

The Role of Clinical Instructors in Shaping Nurse Competence

Aracelie Lim Araneta

College of Nursing, Western Mindanao State University, Zamboanga City 7000, Philippines

Corresponding email: an2xwmsu@gmail.com

As the pivotal gateway between theoretical understanding and real-world application, clinical educators play a crucial role in nursing education. These instructors play a crucial role in shaping the skills, knowledge, critical thinking, and professional conduct that make up a nurse's competence. Clinical instructors are essential in producing competent, empathetic, and self-assured nurses who are prepared to handle the challenging demands of contemporary healthcare by encouraging professional socialization and experiential learning.

Transforming classroom knowledge into practical skills is one of the central responsibilities of clinical educators. Although the fundamentals of patient care are taught to students in lectures and readings, they are applied in a clinical setting while being supervised by an experienced professional. In order to close the gap between theory and practice, clinical educators provide clear explanations and helpful hints while demonstrating fundamental skills to students. This supervised experiential learning is important for nurses' transformation from novices to skilled practitioners, according to Benner's "Novice to Expert" paradigm (Chavez JV, Quinto JB, Samilo PJE, et al., 2025).

Additionally, the students receive good feedback from their clinical instructor, and students who receive regular and targeted feedback are also the ones who can easily see their areas of strength and development. According to Reamico DMD, Bangahan S, Hayudini MAA, et al. (2025), students' technical proficiency and self-assessment abilities are better shaped if they are given proper feedback. Clinical instructors helped them become resilient and adopt a positive mindset by giving them both constructive criticism and praise for them to be motivated. This empowers students to grow from their mistakes without dropping their confidence.

Clinical instructors model professionalism, good behavior, and good communication skills in addition to their technical expertise. In order to learn how to communicate effectively with their clients, families, and interdisciplinary teams, the students observe, watch, and adopt such good manners. According to Chavez JV, Samilo PJE, Cabiles NVA (2025), through the clinical instructors' observation and imitation, professional socialization shapes students' attitudes toward patient care and

team collaboration. Students can acquire a lot from an educator who demonstrates empathy and respect.

Another essential ability that clinical instructors possess is critical thinking. They also show students with the ability to make informed decisions, set interventions, and analyze challenging patient cases. According to Chavez, J.V., Cuilan, J.T., Mannan, S.S., et al., (2024), the importance of engaging strategies like simulations and case studies fosters critical thinking abilities. Instructors strengthen the analytical capabilities and problem-solving capabilities of students by asking thought-provoking questions and motivate them with rationales for their clinical decisions.

Lastly, clinical instructors are important in the assessment of the student's competence. They evaluate students' preparedness for independent practice by engaging standardized evaluation instruments and direct monitoring. The National Council of State Boards of Nursing (NCSBN, 2019) highlights the necessity of fair assessments to make sure that graduates have the ability of clinical judgement and patient safety skills that are important for licensure. Not just to present ability, but also to highlight areas that may require learning.

In conclusion, clinical instructors play an important role in flourishing competent nurses. They overcome the differences between theory and practice, provide constructive feedback, present as role models, promote critical thinking, and assess competency. Healthcare institutions may guarantee that future generations of nurses are equipped and supported by investing in well-trained clinical instructors.

References

- Chavez, J.V., Cuilan, J.T., Mannan, S.S., et al., 2024. Discourse Analysis on the Ethical Dilemmas on the Use of AI in Academic Settings from ICT, Science, and Language Instructors. *Forum for Linguistic Studies*. 6(5): 349–363. DOI: <https://doi.org/10.30564/fls.v6i5.6765>
- Chavez JV, Quinto JB, Samilo PJE, et al. Intentional learning styles and practices of parents towards their children: Strengthening discipline for language learning. *Environment and Social Psychology* 2025; 10(8): 3830 doi:10.59429/esp.v10i8.3830
- Chavez JV, Samilo PJE, Cabiles NVA. How should parents balance the learning of Filipino and English at home?: Consistent teaching behaviors towards children. *Environment and Social Psychology* 2025; 10(8): 3838 doi:10.59429/esp.v10i8.3830
- Reamico DMD, Bangahan S, Hayudini MAA, et al. Strategizing marketing initiatives from tourism-seeking behaviors among travelers. *Environment and Social Psychology* 2025; 10(7): 3880 doi:10.59429/esp.v10i7.3880
- National Council of State Boards of Nursing (NCSBN). (2019). Clinical Judgment Measurement Model. <https://www.ncsbn.org>

ARTICLE DETAILS

EIR-0000049; Received: September 18, 2025; Accepted: September 20, 2025; Published: September 22, 2025

CITATION:

Araneta, Aracelie L. (2025). *The Role of Clinical Instructors in Shaping Nurse Competence* DOI: 10.62596/eir.d779gd14

COPYRIGHT

Copyright © 2025 by author(s). *Education and Industry Review: Essays and Critiques* is published by Stratworks Research Inc. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>), allowing redistribution and reproduction in any format or medium, provided the original work is cited or recognized.