Original Article

Investigation of the Facilitating and Inhibiting Factors of Clinical Education from the Perspective of Speech Therapy for Instructors and Students in 1398

Zahra Rouhipour [1], Parvane Rahimifar[1], Younes Amiri-Shavaki[2], Maryam Dastourpour[3], Negin Moradi[1*]

[1] Musculoskeletal Rehabilitation Research Center,Ahvaz Jundishapur University Of Medical Sciences , Ahvaz ,Iran.
[2] Academy Staff, Department of Speech Therapy, School of Rehabilitation Sciences, Iran University of Medical Sciences, Tehran, Iran..
[3] Department of Epidemiology and Biostatistics, Menopause Andropause Research Center, Ahvaz Jundishapur University of Medical Sciences, Ahvaz, Iran.

Article Info

Article history:
Received 13 Aug 2020
Accepted 27 Apr 2021
Published 14 Jun 2021
Keywords:
Facilitating Factors
Inhibiting Factors
Clinical Education
Speech Therapy

***Corresponding author:**
Negin Moradi, Musculoskeletal Rehabilitation Research Center, Ahvaz Jundishapur University of Medical Sciences, Ahvaz, Iran.
Email: neginmoradist@gmail.com

Abstract

Background & Objective: Clinical education is a very important and effective part in speech therapy training, without that, it will be very difficult or impossible to train capable and qualified students. It is necessary to investigate the facilitators and deterrents to the quality and quantity of clinical education in the field of speech therapy to study educational problems and provide educational programs in the future.

Materials & Methods: This is a descriptive-analytical cross-sectional study. 62 undergraduate students and 41 speech therapy instructors (41 people) were included in the study. They completed the consent form and a 62-item questionnaire of facilitators and inhibitors for clinical education. Data were analyzed using SPSS software version 22.

Results: 62 students with a mean age of 22.53 ±1.9 and 41 instructors with a mean age of 36.29 ± 9.9 were studied. According to both groups, the most important facilitating factors were the area of "facilitating characteristics of coaches and instructors" and the most important deterrents were the area of "student dissatisfaction with the way practical and theoretical courses are presented". Based on the results of the independent t-test, in some facilitating and inhibiting factors, there was a significant difference between the opinions of the instructor and the student ($p \leq 0.001$).

Conclusion: The most important area of facilitating clinical education is the use of experienced and responsible instructors who have passed appropriate in-service courses in clinical education. The quality of education is necessary to make decisions. It is also necessary to equip the physical spaces of clinics and their facilities and to establish a suitable time interval for presenting practical and theoretical courses.

Copyright © 2021, This is an original open-access article distributed under the terms of the Creative Commons Attribution-noncommercial 4.0 International License which permit copy and redistribution of the material just in noncommercial usages with proper citation

Introduction

Clinical education is a complex process that is influenced by many factors and variables. The purpose of clinical education is to teach how to apply theoretical knowledge in practical clinical situations and create conditions to institutionalize the role of physician or therapist in graduates (1, 2).

Recently, effective clinical education has been considered by many clinical researchers and students' views in the field have been examined. Because guiding students to achieve the desired goals requires the identification and application of effective behaviors in clinical education and instructors are effective in creating success and inclusive encouragement in clinical experiences; Therefore, the readiness and benefit of instructors of the necessary informationshould be considered as a necessity (3). Today, the rapid growth and globalization of higher education require the training of efficient and experienced human resources to continue specialized and optimal skills. The main mission of each university is to train specialized human resources needed by the society, to promote and enhance knowledge, to expand research, and to provide favorable conditions for the development of the country. To perform the task, universities must make continuous and continuous efforts in the field of problems, formulation, and

[Downloaded from edujournal.zums.ac.ir on 2026-02-02]
[DOR: 20.1001.1.22519521.1400.14.41.5.7]
[DOI: 10.52547/edcj.14.41.25]

[Downloaded from edujournal.zums.ac.ir on 2026-02-02]

[DOR: 20.1001.1.22519521.1400.14.41.5.7]

