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## Approachability of the Instructor within the Context of Nursing Clinical Education: A Concept Analysis using Rodger's Evolutionary Method

Angela Collier

University of Tennessee at Chattanooga

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## Introduction

Nursing education is multi-faceted and includes both didactic and clinical components. McCabe (1985) described clinical education as the heart of nursing education which is dynamic and allows the student an experiential learning experience. Therefore, the instructors in clinical nursing education are vitally important. Instructors should create a constructive learning environment even in an unpredictable clinical setting. In order to accomplish this feat, the instructor must possess many characteristics. One important characteristic is approachability. Approachability has been identified in many studies as one of the leading characteristics of an effective instructor (Ernstzen, 2013; Ingrassia, 2011; Lemp & Seale, 2004, Perrine, 1998; Pierson, 2003; Viverais-Dresler & Kutscher, 2001; Weick, 2003). Although the importance of approachability of the instructor has been established, the concept is immature and obscure (Collier, 2014). The purpose of this paper is to apply Rodger's Evolutionary Method of concept analysis to describe the concept within the context of nursing clinical education

## Background

In addition to nursing other disciplines such as education, medicine and psychology have a clinical component required in the education of their students. These disciplines have identified approachability as an important characteristic of the clinical faculty instructor (Ernstzen, 2013; Ingrassia, 2011; Lemp & Seale, 2004, Perrine, 1998; Pierson, 2003). In fact, some studies identified approachability as the most important behavior of the teacher yet few studies address approachability in the context of clinical education (Viverais-Dresler & Kutschke, 2001; Weick, 2003). Multiple instruments contain approachability within the scale as one of the many variables. Instruments that include approachability within the scale include the Nursing Clinical Teacher Effectiveness Inventory (NCTEI), Emerging Workforce Survey and Emergency Room scale (Steiner et al., 2003; Weick, 2003). The term approachability has only been used as one of the variables to measure other concepts such as teaching effectiveness; it has never been purpose of the scale with defining characteristics to measure this concept. Currently there is not an operational and measurable definition of the concept of approachability within the context of clinical nursing education. Developing an operational definition could enhance clinical teaching effectiveness.

Rodger's Evolutionary Method was chosen because of the realist, pragmatic philosophical underpinning. There are several steps involved in this method. Those steps include identifying the concept of interest and associated terms, selecting the appropriate data, collecting the data to identify attributes, using an exemplar case that includes all the associated attributes, then developing a hypothesis and implications for further developments (Rodgers, 2000). Rodgers believes that truth changes over time and as such the results of the concept analysis is not a strict definition. Instead, the attributes are a collection of the common themes at the time it is evaluated. The importance of Rodger's Evolutionary method is that it addresses the significance, application and use of the concept in relation to time. The method is described as evolutionary because the process is circular. Rodger's considers the concept analysis an ongoing process with no real end-point. The concept must continually be evaluated (Rodgers, 2000).

The dictionary defines approachability as “capable of being approachable, accessible, easy to talk to or deal with, ability to be reached” (Merriam-Webster Dictionary, 2011, para 1). However, this dictionary definition does not address all the necessary elements for an instructor in a clinical setting to be considered approachable. While approachability is also considered a characteristic of clinical teaching effectiveness, there is a need for a definitive, operational definition for clinical teaching effectiveness. To date, this definition has not been established. Knox and Mogan (1985) suggest effective clinical teaching involves interpersonal skills, nursing competencies, personality, student evaluations and interpersonal relationships. Therefore, it is necessary to define the concept in order to encompass all aspects of the definition in a clinical teaching setting.

## **Data Sources**

The original literature search began with exploring the databases including Cumulative Index to Nursing and Allied Health (CINAHL), Educational Resources Information Center (ERIC) and PSYCHinfo. The terms “approachability”, “approachable” and “clinical education”, “clinical instructor”, “clinical teacher” and “clinical faculty” were used individually and in combination as the basis of the search. Articles from 1985 to present were reviewed. The year 1985 was chosen as part of the criteria is because that was the year Knox and Mogan developed the NCETI. All studies evaluating approachability of clinical faculty were evaluated. The abstracts were reviewed. Articles discussing the approachability of a preceptor, mentor or staff nurses were excluded. The original search yielded 15 results; only five met the inclusion criteria. Therefore, the search was expanded to include ONESEARCH database. This search yielded 159 results. Of those articles, 13 additional articles met the inclusion criteria.

