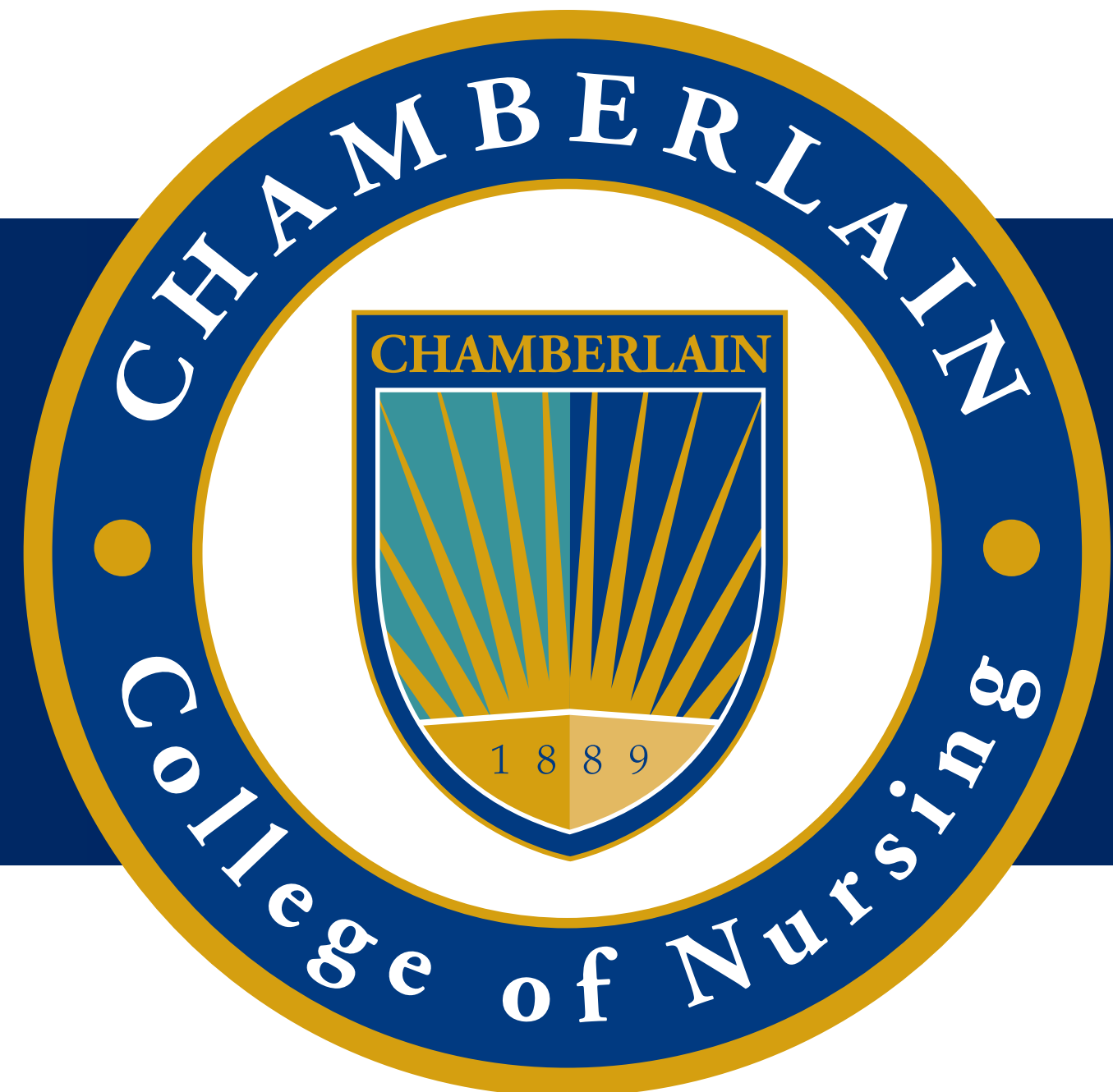


CLINICAL FACULTY DEBRIEF; BRIDGING THE GAP FOR CLINICIANS NEW TO EDUCATION



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Introduction

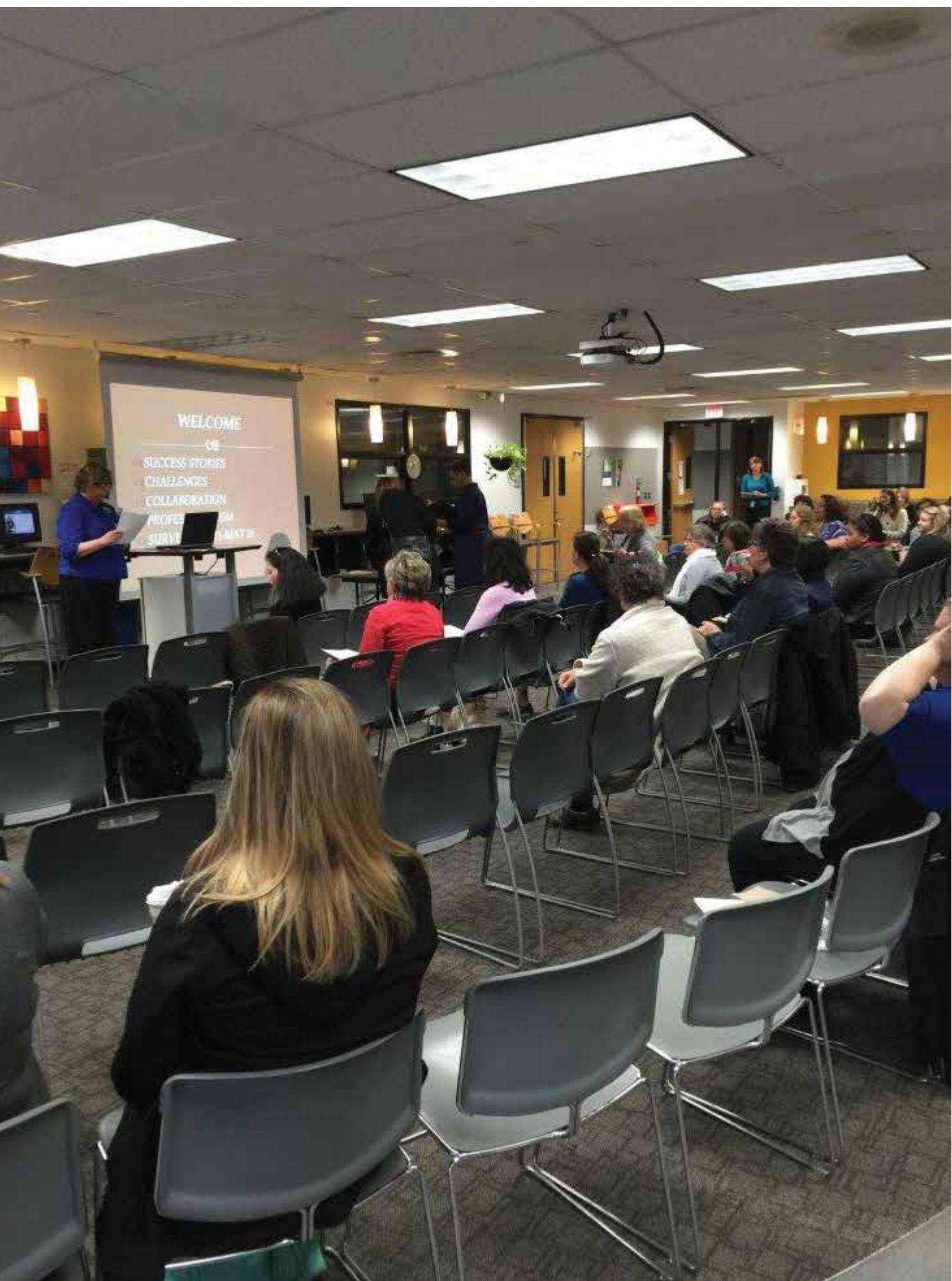
Clinical nursing faculty are considered experts in their specialty but novice in clinical education. At Chamberlain College of Nursing in Addison, Illinois we have taken an active approach to bridging that gap between expert clinician and novice clinical educator by providing the training needed through an end of session clinical debrief. It is mandatory that all adjunct clinical faculty attend this debrief at the end of each eight week session.

Background

It is essential that nursing education programs provide superior clinical experiences for their students (Roberts, Glod, 2013). “Adequate training for the new role is paramount to promote job satisfaction and reduce attrition” (Hinderer, Jarosinski, Mister, & Seldomridge, 2013, p. 288). Training for clinical faculty is usually a brief orientation. Because of the importance of clinical learning to develop clinical judgment, it is imperative that we prepare competent clinical faculty (Suplee, Dunphy, Gardner, & Jerome-D’Emilia, 2014). New clinical faculty are uncertain regarding clinical policies and procedures, promoting student critical thinking, completing student evaluations, and making meaningful student assignments (Hinderer, Jarosinski, Mister, & Seldomridge, 2013). Consistent clinical faculty debriefing provides new clinical faculty the resources to move from novice to expert.

Clinical Debrief Components

- Define Clinical Expectations
- Provide resources on quality and safety
- Discuss strategies on implementing QSEN initiatives in the clinical setting
- Use Blooms Taxonomy to promote critical thinking and patient centered care
- Introduce the NCLEX exam blueprint and provide examples on how to incorporate the components into the student’s clinical practice
- Set expectations on how to complete the clinical evaluation tool
- Provide resources for pre and post conferences
- Supply classroom materials and syllabus along with ideas for incorporating current classroom learning into the clinical experience
- Instruct on how to complete clinical incident reports and student success contracts
