Developing Clinicians as Faculty Through Statewide Partnerships

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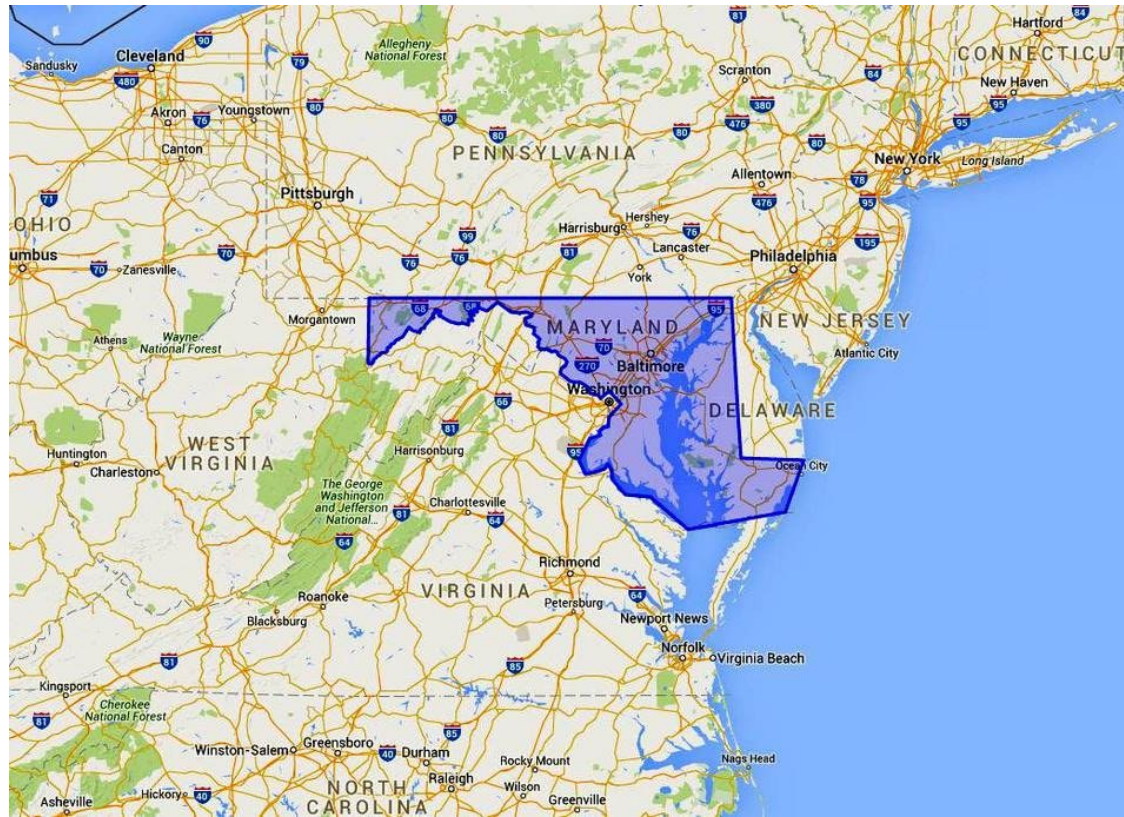
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Acknowledgements

This project was supported by a Nurse Support Program-II grant from the Maryland Higher Education Commission under the auspices of Health Services Cost Review Commission.

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Overview

- Background
- Introduction to the Academy
- Academy expansion
- Methodology
- Outcomes/Results
- Components to successful partnerships
- Discussion/Implications

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Background

- Persistent shortage of nursing faculty
  - Aging and impending retirement of a significant portion of the current faculty workforce
  - Lack of qualified, doctorally-prepared applicants for open faculty positions
  - Non-competitive salaries in academia
  - (Fang & Kesten, 2017; American Association of Colleges of Nursing, 2019; National League for Nursing, 2018; Taylor & Gillespie, 2017).
- Worldwide shortage of approximately 15 million registered nurses, nurse midwives, and physicians is anticipated
  - (Liu, Goryakin, Maeda, Bruckner, & Scheffler, 2017).
- In the U.S., 75,000 qualified students were turned away due to insufficient faculty resources (AACN, 2019b).
- Innovative approaches to produce faculty with the right mix of advanced credentials are needed
  - (National Academies of Sciences, Engineering, and Medicine, 2019; Nardi & Gyurko, 2013).