## **Results**

### **Concept and Surrogate Terms**

The first step of Rodger’s Method is to identify the concept of interest and associated terms which is approachability of the instructor within the context of nursing clinical education. Surrogate terms include accessibility, education presence, availability and receptibility. Faranda and Clark (2004) suggest that accessibility and approachability are interchangeable. Ingrassia (2014) interchanges approachability and availability. These terms share characteristics of approachability but they do not contain the same attributes. Therefore, these surrogate terms should be differentiated from approachability.

### **Setting and Sample**

The second step using Rodger’s Method is identification and selection of an appropriate basis for data collection. The original literature search began within the databases of Cumulative Index to Nursing and Allied Health (CINAHL), Educational Resources Information Center (ERIC) and PSYCHinfo. The terms “approachability”, “approachable” and “clinical education”, “clinical instructor”, “clinical teacher” and “clinical faculty” either alone or in combination were used. The process began as a multidisciplinary approach. The inclusion criteria were articles from 1985 to present. All studies discussing approachability of clinical faculty were evaluated. The inclusion required all articles to discuss approachability in clinical education. Whittemore and Knafl (2005) and Kirkevold (1997) quality appraisals were used during the evaluation process.

All studies with a Whittemore Quality Appraisal greater than five (range 0-11) or with a score of three or greater (range 0-4) using Kirkevold Quality Appraisal were included. Articles discussing the approachability of a preceptor, mentor or staff nurses were excluded.

### Collection of Data

The next step of Rodger's method is the collection of data relevant to identify the attributes and contextual basis of the concept. The concept of approachability was searched within multiple disciplines with a clinical component such as nursing education, psychology, medicine, dentistry, radiography and physiotherapy. Of the 18 articles that met the inclusion criteria, seven studies used qualitative methods, eight were quantitative and three used a mixed method approach (Appendix 1). The categories included nursing (Appendix 2), psychology (Appendix 3), medicine (Appendix 4), education (Appendix 5) and other (Appendix 6). The nursing discipline represented most of the research. Eight research articles met the inclusion criteria for nursing. Within the discipline of medicine, four empirical studies met the inclusion. The educational journals had two studies which met the inclusion criteria while psychology journals only had one. The "other" category had three empirical studies that met the inclusion. These studies were in the dental, radiography and physiotherapy fields.

### Analysis of Data

**Antecedents.** Using Rodger's Method, analysis of the data occurs once all articles have been reviewed. Antecedents, attributes and consequences in relationship to time are determined. In the past, educators in higher education were considered the giver of knowledge (Hung, Tan, & Kah, 2006). The classroom was teacher-centered. More recently, the philosophy of teaching has shifted to a student-centered philosophy. This change is evident with the emergence of flipped classroom methods and problem-based learning strategies. The teacher is encouraged to be the facilitator of knowledge. This is also portrayed in the Social Constructivist Learning Theory (Hung, Tan & Kah, 2006). Using this theory, the instructor is considered the scaffolding to help the students achieve a higher level of learning.

Using the NCTEI, Nehring (1990) explored approachability. According to this study, students perceived the best instructors as being approachable, ( $M=6.64$ ). Students felt that instructors who listened attentively, had good communication skills and promoted student independence contributed to his/her approachability. Gillespie (2002) identified certain antecedents to approachability. Those included spending time with the student, giving opportunities for the student to talk as well as being emotionally and physically available. Being available is defined as maintaining office hours and having an open-door policy (Cox, McIntosh, Terenxini, Reason & Quaye, 2010). A student-centered teaching philosophy, and certain behaviors such as attentively listening, communication skills and being available for the student are considered to be antecedents to approachability (Cox, et al., 2010).

