



# An Orientation Program to Improve Teaching Competency in Clinical Nurse Faculty: A Quasi-Experimental Pilot Project

Bonnie M. Shaffer, DNP, RN, CNS  
American Sentinel University



## Abstract

Schools of nursing find themselves in need of Clinical Nurse Faculty (CNF). To meet this need, experienced nurses are hired from the bedside and placed in a teaching role without adequate preparation. The purpose of this pilot project was to determine the impact of a formal orientation program on improving clinical teaching competency for CNF. The findings of this pilot project will provide valuable information regarding the benefits of an orientation program to improve the competence of the bedside nurse who is transitioning to the role of CNF.

## Introduction

### Background:

- Lack of sufficient qualified nursing faculty nationwide
- Settle for “provisionally” prepared faculty
- Lack of training can hinder role transition
- Higher education takes several years to complete
- An orientation program, provided by academia can develop successful educators

### Purpose:

- To determine impact of orientation program on improving clinical teaching competence

### Significance:

- Establish evidence
- Contribute new knowledge to nursing education
- Students gain confidence regarding nursing skills/abilities
- Produce satisfied, competent, and safe practicing nurses

**Research Question:** Among clinical nursing faculty, will a faculty orientation program impact faculty’s self-assessed competency to teach clinical courses, as compared to current practice, which consists of no formal orientation?

## Methods and Materials

**Design:** Pretest-posttest quasi-experimental

**Sample:** convenience sample of 11 adjunct nursing faculty hired in previous 12 months

### Process:

- Self-Assessment via Clinical Teaching Competence Inventory (CTCI)
- Attended a structured orientation program
- Taught one clinical rotation
- Repeated self-assessment via CTCI (5-12 weeks after intervention)

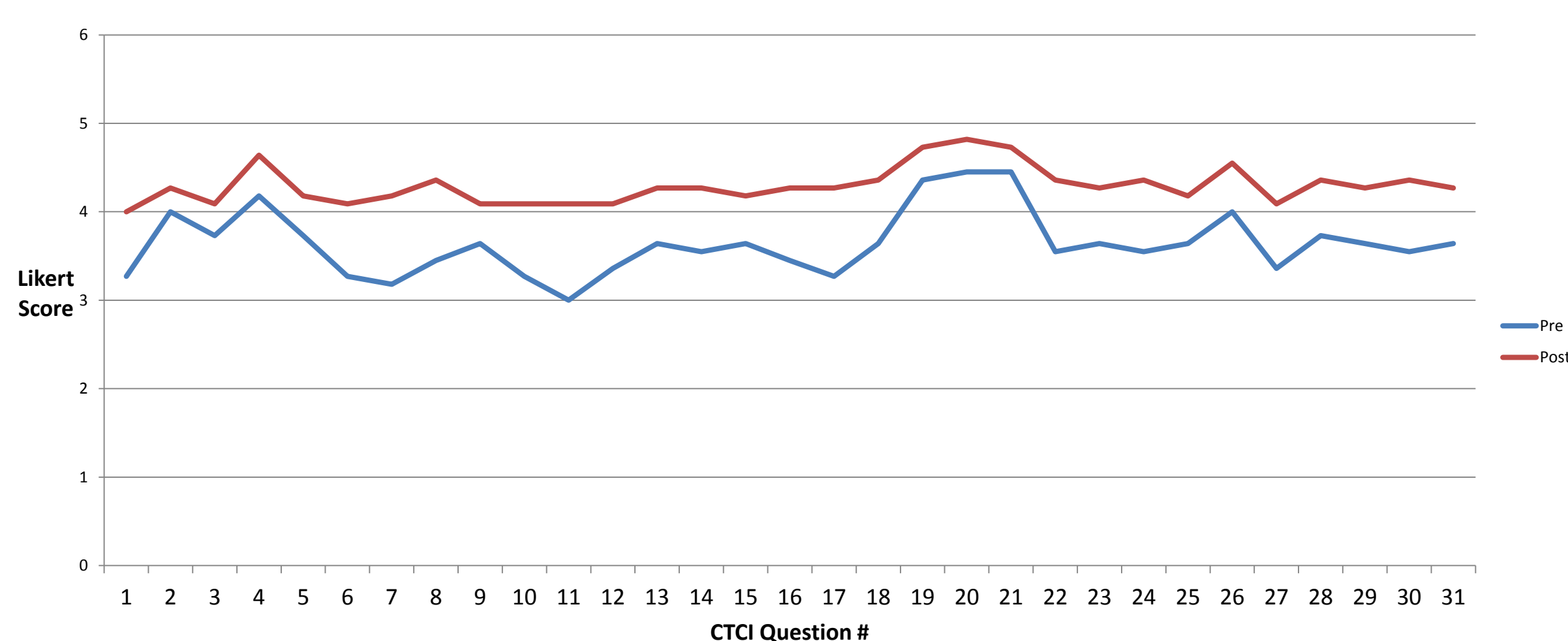
**Setting:** proprietary SON in the Rocky Mountain region