Eastern Shore Faculty Academy and Mentorship Initiative

- Developed in 2011 to address the nursing faculty shortage
- Collaborative hybrid educational program between three nursing programs and regional practice partners

Maryland's Eastern Shore

- Prepares experienced bachelor's, master's, and doctorally-prepared RNs for roles as clinical faculty

(Jarosinski, Seldomridge, Reid, & Hinderer, K., 2020; Hinderer, Jarosinski, Seldomridge & Reid, 2016)

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The Academy Experience

- 30 contact hours
  - Face-to-face introductory session
  - Online instruction
  - Simulated clinical teaching sessions
  - Mentoring workshops
- Teaches expectations of clinical faculty role-- how to design and manage clinical experiences, evaluate student performance and providing feedback
- Honorarium for participants

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ES-FAMI Expansion

- 2017 – FAMI-Central Maryland in collaboration with Towson University

- 2018 – FAMI-Western Maryland in collaboration with Allegany College, Frostburg State University, Hood College, and University System of Maryland Hagerstown

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Constitution of Teaching Teams

- Salisbury University lead facilitator
- Partner school co-facilitator
- Partner school TA

- Payment for facilitation

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Methodology-1

- Mixed method: quantitative and qualitative
- Institutional Review Board approval
- Participants:
  - Attendees at 5 Academies (n = 41)
    - FAMI-Central (n = 30)
    - FAMI-Western Maryland (n = 11)

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Methodology-2

- Online anonymous surveys – 5 pt. Likert-scale and open ended questions
  - Academy Experience Evaluation (AEE) – course objectives and instructional aims
  - Content Evaluation (CE)– content and instructional methods
- Focus groups conducted by expert external evaluators
  - Uncover participant perceptions of the program
  - Conducted at conclusion of each Academy

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Outcomes- Demographics

- ## All Female
  - White-76% (n =31)
  - Black-24% (n=10)

- ## Clinical specialties
  - Medical/surgical (n = 9)
  - Maternity (n = 6)
  - Community health (n = 6)

- ## Teaching for partners
  - 63% across group
    - Central MD – 66%
    - Western MD – 55%

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Academy Experience Evaluation (AEE)-Outcomes

- 100% completed the evaluations
  - 85-100% Agree/Strongly Agree on all items
  - Open ended questions
- Liked BEST
  - Simulations, face to face meetings, and discussions
  - Instructors who inspired their interest and engagement
- Liked LEAST
  - Pace of assignments
  - Issues with the online course management site

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Academy Experience Evaluation-Free text

- Expectations for the program were met
  - " Opportunities to meet with others to discuss role of clinical educator with nurses with a variety of experiences and backgrounds."
  - "I have definitely grown more in my understanding of the role of clinical instructor."
  - "I found this academy to be extremely helpful. It also created a sense of community across Maryland."

- **Participants who responded were grateful for the opportunity and support they received**

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Content Evaluation Results-1

- Overall positive
  - 70-100% Strongly Agree/Agree on all items
- Highest-rated areas
  - Simulations, ethics, legal aspects
  - Clarity of module objectives
  - Ability of the instructors to stimulate student interest
- Lowest-rated areas
  - Navigating on-line modules
  - Timeline & pace of the course

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Content Evaluation Results-2

- What specific content addressed in the module was most helpful?
  - Dealing with challenging students
  - Modules "creating a positive learning environment" because I have new ideas that I will incorporate into my clinical teaching.
  - "Legal aspects module included real life situations that could occur during the clinical experience. These exercises I believe have thoroughly prepared me."

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Focus Group Questions

1. Before you began the Academy in what ways did you feel prepared to teach?
2. In what ways did you feel unprepared to teach?
3. What were your expectations of the Academy?
4. What did you learn from the Academy that you didn't expect to learn?
5. Do you feel the Academy has changed you? If so, how has the Academy changed you?
6. How did the Academy support your career goals?
7. How were your expectations of the Academy realized and/or not realized?
8. How would you like to see the Academy taught differently
9. Is there anything else you'd like to share with us?

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Focus Group-Selected Results-1

Q2-"I had no idea how unprepared I was until I did this", "never understood the Nursing Program as a whole and how the clinical courses were part of a larger entity"

Q3-Those with experience expected the Academy to provide additional tools and resources to help them be better instructors; those without experience didn't really know what to expect.

Q4-Legal issues and how difficult it was to fail a student, the importance of setting boundaries

Q6-Reconsidering career goals-becoming an educator and returning to school

Q7-Most felt their expectations were met; they enjoyed the collaboration and networking; "I learned how to be a better clinical instructor", "this has definitely given me more confidence to walk in there so my students don't smell fear"

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Summary of Focus Group Findings

- Universal agreement that the Academy was a worthwhile and informative experience

- Participants requested additional simulated teaching encounters, more feedback from the facilitators, and more self-reflection either orally or written

- Having facilitators from several different nursing programs provided a broader perspective on undergraduate nursing education

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Discussion/Implications

- Program expansion addresses the faculty shortage on a state-wide level
  - 169 Academy-trained clinical experts
  - 70% are currently teaching
  - 33% are from under-represented groups-more progress is needed!

- An advanced Academy curriculum is in development and will be piloted in May 2020.

- This model can easily be adapted to other states.

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Key Components to Success

- Clear goals and objectives throughout
- Staffing model pairs seasoned and new facilitators; teaching assistant is a "training" opportunity
- Teaching teams represent different program types
- Using participant feedback to revise the Academy
- Grant support for the project
- Leadership team open to collaboration

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Conclusion

- Participants were highly satisfied with the content and instructional methods and felt well-prepared for clinical teaching

- Use of a collaborative approach has strengthened connections between nursing programs across the State

- Access to a shared database assists with staffing issues

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QUESTIONS?

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