**Attributes.** The concept analysis process began as multidisciplinary approach (See Table 1.0). Disciplines with a clinical component that discussed approachability included psychology, dentistry, medicine, education and nursing. While reviewing the attributes that contribute to approachability, some behaviors were active while some were subtle. Within psychology, a conceptual definition of an approachable instructor is one who is kind and has a sense of humor

(Perrine, 1998). According to dentistry, an instructor with a friendly personality was considered more approachable than an instructor with a closed personality (Janhangiri, McAndrew, Muzaffar, & Mucciolo, 2013). Therefore, both dentistry and psychology felt a subtle behavior such as a kind and friendly personality was an attribute to a more approachable clinical instructor. In the area of education, approachability was also expressed with subtle signs such as the instructors' tone of voice, facial expressions, preparation for class and maintaining office hours (Cox et al., 2010).

In dentistry, Janhangiri et al. (2013) conceptually defined approachability with more active behaviors. Those included an instructor who was receptive to comments, allow for questions, allows students to express opinions and is open to suggestions. Additional characteristics of approachability within psychology include showing respect for students, going beyond the call of duty and not belittling the students when asking questions (Perrine, 1998). In medicine, residents consider their clinical supervisor approachable according to the ease of asking for support (Kennedy et al., 2009). Both studies in education indicated the importance of inviting the students to ask questions and the students' comfort in asking questions (Cox et al., 2010; Faranda & Clarke, 2004). Other indicators of approachability include showing an interest in student learning, amendable to helping the student and willing to meet outside of class (Cox et al., 2010; Faranda & Clarke, 2004).

The attributes of approachability of an instructor in a clinical setting in nursing are similar to other disciplines. Nursing students indicated that approachability included both active and subtle behaviors. Viverais-Dresler and Kutschke (2001) discuss the importance of the student feeling comfortable asking questions. Nursing students considered the instructor more approachable when viewed as being supporting, willing to listen to their opinions and receptive to ideas (Viverais-Dresler & Kutschke, 2001; Rosalynd & McMullan, 2007; Wieck, 2003). Other characteristics identified by nursing was receptive to people and taking a personal interest in the student (Wieck, 2003; Viverais-Dresler & Kutschke, 2001). Rosalynd and McMullan (2007) defined approachability of an instructor as responsive to the needs of the student and had an educational presence. Nursing students also wanted to get advice and wanted the instructor to help them grow (Viverais-Dresler & Kutschke, 2001).

Consequences. The relationship between the attributes and consequences of approachability is a dynamic process. As the students perceive the clinical instructor as approachable, their anxiety will decrease (Ingrassia, 2011). The students will begin to ask questions and seek help. The importance of approachability is confirmed by Kube (2010). This study again identified approachability as the behavior with the greatest influence on learning. By viewing the instructor as approachable, the student will feel more comfortable seeking guidance which will enhance the clinical experience (Kube, 2010). As these teaching moments increase, the interpersonal relationship between the instructor and student will also increase. As these relationships are established, the students will feel comfortable asking more questions. Gillespie's (2002) study indicated that the student-teacher connection will increase self-worth, self-esteem and self-confidence. This study also suggested that the relationship will help the student learn more by seeing the bigger picture. Croxon and Maginnis (2009) support the findings stating that a friendly and approachable instructor creates a constructive learning environment. Therefore, the

results of an approachable instructor include development of an interpersonal relationship with the students and a positive clinical experience.

### **Exemplar of Concept**

The next step in Rodger's Method is to identify a real-life example which includes all the defining attributes. The following scenario is a clinical example for the concept of approachability within the context of clinical nursing education.

Professor Anne Smith began the clinical rotation by asking the students to describe how they prefer to learn. Also, during the first meeting, she encourages them to feel free to ask her any questions. The ability to ask questions is reinforced in post conference. When questions are asked by the student, she answers them without belittling the student. She is aware of her non-verbal communication including her smile, tone of voice, and her enthusiasm. Professor Smith finds engaging activities during clinicals. She maintains office hours and responds to emails within 48 hours.

At the end of the semester, one student commented to Professor Smith "I knew this was going to be a great semester when you asked me how I prefer to learn. You were the only one who had ever asked that question." On the evaluations involving a Likert scale and open-end questions, Professor Smith received 100% strongly agree in every category. Some of the comments included: "She is so approachable and willing to help us in any way that she possible can." "She will answer any questions and doesn't treat us like we are stupid and we are not afraid to ask questions." "Her enthusiasm for labor and delivery was contagious to the students." "She did a great job of encouraging and fostering an environment where we could hone our skills."