[DOI: 10.52547/edcj.14.41.25]

implementation of programs, and finally their correction (1).Therefore, to train and train skilled and capable manpower in various fields of medical sciences and based on the needs of society, the educational system must be evaluated continuously and continuously (3). Performing review and evaluation in each educational activity from the first step (It is necessary to identify the needs to the last step (achieving the consequences). The importance of examining the facilitators and deterrents in clinical education is determined by determining the reality or quality of what is to be achieved, and examining these factors ensures the extent to which the performance of the education is planned according to the desired needs. Based on the feedback and the problems provided by specialists and instructors, as well as the experiences gained from the practical and clinical training, it was determined that students do not have the courage and competence to do independent practical work at the time of graduation (1, 3-7) So far, studies have been conducted in the field of practical skills training and facilitators and deterrents to such training in the field of nursing.

In 2012, Taheri et al. examined the factors affecting clinical education in the fields of rehabilitation in general (8), but so far, the factors affecting clinical education have not been studied separately in the fields of speech therapy, occupational therapy, audiology, and physiotherapy. Considering the effective role of rehabilitation subgroups such as speech and language pathology in providing rehabilitation services and considering the need for education, the need for a scientific and professional system, the status and importance of clinical education has been identified. Clinical education is a very important and effective part of education in the field of rehabilitation, without that, it will be very difficult and impossible to train capable and qualified people. Speech therapy is a practical discipline. Therefore, clinical education is a very important part of education in the field and is of great value. Recognizing the facilitators and inhibitors of clinical education will lead to changes in educational programs and methods by solving problems and ultimately will lead to the success of educational programs and quality improvement.

Since improving the quality of clinical education requires continuous and continuous review of the existing conditions and the study of strengths and weaknesses from the perspective of students and instructors (9), so far, no research has been conducted in the field of speech therapy. Therefore, it is necessary to identify the factors affecting the quality and quantity of clinical education in the field of speech therapy and to prevent its factors as educational problems to pave the way for future educational programs. Therefore, the present study aims to investigate the facilitators and inhibitors of clinical education from the perspective of speech therapy instructors and students in 2019

.

Materials and Methods

The present study was a descriptive-analytical cross-sectional study that was performed in the speech therapy group of Ahvaz Jundishapur University of Medical Sciences and the University of Iran and approved by the University Ethics Committee with the code of ethics (IR.AJUMS.REC.1397.930).

Based on similar studies (8, 10) sampling was done by census and available. The study population consisted of 62 students and 41 internship instructors. Third- and fourth-year students of speech therapy who were passing internships and clinical internships and clinical education instructors with at least 2 years of coaching experience were eligible to enter the study and first- and second-year students of speech therapy were excluded who were not passing internships and clinical internships and clinical instructors with less than 2 years of internship coaching experience.

The instrument used in the study was a 62-item researcher-made questionnaire, including 36 questions about facilitators and 26 questions about factors that hinder practical skills training. Questions related to facilitating factors into 7 areas including facilitating characteristics of

[Downloaded from edujournal.zums.ac.ir on 2026-02-02]

[DOR: 20.1001.1.22519521.1400.14.41.5.7]

[DOI: 10.52547/edcj.14.41.25]

instructors and instructors (8 questions), appropriate communication between instructor and student (8 questions), appropriate communication between student and patient (3 questions), appropriate communication between student and staff (1question) Student satisfaction with the rules was divided into sections (9 questions), student satisfaction with the way the instructor taught the skills (5 questions) and student satisfaction with the presentation of practical and theoretical courses (2 questions). Questions related to deterrents to 6 areas including deterrent characteristics of instructors and instructors (2 questions), poor communication between student and patient (1 question), poor communication between student and staff (7 questions), student dissatisfaction with the rules in the ward, or clinic (6 questions), poor available hospital and university facilities (1 question), student dissatisfaction with the way practical lessons were presented with theory (9 questions). The questions in each area were ranked on a Likert scale and rated from Strongly Agree (Score 5) to Strongly Disagree (Score 1). The validity of the content of the questionnaire and the reliability coefficient of the questionnaire were calculated by Taheri et al. (8) by calculating the internal consistency index (Cronbach's alpha (0.904) for the whole questionnaire (8).

