email

Dear Participant

Last week you received an email message asking you to complete a survey for a study entitled “RESPIRATORY THERAPY FACULTYS’ PERCEPTIONS OF EFFECTIVE TEACHING CHARACTERISTICS OF CLINICAL INSTRUCTORS IN THE STATE OF GEORGIA.” This survey aims to investigate how RT faculty perceive effective teaching characteristics of clinical instructors. We are trying to better investigate the teaching characteristics that are deemed most and least important by faculty. If you have already completed the survey, thank you very much for your participation. If not, I would appreciate you completing the online survey (Link is below). Please be assured that your response in this survey is anonymous. Thank you in advance for your cooperation. Your participation makes an important contribution to the future of respiratory clinical education.

Regards,

Rayan Siraj

**<https://www.surveymonkey.com/s/692DVSW>**

## Appendix D: Final Email

Dear Respiratory Care Faculty

As a faculty member, I understand you are very busy. So, I wanted to remind you that I still need your assistance. About two weeks ago, I sent you an online survey to complete. The purpose of the study is to investigate how RT faculty perceives clinical instructors as effective. We are trying to better investigate the clinical instructors teaching characteristics that are deemed most and least important by faculty. You are invited to participate because you are a respiratory therapy faculty member. If you have responded to the survey thank you for your time. If you have not, I am writing you again because I still need your help to successfully complete this study. The survey will take no more than 10 minutes of your time. I would like to ask you to please complete the survey today by clicking on the link below:

I am available to answer any questions you might have. Please feel free to email. The email address is rsiraj1@student.gsu.edu

Best Regards,

Rayan Siraj

**<https://www.surveymonkey.com/s/692DVSW>**

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