At the end of each semester, the students must take a benchmark Assessment Technologies Institute (ATI) test to determine competency in the area of study. The results are divided into 3 scores, Level I-not proficient, Level II-meet proficiency, Level III-exceeds proficiency. That semester, the students scored the higher than previous cohorts with 84% achieving Level III and 16% achieving Level II. These results revealed higher test scores from an instructor the students deemed approachable.

### **Implications and Hypotheses**

Identifying hypotheses and implications for further development is the final step when using Rodger's Method. The hypotheses for this concept analysis is that increasing approachability will increase the student-teacher relationship which in turn will create an optimal learning environment positively impacting learning. Because of the immaturity of the concept, many implications for further development are possible. Since approachability is an important concept, clinical instructors need to be aware of the significance and the interventions which will affect their teaching.

An important next step is to develop a tool that measures the approachability of the nursing clinical instructor. As previously mentioned, current instruments such as the NCTEI, Emerging Workforce Survey and Emergency Room Scale include approachability within the scale as one of the many variables. This concept analysis could be used to assist in developing a scale with approachability of the clinical nursing instructor as the purpose of the scale. The attributes from this concept analysis would be used as some of the variables to measure approachability. After the validity and reliability has been established, the instrument could be used in relational quantitative studies. This tool could be used to determine if approachability does enhance student learning. Once the scale is fully developed and tested for validity and reliability, the hypothesis could be tested using correlation studies. The future scale could be used to compare if higher the approachability scores of the instructor were related to higher national benchmarking test such as the ATI used in the earlier exemplar case.

### **Definition**

The process of approachability of the instructor within nursing clinical setting is a dynamic. The evolutionary concept analysis yielded a theoretical definition as the process of implementing active and subtle behaviors of approachability. The active behaviors include encouraging questions, answering questions without belittling the students, and showing an interest in students. The subtle behaviors involve being aware of non-verbal communication and being available. These behaviors require the instructor to have a student-centered teaching philosophy. The result of implementing approachable behaviors will increase the comfort level of the student seeking guidance ultimately creating a more positive clinical experience.

### **Discussion**

The antecedents and attributes approachability of the instructor can be identified in the Social Constructivist Learning Theory (Hung, Tan, & Kah, 2006). This theory focuses on the student developing a personal understanding of the content and making goals for learning. Using this theory, the instructor is considered the facilitator of knowledge. Instructors are encouraged to create an environment for learning by creating a dialogue instead of a monologue. A facilitator will adapt learning experiences to the desires of the learner to create value. Each individual instructor has a responsibility to create an optimal environment of learning within the clinical setting. Application of the knowledge of the concept analysis can assist in the development of an environment conducive to the social constructivist learning theory.

The purpose of this concept analysis was to define the concept of “approachability within the context of nursing clinical education”. However, there were some limitations. The inclusion of research prior to 1985 and using literature in languages other than English would have broadened the analysis.

### **Conclusion**

Approachability of the nursing instructor within the clinical setting is an important concept. However, there is a knowledge gap regarding this concept. Although there are a few tools that list approachability as one of the many variables to measure another concept, currently, no valid

or reliable instrument has been developed to measure approachability as the reason for the scale. The knowledge from this concept analysis can be used to assist in developing a tool. The identified attributes should be included as independent variables. The hypothesis is increasing approachability of the instructor will enhance clinical teaching effectiveness. This tool can be used in future research to test this hypothesis. As new clinical nursing faculty enter academia, the importance of approachability as well as developmental interventions could be included during orientation. Developing, testing and disseminating the concept of approachability within the context of clinical nursing education may add to nursing science, especially within nursing education.



