Can Knowledge Transfer In Baccalaureate Nursing Students Be Improved by Developing and Utilizing a Clinical Faculty Toolkit?

Traci C. Freeman, MSN, RN and Mikel W. Hand, EdD, RN, OCN, NE-BC, NEA-BC

University of Southern Indiana
College of Nursing & Health Professions

Implications for Practice

The theory practice gap is a significant problem in nursing education due to a shortage of qualified nursing educators (Flood & Robinia, 2014)

As a solution, adjunct clinical faculty are being recruited and hired to oversee the education of students at the bedside (Suplee, Gardner, & Jerome-D'Emilia, 2013)

This solution emphasizes the gap between the theory and practice of nursing for these new learners (Flood & Robinia, 2014)

Due to this gap, students are struggling with assimilating basic information when caring for acutely ill patients

The result of this phenomenon is poor student outcomes and a potential decrease in continuity and quality of patient care (Flood & Robinia, 2014; Doulatabad, et al., 2015)

Setting and Method

Setting and sample

A baccalaureate nursing program at a Midwestern University

A convenience sample of approximately 60, second semester nursing students and 10 adjunct clinical faculty

Method

Mixed method design, utilizing weekly lecture content recordings, narrative reports from clinical faculty and pre and post NCTEI surveys from all participants (students and adjunct faculty)

Implementation of Clinical Faculty Tool Kit developed for project

Clinical Question & Purpose

PICOT Question: In second semester undergraduate nursing students, can implementation of an adjunct clinical faculty toolkit increase successful knowledge transfer from classroom to clinical in a 16-week rotation

The purpose of this project is to develop, implement, and evaluate an evidence-based intervention to bridge the gap in knowledge transfer from classroom to clinical.

GOAL: The anticipated outcome is to enhance knowledge transfer for the students and improve patient quality of care

Proposed Project

Adjunct clinical faculty will be provided with a weekly toolkit.

The toolkit will consist of recorded podcasts which correspond to the weekly lecture content as well as appropriate lecture hand outs, and face to face, clinical support

Adjunct faculty will incorporate material from podcast into student’s clinical experience each week

Adjunct faculty will evaluate student learning related to weekly topics

Students will evaluate material incorporated as well as effectiveness of adjunct faculty teaching

Background

Theoretical Framework

Schematic of Social Learning in Baccalaureate Students based on Bandura’s Social Cognitive Theory

References:


References:


Setting and Method

Setting and sample

A baccalaureate nursing program at a Midwestern University

A convenience sample of approximately 60, second semester nursing students and 10 adjunct clinical faculty

Method

Mixed method design, utilizing weekly lecture content recordings, narrative reports from clinical faculty and pre and post NCTEI surveys from all participants (students and adjunct faculty)

Implementation of Clinical Faculty Tool Kit developed for project

Anticipated outcomes:

- Improve patient care outcomes by improving quality of care delivered by nursing students
- Increased adjunct faculty teaching effectiveness ratings
- Increased student performance in clinical practice based on application of theoretical knowledge
- Decrease gap between didactic content and clinical performance
- Increase adjunct clinical faculty understanding of the curriculum