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**Clinicians´ Perceptions of Teaching and Learning – Challenges and**

**PossibilitiesClinicians´ perceptions of teaching and learning – challenges and**

**possibilities**

J. Wihlborg\*, A. Johansson, B. Sivberg, G. Edgren

*Lund University, Sweden*

Clinical education is a significant part of nursing education on all levels of education. A lot of

effort is made by educational providers to prepare the students for their clinical placement

(Levett-Jones et al., 2015). At best, this is a shared enterprise, involving representatives from

the profession in creating a useful clinical placement for the students. However, the strain on

clinical nurses and health care services has led to a decreased communication between faculty

and clinical representatives, leaving the universities almost solely responsible for forming

clinical education. Some students report problems with clinical supervisors´ and other

professionals’ lack of understanding of educational content and principles for teaching and

learning. One way of addressing these problems could be to explore the clinicians ´ views as a

complement to the views of the students (Levett-Jones and Lathlean, 2009). The purpose of

this study was to explore the clinicians´ views on teaching and learning to help teachers in

planning of clinical education. A panel of 39 clinicians were invited to share their views on

teaching and learning in a specialist nursing programme. Data was collected alongside a study

of clinical competence (Wihlborg et al., 2013) using the Delphi method. A wide range of

perceptions, covering all aspects of university education, were expressed and transformed into

items for grading of importance. The grading of items provided us with challenges as well as

possibilities. At the top end all informants agreed on the importance of clear learning outcomes

and a research-based curriculum. Among the lowest graded items were distance education and

role-play. The interpretation of these perceptions and their importance to the clinicians can be

used in the planning of clinical education and have an impact on all aspects of an educational

programme.

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