

Leadership Development for Nurses as Educators

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Abstract

Introduction: Clinical education is considered a significant part of the learning process for nurses and nursing students. However, recruiting high-caliber individuals to train them to be tomorrow's educators/teachers has been a recurrent challenge. One of the troubling challenges in this field is the absent of proper training programmes to train educators to be future education professionals and leaders.

Aim: To explore the impact of a stage 1 and stage 2 clinical instructor courses on developing leadership skills for nurses as educators.

Theoretical Framework: Informed by a symbolic interactionist framework, this research explored the Impact of stage 1 and stage 2 clinical instructor courses on nurses' knowledge, attitudes, and leadership skills.

Method: Using Glaserian grounded theory method the data were derived from 3 focus groups and 15 in-depth interviews with nurse educators/ clinical instructors and nurses who attended stage 1 and stage 2 clinical instructor course at King Abdu-Aziz University Hospital (KAUH).

Findings: The findings of the research are represented in the core category *Exploring new Identity as educator* and its two constituent categories *Accepting change*, and *Constructing educator Identity*. The core and sub-categories were generated through a theoretical exploration of the development of educators identity throughout stage 1 and stage 2 clinical instructor courses.

Conclusion: The social identity of the nurse educators was developed and changed during and after attending stage 1 and stage 2 clinical instructor courses. In light of an increased understanding of the development process of educators identity and role, the research presents implications and recommendations that may contribute to the development of nursing educators in general and in Saudi Arabia in specific.

Keywords-clinical instructor course, educators, identity work, clinical education