

Clinical facilitator's module at the School of Nursing and Midwifery, Moi University, Kenya

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Why was the idea necessary (problem)?

Nursing students face numerous challenges during clinical placements, which can significantly affect their learning outcomes. Ineffective clinical education remains a major barrier to developing the competencies required for professional practice. In low and middle-income countries (LMICs), these challenges are often compounded by systemic limitations, particularly among clinical facilitators who play a critical role in student training. Many facilitators lack formal pedagogical preparation and have limited access to continuing professional development (CPD) opportunities, limiting their ability to update their knowledge and skills in line with current clinical advancements. Consequently, these gaps in facilitator training and support compromise the quality of clinical education and negatively affect student learning.^[1-3] In response, a module was developed and piloted to support clinical facilitators at the School of Nursing and Midwifery in Moi University, Kenya.

What was tried (approach)?

A needs assessment was conducted among adjunct lecturers ($N=27$) using anonymous online surveys to identify areas in which they required support for their clinical teaching. The suggested areas were reviewed by a panel of nursing education experts, and a modified Delphi approach was used to reach consensus. Constructivist theory was used to develop the content, which was implemented as a 16-hour module using a blended approach, integrating face-to-face learning and online learning components. Qualitative data were collected from participants ($N=27$) using open-ended questionnaires, and thematic data analysis was conducted.

What were the lessons learnt (outcomes)?

Consensus was reached on the following topics for inclusion: the application of adult learning theories; the roles of preceptors; communication with students and colleagues; clinical assessment feedback; and the application of ethical principles and professionalism. Using Kirkpatrick's^[4] evaluation

model at Level 1 ("Reaction"), the results revealed that identifying learning needs of clinical facilitators through a constructivism approach allows for more targeted interventions. Participants were satisfied with the overall organisation of the programme, the mix of participants, the approaches to facilitation, and the module content. Participants also expressed a need for more time for presentations and more sessions demonstrating practical skills.

Conclusion

Establishing the learning needs of clinical facilitators using a constructivist approach and implementing CPD using a blended approach is a feasible and sustainable way to engage participants to achieve desired outcomes in clinical education.

Data availability statement. Data are available from the corresponding author on request

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