Evaluation of Clinical Adjunct Faculty, Clinical Teaching Partners, and Internship Preceptors Educational Needs, Challenges, and Barriers

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Background

- Clinical experts are often used as supplemental clinical faculty
- Nursing programs are challenged to offer strategic development and evaluation methods addressing the unique needs of these supplemental clinical faculty
- Ongoing professional development for these educators is essential
- To create a supplemental clinical faculty development program, assessment of their challenges and needs is necessary.
Purpose

- Overall Purpose was to evaluate the current perceptions of supplemental clinical nursing faculty

- An initial orientation/on-boarding workshop had been developed for nurses assuming supplemental clinical faculty roles

- The effectiveness of the evaluation and to ascertain the challenges and educational needs of supplemental clinical faculty required ongoing evaluation
Methods

- Focus groups – Delphi method was used to come up with focus group questions
  - Three different times for each of the three distinctly different supplemental clinical faculty roles
    - CLINICAL TEACHING PARTNERS
    - ADJUNCT CLINICAL FACULTY
    - CLINICAL TEACHING ASSISTANTS
- Online surveys – sent to all supplemental faculty assuming one of the three roles within the last 12 months.
Results

**Online Surveys**
- 90% of the supplemental clinical faculty felt confident in their ability to address student issues and provide feedback.
- Participants were confident in their ability to coach student critical thinking.
- Despite this level of confidence, 23% of the online respondents felt more training and education would help them better meet the needs of the nursing students.

**Focus groups**
- Need a better understanding of how to use student “care plans” and clinical evaluation to assess student performance.
- Reported difficulty differentiating between the expectations for students at varying levels.
- Course specific clinical evaluation forms were ambiguous and lacked consistent guidelines.
Implications

- Initial data from supplemental clinical faculty immediately following orientation indicated an improved understanding in their education roles.

- Subsequent evaluation (one year post orientation) data supports the need for further formal development workshops for supplemental clinical faculty beyond orientation.

- Ongoing evaluation and development for supplemental clinical faculty is critical to maintain student learning and support nursing program outcomes.
Next Steps

- Develop workshops addressing the top two needs of the supplemental clinical faculty
- Determine an education delivery method that will be efficient and effective in delivering the ongoing development content to supplemental clinical faculty
- Continue to evaluate the needs of the supplemental clinical faculty
- Identify high potential supplemental clinical faculty with a desire to pursue full-time nursing faculty roles
- Develop and mentor high potential for future faculty roles
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