Clinical educator’s priorities for their development: Introducing the ClinTeach Website and Conference.

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Purpose. This project aimed to address development priorities, defined by clinical educators, with a national website and conference, ClinTeach. ClinTeach supports both disciplinary expertise and pedagogical knowledge for clinical educators in work-integrated contexts.

Methods. A naturalistic mixed methodology was adopted to address the aim of the project (LeCompte and Preissle, 1993). A needs analysis survey explored educators’ view of their development priorities in scholarship, leadership, professional development, and discipline content. ClinTeach website and conference was designed to align to reported priorities for educator development. Educators in three professional fields, across two universities and two faculties evaluated ClinTeach. An evaluation survey evaluated ClinTeach as meeting those priorities. Quantitative: survey reliability was tested by Cronbach’s Split Half reliability analysis, 0.79. Data was entered into SPSS™ for analysis (p<0.05 statistically significant). A Wilcoxon signed rank test was performed on matched pair responses from clinical educators about themselves and about faculty priorities. Analytics was used to determine website use. Qualitative: NVivo™ for coding and narrative organisation; iterative theme analysis was completed by three independent assessors.

Results. Qualitative evaluation of the conference was simply excellent. WIL educators’ priorities in scholarship, professional development and discipline content were met by the conference and website. Website maintenance and engagement emerged as an issue.

Conclusion. ClinTeach is an effective model for the enhancement of clinical education by the development of clinical educators, well addressing priorities for educator teaching.

Keywords: Professional development, clinical educators, website, conference