After coordination with the relevant department, he referred to all speech therapy clinics affiliated to Ahwaz University of Medical Sciences and Iran. To inform the subjects to participate in the study and gain their satisfaction, first explanations were provided about the research and its goals and methods, and then the written consent form was signed by the subjects and they were assured that their information will remain confidential. After obtaining permission, the participants were explained how to complete the 62-item questionnaire according to the instructions (8), and each person completed the questionnaire separately in a quiet room. Finally, the scores obtained from the questionnaire were recorded for both groups of subjects and the relevant statistical analyzes were performed for them. SPSS software version 22 was used for statistical analysis.

First, central tendency indices including mean and standard deviation were calculated for each of the studied variables. An independent t-test was used to compare the subscales of the 62-item questionnaire, questions about the facilitators and inhibitors affecting the learning of practical skills from the perspective of instructors and students of speech therapy with a level of significance (0.05) and 95% confidence interval.

Results

The present study was performed on 62 third- and fourth-year students (16 males and 46 females with a mean age of 22.53 ± 1.9 and 41 internship instructors (13 males and 28 females) with a mean age of 36.29 ± 9.9 (Table 1).

Table 1: Profiles of professors and students

Group	Number		Mean	SD
Students	males	16	22.53	1.9
	females	46		
instructors	males	13	36.29	9.9
	females	28		

The study of the average opinions presented in the group of students showed that the highest average of the subject in the facilitating factors is related to the following items, which are: "Instructor should be aware of students' learning needs with a mean and standard deviation of 4.79 ± 0.44", "Instructor should provide a suitable environment for clinical practice experience with a mean and standard deviation of 4.72 ± 0.57" and

" It should be designed for instructors to update in-service training courses with an average and standard deviation of 4.59 ± 0.55". In the group of instructors, the most facilitating factors, respectively" instructor should be aware of students' learning needs with the average and standard deviation of 4.85 ± 0.42,"should be designed for instructors to update in-service training courses with a mean and standard deviation of 4.68 ± 0.52" and "new entrants with clinical performance should be familiar with mean and standard deviation is 4.65 ± 0.48"(Table 2).

Table2:the Facilitating Factors of Clinical Education from the Perspective of Speech Therapy for Instructors and Students

