Purpose: Understand the perspectives of how adjunct clinical instructors prepare or learn to teach critical thinking in the clinical learning environment

Method: Basic qualitative research study; semi structured interview questions

Results:
- Learned how to teach on the job, while teaching in the clinical learning environment
- Educational background did not make a difference, most lacked andragogy or pedagogy classes
- Defined critical thinking but varied clinical application examples

Conclusion:
- On the job learning takes away from teaching critical thinking to the students
- Faculty were not adequately prepared to teach critical thinking in the clinical learning environment
- Missed teaching opportunities due to lack of knowing when critical thinking situations occurred

Faculty Recommendations:
- Orientation with access to nursing and hospital policies
- Access to course syllabus and text book
- Workshops to further develop critical thinking

References:
Fura, L. & Symanski, M. (2014). An on line approach to orienting clinical nursing faculty in baccalaureate nursing education. Nursing Education Perspectives (25)324-326. DOI: http://dx.doi.org.library.capella.edu/10.5480/12-868.1