

National Faculty and Staff Nurse Survey on Collaboration in the Clinical Learning Environment

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Purpose

The purpose of this study was to examine the concept of collaboration between the staff nurses and nursing faculty members in the clinical learning environment. There are clear indicators of the benefits of collaboration and the positive impact this has on student learning. Unfortunately, gaps exist in the research to identify what is currently happening and ways to improve collaboration in the clinical learning environment.

Significance- Then & Now

First Position on Education for Nursing

- “Educating nurses and providing patients with care can only be carried out when nurses in education recognize their interdependence and actively collaborate to achieve the ultimate aim of both”.

(ANA, 1965)

The Future of Nursing: Leading Change, Advancing Health

- Challenges continue as a result from the separation of academic and practice

(IOM, 2011)

Background

- Clinical education is a vital component of nursing education and takes place in a complex social environment.
- Contributions of equal importance are made to student learning from both nursing faculty members and staff nurses.
- Responsibility of educating the future nurses needs to happen in a variety of ways and needs to evolve with the changing demands for healthcare and the looming nursing shortage in the near future.
- Collaboration provides a mutually beneficial relationship for both practice and education

Collaboration

Collaboration was defined as two autonomous stakeholders working together, creating a partnership using shared norms, rules and structures in order to reach common goals and commitments

Role of Staff Nurse

Patient Care

Student Learning

Role of Nursing Faculty Member

Student Learning

Patient care

Methods

Non-experimental, descriptive design

Participants included

- (1) registered nurses and nursing faculty members who practice or teach in a clinical setting and work with nursing students (for example, medical-surgical, telemetry, maternity, psychiatric, community, rehabilitation and long term care facilities),
- (2) able to read and understand English, and
- (3) willing to participate in research and complete the Qualtrics survey

Methods

Collaboration in the Clinical Learning Environment (CCLE)

Initial reliability testing on the 24-item CCLE- a Cronbach's alpha of .96 (Hooven, 2017)

Item	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Communication between us is open					
I have confidence in my current role					
I value the role of academic clinical partner.					
Each individual has understanding of expectations					
Student learning is a priority					
Patient care is a priority					
Contributions to student learning are equally important to both of us.					
We work as partners to foster student learning					
My knowledge is equally as valued as my clinical partner.					

Results

882 participants

320 staff nurses (36%)

454 nursing faculty

389 full time (44%)

65 clinical adjuncts (7%)

108 who work in both academia and practice (12%)

Results- Staff Nurses

Medical-surgical (43%)

Telemetry (10%)

Maternity (11.5%)

Pediatrics (4.4%)

BSN programs (41.6 %)

ADN programs (9.7%)

Both (48.7%)

Ages ranged from 22 to 70 years old, with a mean age of 39

19 males and 301 females

Results- Nursing Faculty

Medical-surgical (42.5%)

Telemetry (7.5%)

Maternity (10.8%)
(10.1%)

Long Term Care

BSN programs (63 %)

ADN programs (29.3%)

Both (7.5%)

Ages ranged from 26 to 73 years old, with a mean age of 50.5

30 males and 424 females

Results- Academic and Practice Group

Medical-surgical (41.7%)

Telemetry (9.3%)

Maternity (12%)

Psychiatric (5.6%)

BSN programs (64.8 %)

ADN programs (18.5%)

Both (16.7%)

Ages ranged from 25 to 70 years old, with a mean age of 45

10 males and 98 females

Results- *Significant differences among groups*

1. Communication

Nursing Faculty (4.10)* Staff Nurses (3.91)

2. Confidence

Nursing Faculty (4.51)* Staff Nurses (4.34)

3. Mutual Respect & Value

Nursing Faculty (avg. 4.40)* Staff Nurses (avg 4.09)

4. Contributions to Student Learning

Nursing Faculty (3.63) Staff Nurses (3.98)*

Results- *No differences among groups*

1. Hierarchy and Equal Power

Nursing Faculty (3.77) Staff Nurses (3.78)

2. Goals & Expectations

Nursing Faculty (3.82) Staff Nurses (3.82)

3. Goal of Student Learning

Nursing Faculty (4.01) Staff Nurses (3.99)

4. Goal of Patient Care

Nursing Faculty (4.59) Staff Nurses (4.60)

Results- *Overall CCLE*

Staff nurses - 4.0026 (SD= .572)

Nursing Faculty - 4.0411 (SD=.723)

Nurses who worked in both - 4.0428 (SD=.667)

**There was no statistical significance among the group score
for any of the three groups

Discussion

- The results from this study support the notion that both academia and practice professionals wish to work together, but often have a different understanding of the other side
- When discussing the concept of collaboration it is important to recognize there are multiple steps and processes that need to happen in order for true collaboration to be achieved
- Both parties need to commit to work together