Question	Group	Mean	SD	P-value	Question	Group	Mean	SD	P-value	Question	Group	Mean	SD	P-value
A	Students	35.87	3.61	0.40	11	Students	4.24	0.89	0.13	E	Students	16.34	6.33	0.45
	insrtuctors	36.70	3.08			insrtuctors	4.53	0.67			insrtuctors	36.0	6.93	
1	Students	4.48	0.69	0.00	12	Students	4.19	0.92	0.52	21	Students	4.33	0.76	0.18
	insrtuctors	4.70	0.46			insrtuctors	4.00	0.92			insrtuctors	4.04	0.99	
2	Students	4.19	0.88	0.15	13	Students	4.12	0.92	0.11	22	Students	4.15	0.67	0.16
	insrtuctors	4.48	0.71			insrtuctors	4.51	0.71			insrtuctors	4.36	0.79	
3	Students	4.66	0.69	0.26	14	Students	4.25	0.88	0.10	23	Students	4.06	1.03	0.29
	insrtuctors	4.43	0.70			insrtuctors	4.53	0.74			insrtuctors	4.29	0.87	
4	Students	4.43	0.78	0.16	15	Students	4.16	1.04	0.04	24	Students	4.14	0.92	0.88
	insrtuctors	4.48	0.63			insrtuctors	4.51	0.74			insrtuctors	4.17	0.94	
5	Students	4.79	0.44	0.19	16	Students	4.20	0.72	0.00	25	Students	4.12	0.87	0.57
	insrtuctors	4.85	0.42			insrtuctors	3.95	1.11			insrtuctors	4.21	0.93	
6	Students	4.14	1.00	0.66	C	Students	12.77	1.91	0.71	26	Students	3.24	1.33	0.08
	insrtuctors	4.39	1.02			insrtuctors	12.75	2.15			insrtuctors	3.87	1.22	
7	Students	4.59	0.55	0.21	17	Students	4.43	0.64	0.12	27	Students	3.20	1.38	0.02
	insrtuctors	4.68	0.52			insrtuctors	4.41	0.80			insrtuctors	3.87	1.23	
8	Students	4.56	0.69	0.04	18	Students	4.19	0.80	0.49	28	Students	2.96	1.25	0.62
	insrtuctors	4.65	0.48			insrtuctors	4.07	0.95			insrtuctors	3.53	1.26	
B	Students	34.29	5.32	0.07	19	Students	4.14	0.78	0.71	29	Students	3.54	1.18	0.60
	insrtuctors	35.21	4.44			insrtuctors	4.26	0.80			insrtuctors	3.70	1.16	
9	Students	4.72	0.57	0.20	D	Students	4.16	0.77	0.58	F	Students	19.66	4.03	0.28
	insrtuctors	4.60	0.58			insrtuctors	4.14	0.72			insrtuctors	20.90	3.54	
10	Students	4.37	0.69	0.02	20	Students	4.16	0.77	0.58	30	Students	3.88	1.05	0.12
	insrtuctors	4.56	0.59			insrtuctors	4.14	0.72			insrtuctors	4.39	0.77	
31	Students	3.79	1.11	0.78										
	insrtuctors	3.68	1.05											
32	Students	4.04	0.99	0.84										
	insrtuctors	4.31	0.96											
33	Students	4.09	0.84	0.49										
	insrtuctors	4.17	0.86											
34	Students	3.83	1.08	0.02										
	insrtuctors	4.34	0.72											
G	Students	7.27	1.83	0.17										
	insrtuctors	7.31	1.63											
35	Students	3.61	1.13	0.85										
	insrtuctors	3.31	1.10											
36	Students	3.66	1.31	0.00										
	insrtuctors	4.00	1.09											

Examining the average of the opinions presented in the group of students most of the issues of inhibiting factors are related to the following items, which are: "Excessive fatigue of the instructor and teacher causes educational decline with a mean and standard deviation of 4.27 ± 0.79", "Lessons learned theories are not enough with a mean and standard deviation of 4.22 ± 0.83 and "the physical space of the wards is not suitable with a mean and standard deviation of 4.17 ± 0.84 and in the group of instructors the most inhibiting factors are" excessive fatigue of the instructor and the teacher causes an educational decline with a mean and standard deviation of 4.29 ± 1.07, there are no standard sections with appropriate facilities with a mean and standard deviation of 4.02 ± 1.08 and "the patient does not trust the student with an average and the standard deviation is 3.92 ± 0.98 (Table 3).

The result of independent t-test to compare the facilitators and inhibitors of clinical education from the perspective of students and faculty showed that in the field of facilitators in the topics "the instructor supports the student when he has a problem", "the student from The instructor area feels safe and supportive, "there is a warm and close relationship between the

[Downloaded from edujournal.zums.ac.ir on 2026-02-02]
[DOR: 20.1001.1.22519521.1400.14.41.5.7]
[DOI: 10.52547/edcj.14.41.25]

student and the instructor." , "The facilities available in the hospital or clinic are appropriate", "The equipment and facilities available in the ward or clinic are sufficient", "Creating opportunities to repeat different skills are taught" and "All theory courses are offered before practice" There was a significant difference between the opinions of students and instructors (p≤0 / 001) and in other subjects, facilitators there was no significant difference between the opinions of instructors and students (p≥0 / 001).In the field of factors hindering clinical education in the topics of "student dissatisfaction with the rules in the ward or clinic", "the physical space of the wards is not suitable", "there are no instructions in the field of rehabilitation in the ward", "in the ward there is lack of time and rest time "," Textbooks are not available as needed "," The time interval between theoretical and practical courses is appropriate "and" Learning the theory is not enough "There was a significant difference between the opinion of the student and the teacher (p≤0.001) and in Other issues of inhibitory factors There was no significant difference between the opinions of instructors and students (p≥0 / 001).

