



Implementing diverse strategies to improve clinical instructor teaching ability

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Background

The Emergency Department (ED) faces difficulties in new staff adaptation due to its high-workload and complex practice environment. A survey revealed that the teaching competence of clinical instructors was only **77.4%**, which failed to meet the expected standard. The main contributing factors included: the inability to synchronize assessment procedures with clinical teaching, a lack of systematic organization of teaching materials, and clinical instructors' unfamiliarity with the content of the preceptor guidance manual.

Objective

Based on the "Monitoring Indicators for Nursing Education Implementation" (standard: **85%–90%**) established by the Nursing Quality Committee of this hospital, and considering the leadership's expectations for enhancing faculty teaching performance, the goal has been set as follows: to improve the clinical instructors' teaching competency from **77.4% to 90%** through the application of diverse strategies.

Methods

The project aims to enhance clinical instructor teaching competence and promote new staff adaptation. Four diverse intervention strategies were primarily adopted. **Flexible Systematization:** Arranging official leave (off-duty) for assessment shifts, Organizing teaching and training sessions in low-acuity (less severe) areas; **Systematic Teaching Materials:** Optimizing the systematic organization of teaching materials by establishing the social media group "Treasure Bag Classroom", This platform stores key information on common examinations and care essentials; **Efficiency Tool Implementation (Digital Learning and Material Construction):** Implementing efficiency tools by creating standardized QR codes for the answers within the preceptor guidance manual, This promotes the concept: "One Code in Hand, No Worries in Coaching"; **Support System Establishment:** Executing the "Big Hand Holds Little Hand" care and support activities.

Results

Main Outcome: Following the implementation of diverse strategies, the teaching competence of clinical instructors significantly increased from the original **77.4% to 93.1%**. **Indirect Benefits:** Through the project's interventions, clinical teaching became more flexible and timely, allowing new staff to successfully adapt to the workplace environment.

Discussion & Conclusions

This project successfully utilized diverse and systematic strategies to enhance the teaching competence of clinical instructors in the Emergency Department and effectively promoted the workplace adaptation of new nursing staff. The project not only optimized the quality of human resource training but also aligns with the HPH (Health Promoting Hospitals) philosophy of promoting staff health and providing quality care. It is recommended that this model be extended to other high-pressure units.