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**Appendix 1**

## Integrative Review Table/Nursing

Discipline Codes	Source	Document Category	Study Design	Quality Criteria	Quality Score
1=Nursing	1=Journal	1=Research	1=Qualitative	1=Whittemore	1. Well defined problem & review purpose
2=Psychology	2=Book	2=Theoretical	2=Quantitative		2. Explicit identification of review method
3=Medicine	3=Dissertation		3=Mixed Method		3. Investigator w/expertise in content & methodology
4=Education	4=Other				4. Clear specification of review process & protocol
5=Other					5. Comprehensive & explicit literature review
					6. Explicit, unbiased & reproducible data extraction for content & quality
					7. Primary study quality considered in analysis
					8. Data analysis is systematic & variability of findings is addressed
					9. Evidence included from primary studies
					10. Conclusions based on evidence & capture complexity of clinical problem
					11. Methodological limitations identified
				2=Kirkevold	1= Authenticity
					2=Methodological Quality
					3=Informational Value
					4=Representative of Primary Sources

**Appendix 2****Integrative Review-Concept of Approachability-Nursing**

Author's Name/Title	Discipline	Source	Document Category	Study Design	Sample Size & Type	Research Question/Purpose	Instrument	Results	Quality Score
Viverais-Dresler & Kutschke (2001)	1	1	1	3	56 nursing students who had complete two or more senior nursing courses toward the BSN	The study described the perceptions RN students and the importance of certain clinical teacher behaviors.	A 47-item Likert scale (1-7) questionnaire with open-ended questions to give rationales for choices was developed for the study using clinical teaching behaviors identified by non RN students.	Approachability ranked the highest among all item. Students described an approachable clinical instructor as one who takes a personal interest in students, gives advice, supportive and helps the student grow.	W=8
Gignac-Caille & Oermann, (2001)	1	1	1	2	292 students and 59 clinical nursing faculty from five randomly selected AND programs in Michigan	To identify the perceptions of ADN students and faculty of characteristics of effective clinical teachers and determine whether there were a difference between the two groups	Nursing Clinical Teacher Effectiveness Inventory (NCTEI) tool develop by Knox and Mogan (1985)	Students and faculty ranking for approachable was consistent. Students ranked approachable as the 5th most important characteristic of an effective instructor; faculty ranked it 3rd.	W=9
Croxon, L., & Maginnis, C. (2009)	1	1	1	3	A convenient sample of 20 second year undergraduate nursing students enrolled in BSN courses and had completed acute care nursing in 2006	The aim of the study was to compare a group model to a preceptor model to facilitate students' learning in a clinical setting.	Interviews based on a questionnaire with Likert scale responses and open ended short answer responses	The role and support offered by the clinical facilitator was the most significant aspect of learning. In addition, a RN staff that is approachable, friendly and willing to teach creates a constructive learning environment.	W=7

Rosalyn d, J & McMullan M. (2007)	4	1	1	3	The sample included 131 pre nursing students and 97 mentors in the United Kingdom. Twenty-four practicing educators were involved in four focus groups.	The aim of the study was to evaluate the effectiveness of the practice educator role from the perspective of the three main constituent groups, practice educators, mentors and students.	The questionnaire consisted of seven sections, a section on demographic details, three constructs of approximately 7-10 items each and three open-ended questions.	The credible educators were seen as credible practitioners, approachable, and accessible. They were available and provided educational presence in practice to both mentors and students.	W=8
Weck, K.L. (2003)	1	1	1	2	The sample included 176 emerging nursing workforce from 17 nursing school (ages 20-35) and 49 entrenched workforce nurses (ages 40-60)	This study explored what young students want in their faculty and new options for increasing the number of nursing graduates	The Emerging Workforce Preferences Survey list 56 descriptors divided into four areas: intrinsic qualities, acquired skills, attitudes and personal characteristics. The participants were asked to identify and rank the three most important characteristics in each of the four areas in relation to what quality they value in their faculty members	The emerging workforce ranked approachable as the most desired trait. They want instructors who were approachable and receptive to people and ideas. The entrenched workforce felt that clinical competence was as important as approachability.	W=8
Pierson, W.J. (2003)	1	3	1	1	Participants included four nurse educators and eight nursing students from two educational agencies	The study investigated the process of learning nurses' work in the practice environment	Face to face, interviews were the primary method of information collection.	Student-relationships were identified as fundamental to the learning process. The teacher's availability and approachability was perceived as the foundation to the relationship.	K=3
Benor, D.E., &	1	1	1	2	In this study 123 students from three	The purpose of the study was to study students'	The Nursing Clinical Teacher Effectiveness	The students in this study ranked nursing	W=10