Table3: The Inhibiting Factors of Clinical Education from the Perspective of Speech Therapy for Instructors and Students

questions	qroup	means	SD	P-value	questions	qroup	means	SD	P-value
A	Students	7.83	1.70	0.78	49	Students	4.04	0.83	0.02
	insrtuctors	7.80	1.73			insrtuctors	3.90	1.15	
37	Students	4.27	0.79	0.22	50	Students	3.88	1.05	0.04
	insrtuctors	4.29	1.07			insrtuctors	3.65	1.31	
38	Students	3.56	1.12	0.11	51	Students	4.01	0.89	0.00
	insrtuctors	3.51	0.97			insrtuctors	3.70	1.20	
B	Students	3.67	1.14	0.12	52	Students	3.83	0.99	0.43
	insrtuctors	3.92	0.98			insrtuctors	3.70	1.10	
39	Students	3.67	1.14	0.12	E	Students	4.11	0.92	0.89
	insrtuctors	3.92	0.98			insrtuctors	4.02	1.08	
C	Students	25.72	6.03	0.54	53	Students	4.11	0.92	0.89
	insrtuctors	24.87	6.85			insrtuctors	4.02	1.08	
40	Students	3.77	0.99	0.26	F	Students	32.61	6.96	0.99
	insrtuctors	3.73	1.14			insrtuctors	32.36	7.35	
41	Students	3.66	1.10	0.24	54	Students	3.37	1.24	0.1
	insrtuctors	3.43	1.28			insrtuctors	3.80	1.00	
42	Students	3.70	1.04	0.08	55	Students	4.22	0.83	0.00
	insrtuctors	3.46	1.22			insrtuctors	3.58	1.22	
43	Students	3.67	1.05	0.40	56	Students	3.72	1.04	0.13
	insrtuctors	3.56	1.16			insrtuctors	3.39	1.24	
44	Students	3.67	1.19	0.97	57	Students	3.45	1.11	0.22
	insrtuctors	3.51	1.20			insrtuctors	3.41	1.28	
45	Students	3.69	1.11	0.88	58	Students	3.37	1.30	0.07
	insrtuctors	3.73	1.18			insrtuctors	3.68	1.05	
46	Students	3.53	1.06	0.20	59	Students	3.91	1.02	0.25
	insrtuctors	3.43	1.28			insrtuctors	3.68	1.19	
D	Students	23.74	4.35	0.1	60	Students	3.32	1.27	0.56
	insrtuctors	22.31	6.01			insrtuctors	3.29	1.22	
47	Students	3.77	1.09	0.00	61	Students	3.56	1.13	0.73
	insrtuctors	3.46	1.38			insrtuctors	3.65	1.23	
48	Students	4.17	0.84	0.04	62	Students	3.66	1.10	0.009
	insrtuctors	3.87	1.18			insrtuctors	3.85	1.01	

Discussion

The study aimed to investigate the facilitators and inhibitors of clinical education from the perspective of instructors and students of speech therapy. The results of the present study in the facilitators of clinical education from the perspective of instructors and students and colleagues and Salehi and colleagues were in agreement (1, 4, 7, 8, 11). Consistency of the present result with other studies showed that instructors have a very important role in clinical education, so clinical education must use experienced and responsible instructors who have

[Downloaded from edujournal.zums.ac.ir on 2026-02-02]
[DOR: 20.1001.1.22519521.1400.14.41.5.7]
[DOI: 10.52547/edcj.14.41.25]

[Downloaded from edujournal.zums.ac.ir on 2026-02-02]

[DOR: 20.1001.1.22519521.1400.14.41.5.7]

[DOI: 10.52547/edcj.14.41.25]

the appropriate training capacity and participate in in-service training courses. They would be able to identify and address students' learning needs. The results show the role of clinical instructors in creating the necessary opportunities and conditions in the clinical environment and increasing the creation of an easy learning environment for students (12).

Also, good communication between instructors and students, such as providing appropriate feedback and trust to the student, lack of irritability and nervousness in the instructor, not arrogant response of the instructor to the student, feeling of security and student support by the instructor, warm and close relationship between student and instructor They provide a good experience for clinical practice and lead to good learning between them, which in turn increases the satisfaction of students and instructors(8).