- Discuss ways to integrate important aspects of nursing prioritization and delegation in the clinical experience
- Identify ways to manage potential clinical challenges
- Include instruction on clinical simulation debriefing
- Have open forum to discuss success stories and challenges



Summary of the Clinical Debrief Program

At Chamberlain College of Nursing we demonstrate *Chamberlain Care* by our commitment to caring for ourselves, our colleagues and our students (Chamberlain College of Nursing, 2014). This clinical debrief program was developed as an extension of that care to our adjunct clinical colleagues. Our goal was to provide adjunct faculty with a real connection to the campus and give them confidence in their new role. Over the last 2.5 years we have expanded and perfected the clinical debrief. The results have been positive. The clinical faculty express that they feel connected to the campus and valued as educators. They have become engaged in a more meaningful way with their students using the resources provided. The end result has been the students are having an improved learning clinical experience.

Limitations

One of the limitations we have come across is that adjunct clinical faculty are usually employed either part time or full time somewhere else. This can cause a problem with their availability to attend the debriefing consistently and many are not fully committed to this part time position. Another limitation we have identified is there are clinical faculty who just don’t utilize the resources provided.

Implications

The clinical debrief helps to define clinical faculty expectations and provide resources for pre and post conferences. It also helps build confidence and a sense of value and connectedness. “Scholars have identified that student’s clinical practice and their experiences with clinical instructors play an important role in shaping their professional values” (Dahlke, Baumbusch, Affleck, & Kwon, p. 692). With the need for quality clinical faculty increasing due to the nursing faculty shortage, the clinical debrief can be a valuable avenue used to bridge the gap and transition the adjunct clinical faculty from novice to expert. The clinical debrief ultimately provides a higher quality clinical experience for both faculty and students.

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