INDIVIDUAL LEADERSHIP DEVELOPMENT

Model the Way
• Self-reflection through journaling allowed me to assess my behaviors and recognize areas that I need to focus on to be a better role model for my peers, students, and my family

Encourage the Heart
• I became purposeful to congratulate peers and students on success and encourage them to pursue further opportunities.

Inspire a Shared Vision
• I engaged a team to develop an evaluation method to assess the perceptions and education needs of supplemental clinical nursing faculty.
• A model for orientation, evaluation, and development of supplemental clinical nursing faculty was developed

Enable Others to Act
• Empowered team members to lead aspects of the evaluation method.
• Inspired others to lead dissemination of project outcomes

TEAM LEADERSHIP PROJECT

Background
• Due to the shortage of nurse faculty, employment of clinical experts as supplemental clinical faculty is essential. As a result, nursing programs are challenged to offer strategic development and evaluation methods which address the unique needs of the supplemental clinical faculty.

Purpose
• The purpose of this program was to evaluate the perceptions of supplemental clinical faculty’s challenges and developmental needs.

Outcomes
• The results from the online surveys indicated that over 90% of the supplemental clinical faculty felt confident in their ability to address student issues and provide feedback. Despite this finding, 23% of the online respondents felt more training and education would help them better meet the needs of the nursing students.
• Focus group responses suggested supplemental clinical faculty need more education to better evaluate the level of students.

Implications for Nursing Education
• Common practice in many undergraduate nursing programs is to utilize supplemental clinical faculty.
• Ongoing supplemental clinical faculty development is necessary to ensure successful attainment of program and student outcomes.
• Evaluating the need of supplemental clinical faculty is essential for development

SCOPE OF INFLUENCE

Organization
• Chair of the University of Southern Indiana’s College of Nursing and Health Professions Faculty Advisor’s committee
• President of the University’s Alumni Council for the 2014-2015 term
• Chair of Alumni giving for the University’s Foundation Board (2014-2015 and 2015-2016 terms)
• Member of University’s Student Affairs committee.
• HRSA grant - interprofessional care coach at the Veterans Administration Clinic

Community
• Member of Saint Joseph Catholic School Board
• Chair of Saint Joseph Catholic School Wellness Committee
• Nominated for Old Courthouse Preservation Board of Directors

Profession
• Invited to be part of a new research consortium, which involves Tristate healthcare facilities, two universities and one local community college
• Presented at the 2014 Midwest Nursing Research Society Conference
• Presenting at AACN 2015 Baccalaureate Education Conference

Relationship of Three

Common Themes
1. Need more education to help assess and evaluate students at different levels within the nursing program.
2. Clinical faculty has many levels of students to evaluate: new graduate, traditional aged, etc.
3. Need to standardize program evaluation to make it easier.
4. Need for consistency within the program.
5. Need more feedback to help assess and evaluate students.

Supporting Comments
• This is difficult for new faculty who are new to the role of clinical faculty.
• Need clear guidelines for evaluation of students.
• Need more education for all faculty.
• Need more feedback to help assess and evaluate students.
• Need more education for our clinical faculty.