The present study does not agree with our results with the studies of Qanaei et al., Sahib al-Zamani et al.,and Analofork et al.

The study of the average opinions presented by students and instructors on the factors hindering clinical education is consistent with the research of Taheri et al., Qanaei et al., Valiei et al., and Yazdankhah et al. (4, 7, 8, 13, 15, 16). Since instructors and students believed that excessive fatigue of instructors is a deterrent to clinical education, so it is necessary to study the causes of fatigue of instructors and create basic solutions. It is also necessary for education officials to provide appropriate theoretical learning and facilities and physical space because the amount of theoretical content provided and appropriate facilities lead to optimal learning.

Other results of the study in the analytical section showed that in the opinion of instructors and students in some facilitators and inhibitors there is a significant difference ($p \leq 0.001$) and in others, no significant difference was found ($p \geq 0.001$) (Table 2 and Table 3).

Some of our results in facilitating and inhibiting factors are consistent with the study of Sahib al-Zamani et al. and Tavakoli et al. (3, 5).

Facilitating and inhibiting factors from the perspective of instructors and students.

Factors such as personal characteristics of students and instructors, professional status, clinical environment, educational planning, and clinical evaluation play an important role in the perspective of instructors and students in clinical education. Skills lead to learning clinical skills by observing, participating, performing clinical procedures, and inferring and managing patients under the supervision of an instructor.

The purpose of clinical education is to provide opportunities for students to link theoretical content to practical and applied content. Therefore, improving the quality of clinical education in the educational curriculum should be considered to lead to the training of efficient medical staff(17).

Conclusion

According to instructors and students, the most important facilitating factor in clinical education was the "facilitating characteristics of instructors and students" and the most important deterrent was the area of "student dissatisfaction with the way practical and theoretical courses are presented."Basedontheresults of the independent t-test, there was a significant difference between the opinions of the instructor and the student in some facilitating and inhibiting factors.

Suggestion: Based on the results of the current study, for the advancement of education, it is suggested to use experienced and responsible instructors who have passed appropriate in-service courses in clinical education and have appropriate communication characteristics with the student. Also, instructors can support the student when faced with a problem during training, and leave a positive clinical experience and good training. It is also suggested that ethical standards would be observed in clinical settings and that sufficient time is considered for treatment and training. Appropriate and up-to-date hospital and clinical facilities should be provided and conditions should be provided so that the student can carry out the necessary study

for the treatment of patients according to the necessary books and brochures available in the clinic.

Factors that impede clinical education from the perspective of instructors showed that to prevent instructors' fatigue and affect the quality of education, it is necessary to make decisions. Therefore, it is suggested that the physical spaces of clinics and their facilities are equipped and a suitable time interval be considered for presenting practical and theoretical courses.

Limitations: In thecurrent paper, speech therapy instructors and students were selected by census method and the number of samples was small, so it is recommended to conduct studies with a higher number of samples by sampling from several universities.

Acknowledgments

We thank the research deputy of Ahvaz Jundishapur University of Medical Sciences for the financial support of this project

This article was extracted from a master's thesis approved by Ahvaz Jundishapur University of Medical Sciences with the ethical code of IR.AJUMS.REC.1397.930. Therefore we thank of Ahvaz Jundishapur University of Medical Sciences for supports, as well as thank from Instructors and Students from Department of Speech Therapy in Ahvaz Jundishapur University of Medical Sciences and Iran University of Medical Sciences to help us in sampling is done.

Conflicts of Interest: The authors declare that there are no conflicts of interest.

References

1. Azemian A. MNR, M. Barriers and Facilitating Factors in Learning of Effective Clinical Teaching in Bushehr University of Medical Sciences: Clinical Students, Point of View-2010. Educ Dev Jundishapur. 2009;6(1):8-17.

2. Shamsi A, ghaderi m, shahabi r, Vahedi S. Determining the current, expected situation, and the gap in quality of clinical education among midwifery students of jieroft university of medical sciences. Nurs Midwifery J. 2020;18(2):157-65.