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Leviyof, I (1997)					different nursing schools in Israel	perceptions of an effective clinical teacher in nursing.	Inventory developed by Mogan and Knox. This instrument is a 47-item Likert scales divided into five categories: Teaching Ability, Nursing Competencies, Evaluation and Interpersonal Relationships and Personality.	competencies as the highest for an effective clinical teacher. Student evaluation was second. Interpersonal relationship (which has approachability) and Instructional skills were ranked third and fourth.	
Knox, J.E., & Mogan, J. (1985)	1	1	1	2	N/A	This study compared the importance of five categories of clinical teacher behaviors as perceived by university nursing faculty, students and practicing baccalaureate graduates	The Nursing Clinical Teacher Effectiveness Inventory developed by Mogan and Knox. This instrument is a 47 item Likert scales divided into five categories: Teaching Ability, Nursing Competencies, Evaluation and Interpersonal Relationships and Personality		

**Appendix 3****Integrative Review-Concept of Approachability-Psychology**

Author's Name/Title	Discipline	Source	Document Category	Study Design	Sample Size & Type	Research Question/Purpose	Instrument	Results
Perrine (1998)	2	1	1	1	104 students in state university in southeast (82 females and 22 males)	Explored college students' perceptions of what makes an instructor approachable	An open-ended questionnaire developed for the study	Instructors are considered approachable with warm, kind personalities and a sense of humor. In addition, a respect for students, goes beyond the call of duty and does not make students feel stupid when asking questions.

**Appendix 4**

## Integrative Review-Concept of Approachability-Medicine

Author's Name/Title	Discipline	Source	Document Category	Study Design	Sample Size & Type	Research Question/ Purpose	Instrument	Results
Kennedy, T.J., Regehr, G., Currie, R., Currie, E., Ross-Baker, G., & Lingard, L. (2009)	3	1	1	1	The sample included 124 members of teaching teams on general internal medicine wards and in the emergency department comprising of 31 attending physicians, 57 junior and senior residents, 28 medical students and eight nurses. The setting was three urban hospitals in urban Canada.	The purpose of the study was to develop a conceptual framework of the influences on medical trainees' decision regarding requests for clinical support from a supervisor.	The design used grounded theory. Phase I consisted of 215 hours of observation and brief interviews. Phase 2 was in depth videotaped interviews.	The medical trainees' decision about seeking clinical support was based on three issues: 1-the clinical question 2-the supervisor factors (approachability and availability) 3-trainee factors
Steiner, I.P., Yoon, P.W. Kelly, K.D., Diner, B. M., Donoff, M.G., & Mackey, D.S. (2003)	3	1	1	2	The sample included 562 Emergency Medicine residents from the University of Alberta.	The purpose of the study was to examine the influence of emergency medicine certification of clinical teaching faculty.	The ER scale which is a quantitative psychometrically validated evaluation tool. It consists of four separate domains evaluating the didactic teaching, clinical teaching, approachability and helpfulness of the teacher	Instructors in 2000 were almost four times more likely to be considered approachable than those in 1994. Certified physicians were considered more approachable than non-certified physicians were.
Lemp, H., & Seale, C. (2004)	3	1	1	1	The sample included 36 undergraduate medical students across all stages of their training in a medical school in the United Kingdom	The aim of the research was to study medical students' views about the quality of the teaching they received during their undergraduate training.	Data included one to one semi-structured interviews that took place in a private room.	Students identified positive instructors as positive role models who were encouraging and motivating. They were described as approachable and could chat with them about anything.
Moseley, H.S., Fisher, S., O'Connor A. (2004).	3	1	1	2	A total of 184 surveys were completed by emergency medicine residents during a 3-month period.	The purpose of the study was to determine if the effects of a crowded emergency room effected the interaction between	The survey used a 10-cm visual analog scale to evaluate the attendings effectiveness at didactic teaching, accessibility,	The medical students' perception of teaching does not correlate with the degree of actual or perceived ED crowding



						the residents and attending physician	patient management, approachability and supervision.	nor with the degree of effectiveness of instructors availability, efficiency in patient management, approachability, professionalism and adequacy of supervision.
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**Appendix 5**