**Instrument:** CTCI, proven valid & reliable, was developed to assess clinical faculty competence

### The Orientation Program

- Student Evaluation
  - Coaching process, Failing a student
- Goal Setting and Individual Teaching
  - Ways to engage the students intellectually
- Teaching Strategies
  - Stimulate development of critical thinking/ problem solving
- Demonstration of Organized Knowledge
  - Consistency, approachability, proficiency

Figure 1. CTCI Pre- and Post Scores.



## Results

- Paired samples t-test to evaluate impact
- Data did not meet assumptions for parametric testing
- Wilcoxon Signed Ranks test used
- All 31 of the CTCI post-intervention scores improved
  - 9 = large effect
  - 18 = moderate effect
  - 4 = small effect

The findings indicated that CNF had improved perceived teaching competence after participating in a formal orientation program.

Table 1. Demographic Characteristics of the Sample (N = 11)

Variables	Mean ± SD
Months Employed	4.73 ± 4.98
Years RN Experience	19.41 ± 15.75
Variables	n (%)
<b>Age Group</b>	
20 to 30	3 (27.3)
31 to 40	2 (18.2)
51 to 60	4 (36.4)
61+	2 (18.2)
<b>Gender</b>	
Male	1 (9.1)
Female	10 (90.9)
<b>Marital Status</b>	
Married/Domestic Partner	6 (54.5)
Single/Never Married	2 (18.2)
Separated	1 (9.1)
Divorced	1 (9.1)
Widowed	1 (9.1)
<b>Highest Nursing Degree Held</b>	
Baccalaureate	6 (54.5)
Masters	5 (45.5)
<b>Why do you want to be a CNF?</b>	
Give back to the profession	5 (13.5)
Want to make a difference	5 (13.5)
Enjoy/like teaching	10 (27)
Offers flexible scheduling/hours	6 (16.2)
Financial reason (i.e., supp. income)	3 (8.1)
Want part-time hours	4 (10.8)
Obtain teaching experience	4 (10.8)

## Discussion

### Meaning of Results:

- Age and gender representative of nursing population
  - Average age of nurses = 50
  - Licensed male nurses = 11%
- Orientation improved CNF competence
  - All 31 items on CTCI had improved scores
  - Total\_pre and Total\_post scores also improved

### Significance to Nursing Profession

- Many strongly suggest well-defined orientation
- Leaders can customize orientation using project template
- Better prepared CNF = Better educated students
- Academic institutions achieve Student Learning Outcomes
- Produce quality nurses who provide competent, safe care

## Conclusions

The purpose of the pilot project was to determine the impact of a formal orientation on improving clinical teaching competency for Clinical Nurse Faculty. The findings did reveal an improvement in CNF competency after attending an in-depth orientation. Hence, leaders in academia can use the information in this study to build an orientation program appropriate to their academic institution to prepare all new and established clinical faculty for the role of educator. This will ensure delivery of adequate clinical education to student nurses so that students graduate from programs prepared to provide safe, competent care to the populace.

## Contact

Bonnie M. Shaffer, DNP, RN, CNS  
Email: christmasbaby1966@gmail.com  
Phone: 720-425-9716



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