3. Tavakoli M. Kttmgs. The Quality of clinical education from the viewpoints of students and instructors of paramedical and nursing-obstetrics schools of Birjand University of Medical Sciences. Daneshvar Med J. 2014;21(110).

4. Ghodsbin F. Shafakhah M. Facilitating and Preventing Factors in Learning Clinical Skills from the Viewpoints of the Third Year Students of Fatemeh School of Nursing and Midwifery. Iran J Med Educ. 2008;7:335-43.

5. Sahebazamani M , Salahshorian-Fard A, Akbarzadeh A , Mohamadian R , Farshid P. A comparative study of the inhibitory and facilitating factors of effective clinical education from the viewpoints of nursing students and students of the Islamic Azad University of Maragheh Branch. J Med Sci Islamic Azad Univ. 2009;2 (1).:38-43.

6. Asadzadeh Monir F, Mashoufi M, Fakhri S , Abdullahi F. Clinical edujcation problems in field from view nursig students and lecturers in nursing and midwifery faculty in ardabil. J Health Care. 2009;11(1).

7. Valiee S. Moridi G, KHalidi SH. Barriers to and facilitators of clinical education from sanandaj nursing students' viewpoints,2010-2011. Preventive Care Nurs Midwifery J. 2013;3(1).

8. Taheri A, Forghany S, Zeraat Doust J. Facilitating and deterrent factors in learning practical skills from the viewpoints of the rehabilitation students, third year onwards. J Res Rehabil Sci. 2014;9(6):1110-2.

9. Keogh B, Naylor S. Concept cartoons, teaching and learning in science: an evaluation. International . J Sci Educ. 1999;21(4):431-46.

10. Taheri A, Forghani S, Atapour S, Hasanzadeh A. The effective clinical teaching from faculty members' and rehabilitation students' point of view. Iranian. J Med Educ. 2012;11(9):1131-9.

11. Salehi SH, Zahraei R, Ghazavi Z, Amini P, Ziaei S, SHahneh M. The Characteristics of Effective Clinical Teachers as Perceived by Nursing Faculty and Students. Iran J Med Educ. 2004;4(1):37-44.

12. Morgan SA. Teaching activities of clinical instructors during the direct client care period: a qualitative investigation. J Adv Nurs. 1991;16(10):1238-40.

[Downloaded from edujournal.zums.ac.ir on 2026-02-02]

[DOR: 20.1001.1.22519521.1400.14.41.5.7]

[DOI: 10.52547/edcj.14.41.25]

13. Mansourghanaei R, Majidi S, Tabari R. Nurses Viewpoints about Facilitator and Inhibitor Factors of Patients Education. Res. Med Sci Educ. 2011;3:27-33.

14. Löfmark A, Wikblad K. Facilitatingand obstructing factors for development of learning in clinical practice: a student perspective. J Adv Nurs. 2001;34(1):43-50.

15. Yazdankha Fard M, Pouladi SH, Kamali F, Zahmatkeshan N, Mirzaie K, Akaberian SH et all. The Stressing Factors in ClinicalEducation: The Viewpoints of Students. Iran J Med Educ. 2008;8:341-50.

16. Salmani F, Eghbali B, Ganjifard M, Mohammadi Y, Kafian Atary S, Tavakoli T. Barriers to quality of clinical education from the viewpoints of medical students of Birjand University of Medical Sciences in the academic year 2018-2019. J Birjand Uni Med Sci. 2020;27(1):100-9.

17. Pazokian M RM. Challenges of nursing clinical education in world. J Med Educ Dev .2012;5(8):18-26

Rouhipour Z, Rahimifar P, Amiri-Shavaki Y, Dastourpour M, Moradi N. Investigating the Facilitating and Inhibiting Factors of Clinical Education from the Perspective of Speech Therapy for Instructors and Students in 1398. J Med Educ Dev. 2021; 14 (41):25-32

[Downloaded from edujournal.zums.ac.ir on 2026-02-02]

[DOR: 20.1001.1.22519521.1400.14.41.5.7]

[DOI: 10.52547/edcj.14.41.25]