## Integrative Review-Concept of Approachability-Education

Author's Name/Title	Discipline	Source	Document Category	Study Design	Sample Size & Type	Research Question/Purpose	Instrument	Results	Quality Score
Faranda, W.T. & Clarke, I. (2004)	4	1	1	1	Nine student facilitator groups conducted 28 interviews of upper level undergraduate business majors.	The purpose of the research was to extend understanding to what constitutes an outstanding teacher in an undergraduate business school setting from the perspective of upper-level students.	The qualitative interviews were uniformed, semi-structured script to guide the interviews.	Five themes emerged: rapport, delivery, fairness, knowledge and organization. Rapport was the predominant theme presented. Within rapport were the subcategories of approachability, accessibility, personality and empathy.	K=4
Cox, B.E., McIntosh, K.L., Terenzini, P.T., Reason, R.D., & Quaye, B.L. (2010)	4	1	1	2	This study included 2845 faculty members from 45 4-year universities across the United States	The purpose of this study was to identify the personal, institutional, and pedagogical factors that influence the frequency and type of interaction faculty members have with students outside the classroom.	The survey instrument included measurements of demographics, field, teaching style and employment status. Teaching style was divided into four categories from 14 item questions	Faculty member who have a student-centered philosophy and believe that teaching is a critical part of their role as professors consistently display a higher level of out-of-classroom interactions with students. Non-verbal faculty behaviors such as tone of voice and facial expressions may be more important for signaling approachability than presentations or assignments. The level of preparation and keeping office hours affect the students' perceptions for faculty openness.	W=9

**Appendix 6**

## Integrative Review-Concept of Approachability-Other

Author's Name/Title	Discipline	Source	Document Category	Study Design	Sample Size & Type	Research Question/ Purpose	Instrument	Results
Ingrassia, J.M. (2011)	5	1	1	2	The convenient sample included 68 second year radiography students and 13 clinical instructors from three community colleges and three hospital-based education institutions	The purpose of the study was to identify effective clinical instructor behaviors that led to successful clinical experiences, to designate ineffective behaviors that contributed to poor clinical experiences and to identify the differences between instructor and student perceptions. The research questions were: 1-What behavioral characteristics of clinical instructors are perceived to be the most important to radiography students and clinical instructors? 2- Are there differences in the perceptions of these characteristics between students and clinical instructors?	An e-mail survey was used that consisted of teaching characteristics. The characteristics were divided into four categories. Within each category, the participants were asked to rank the characteristics from most important to least important. The four categories included: competence, teaching ability, evaluation skills and interpersonal relationships.	Of the four characteristics listed in the interpersonal relationship category, the characteristic "is approachable, accessible and available to the students was ranked most important. This characteristic received the highest percentage of any characteristic in any category.

Collier: Approachability of the Instructor

Ernstze, .V (2013)	5	1	1	1	All enrolled undergraduate physiotherapy students (n=80) with clinical experience and all clinical educators (n=37) at Stellenbosch University in South Africa	The aim of the study was to determine which roles and attributes of clinical educators are perceived as important in creating a clinical learning environment that is conducive to learning and if there were differences between the perceptions of undergraduate physiotherapy students and clinical educators.	A purpose-built questionnaire was comprised of three parts focusing on demographic information, roles and attributes of clinical educators. The participants had to choose the five most important roles and the five most important attributes of the clinical educator that contributed to positive clinical learning environment.	Participants agreed that the attributes of the clinical educator that were conducive to learning were approachability, recognizing students' abilities and good communication skills. Approachability received the highest percentage from both students and faculty. Clinical educators valued their role as reflector and role model more than the students did. In addition, a difference existed between student and faculty perceptions regarding the educator as the provider of knowledge and the technique demonstrator.
Jahangiri, L., McAndrew, M., Muzaffar, A., & Mucciolo, T.W. (2012)	5	1	1	1	The sample included 157 third and fourth year dental students at New York University College of Dentistry.	The purpose of the study was to identify criteria for clinical teacher quality preferences as perceived by dental students.	An electronic survey by e-mail with a link to a Survey Monkey with two open-ended questions 1- What qualities do you like MOST in a clinical teacher?2-What qualities do you like LEAST in a clinical teacher?	Three categories emerged: character (59.1%), communication (11.7%) and competence (29.2). Under the category of communication, three characteristics were identified: feedback, approachable and interpersonal communication.