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Development of the instructional competency of nurse instructors**Narumon Anekwit, Nisakorn Vibulchai, Patcharee Noomsang and Sakaorat Kaichan**
Srimahasarakham Nursing College, Thailand**Objective:** To develop instructional competency of nurse instructors at Srimahasarakham Nursing College.**Methods:** This study used action research design. Participants consisted of 44 nurse instructors. The study processes followed three phases: (1) Situational analysis; (2) development; and (3) evaluation. The instruments included a data record form for nurse instructors, evaluation forms for quality of course syllabus, lesson plan and teaching, evaluation form for desirable attribute, a questionnaire of satisfaction, in-depth interview questions and questions for a focused group discussion. The study was carried out from June 2014 to February 2018. The data were analyzed using descriptive statistics and content analysis.**Results:** Situational Analysis Phase: Problems of instructional competency among nurse instructors were reported in three domains: Knowledge, skill and attribute. Development Phase: Three cycles were conducted in development processes concerning about: (1) Course syllabus; (2) lesson plan; (3) teaching and learning skill in the 21st century; and (4) knowledge management. Evaluation Phase: The quality at greater than or equal to good level of the course syllabus, lesson plan and teaching were at 100%, 92.45% and 100%, respectively. The desirable attribute at greater than or equal to good level of nurse instructors was at 100%. The satisfaction at greater than or equal to good level of instructional competency development was at 92.52%.**Conclusion:** The results indicate that the development of instructional competency among nurse instructors is efficiency and effectiveness. Therefore, the colleges should launch the policy and support the development of instructional competency tangibly and continually.

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