

Transitioning Expert Clinicians to a Part Time Clinical Faculty Role Using a Hybrid Orientation Model

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Background

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- A shortage of nurses and nurse educators continues to present a global health problem with potential critical consequences.
- The World Health Organization (WHO, 2014) projects a world wide nursing deficit of 12.9 million by 2035.
- Multiple factors are associated with the nursing shortage including a lack of qualified nursing faculty.



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- Nursing schools in the United States turned away 64,067 qualified applicants from baccalaureate and graduate nursing programs in 2016 due in part to an insufficient number of faculty (American Association of Colleges of Nursing [AACN], 2017).
- A national nurse faculty vacancy rate of 7.9% was reported by AACN (2017). In an effort to address the faculty shortage many schools of nursing have increased the use of part time or adjunct faculty.



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- Accrediting regulatory bodies, state or country specific education, and practice experience requirements for part time/adjunct faculty vary.
- Typically part time positions are filled by nurses working in clinical settings with varied years of clinical practice experience.
- Novice educators are often expected to assume the nurse educator role with minimal to no additional educational preparation (Sorrell & Cangelosi, 2015).
- The transition from expert clinician to a nurse educator role may present challenges for the novice educator including feelings of stress, role uncertainty, frustration and decreased satisfaction.

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- Part time faculty that report feeling supported, valued, mentored and included in the culture of the school express a desire to continue to teach part time (Carson, 2015).
- In an effort to retain part time clinical faculty a formal educational orientation and mentoring process should be offered. (Summers, 2017).



Methods

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- The aim of this study was to evaluate the effectiveness of a multi-tiered approach to orient, mentor, and support part time clinical faculty.
- A pre-post design method was utilized. Part time clinical faculty were asked to complete a voluntary anonymous baseline needs assessment and demographic data survey.
- The investigators analyzed and used the needs assessment data in the planning and development of the orientation program that included a face-to-face and online orientation education program.



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- The WHO (2016) Nurse Educator competencies were utilized in the program planning and implementation process with a focus on the clinically based concepts.
- Prior to the start of the semester, the part time faculty is required to attend a live six hour orientation on campus.
- The live orientation includes basic information related to the university, nursing school, course requirements and the clinical agencies.



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- The live orientation program allows for new faculty to interact with a large number of peers in an effort to increase networking and to promote a culture of belonging.
- Following the live orientation new part time faculty are required to complete an online asynchronous orientation course that includes 5 modules covering adult learning principles, characteristics of learners, interpersonal issues, evaluation methods, and clinical faculty responsibilities.
- Following the completion of the online course, part time faculty is asked to voluntarily complete a post course survey.



Results

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Education and Experience ($n = 28$)

Variable	Descriptive Statistics (n and %)
Education:	
Doctoral Degree	9; 28.6%
Master's Degree	16; 57.1%
Baccalaureate Degree	4; 14.3%
Nursing Practice Experience:	
4 to 10 years	15; 53.4%
11 to 19 years	2; 7.1%
Above 20 years	11; 39.2%
Clinical Course Teaching Experience:	
0 to 1 year	17; 60.7%
2 to 10 years	8; 28.6%
Above 10 years	3; 10.7%

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Clinical Specialties(*n* = 28)

Variable	Descriptive Statistics (<i>n</i> and %)
Medical Surgical ^a	7; 25%
Pediatrics ^a	7; 25%
Obstetrics ^a	3; 10.7%
Critical Care/Emergency Room ^a	14; 50%
Surgical (Perioperative) ^a	1; 3.6%
Mental Health ^a	2; 7.1%
Community/Public Health Nursing ^a	2; 7.1%

Note: ^aParticipants may have more than one specialty.

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Blackboard Learn® Course Management Improvement from Baseline ($n = 28$)

Variable	Descriptive Statistics (%)
Announcement Creation	17.9%
Assignment Creation	21.4%
Accessing Student Assignments for Grading	21.4%
Grading Rubrics Utilization	17.9%
Accessing Embedded University Resources	21.4%
Sending Emails to Students	17.9%
Adding/Managing Users	3.6%

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Improvements in Employment Expectations ($n = 28$)

Variable	Descriptive Statistics (%)
Attendance of clinical orientation at the university's school of nursing	10.8%
Visiting/introducing self to clinical unit prior to rotation	25%
Assigning a scavenger hunt on the clinical unit on first day	7.1%
Incorporating QSEN competencies into clinical instruction	17.8%
Navigation of the university's chain of command	7.1%

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Improvements in Clinical Faculty Expectations ($n = 28$)

Variable	Descriptive Statistics (%)
Conducting post conference during clinical rotations	14.3%
Reporting student absences	7.1%
Employing strategies for special student situations, e.g. defiant behavior	14.3%
Completion of student evaluations	7.1%
Providing student feedback	14.3%
Teaching in a simulation environment	17.9%
Teaching in a clinical setting	7.1%

Conclusion

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- While clinical expertise is a critical prerequisite competency for nurse educators, specific competencies distinct from clinical practice are necessary to meet the role of a nurse educator (Billings and Halstead, 2016).
- Results indicate an improvement in part time clinical faculty's confidence and competence in the majority of criteria.
- Future plans include an onsite clinical mentoring program in conjunction with the on-line component.

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