

## Nursing Education Research Conference 2018 (NERC18)

### Nurse Faculty Enhancing Best Practices in the Clinical Setting

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#### **Nurse Faculty Enhancing Best Practices In The Clinical Setting**

Nursing clinical teaching is a valued and essential part of nursing education (Roberts & Glod, 2013) and, the clinical learning environment is central to nursing education (Madhavanpraphakaran, Shukri & Balachandran, 2014). Nurse preceptors play a significant role in the clinical education of nursing students and preceptorship is an effective approach to clinical education, assisting students to develop competence and confidence (Madhavanpraphakaran et al., 2014). Preceptors provide direct clinical instruction to students and nurse faculty support preceptors (Dahlke et al., 2016). But, preceptors may not have the necessary knowledge and skills to provide care based on best evidence (Ciliska et al., 2011).

Students have noted differences in what they learned at school and how a procedure is performed in real health care settings (Adelman-Mullally, Mulder, McCarter-Spalding, Hagler, Gaberson et al., 2013). Faculty members working with preceptors act as educational resource (Madhavanpraphakaran et al., 2014). Clinical faculty may observe unequal implementation and administrative support for evidence-based practice (EBP) among units and across settings in a health care organization (Hagler, Mays, Stillwell, Kastenbaum, Brooks et al., 2012). They need to play a significant role in nursing practice by collaborating with staff nurses and nurse preceptors to provide an optimal learning experience for undergraduate students (McClure & Black, 2013) and, to ensure nursing care is based on best practices.

Clinical faculty can demonstrate leadership skills through collaboration with the staff. Clinical faculty collaborating with nursing staff will enhance student learning and, satisfaction of both staff and students (Adelman-Mullally, et al., 2013). They have the potential to transform nursing units (Adelman-Mullally et al., 2013) by collaborating with staff nurses to ensure safe and quality nursing care. Clinical faculty can challenge the status quo in the clinical setting by providing information and suggestions about new evidence for change in nursing practice (Adelman-Mullally et al., 2013). Nursing students are expected to learn and provide evidence based care, they need to be guided by clinicians who believe in and implement EBP (Hagler, et al., 2012). It is necessary to expand nurse faculty roles in the clinical setting to address nursing care that are not congruent with current best practices in health care institutions.

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#### **Title:**

Nurse Faculty Enhancing Best Practices in the Clinical Setting

#### **Keywords:**

Clinical Nurse Faculty, Nurse Preceptors and Nursing Clinical Teaching

#### **References:**

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**Abstract Summary:**

Nursing students are expected to learn and provide evidence based care, they need to be guided by clinicians who believe in and implement EBP. Faculty must play a significant role in nursing practice by collaborating with staff nurses and nurse preceptors to provide an optimal learning experience for undergraduate students.

## **Content Outline:**

### **Introduction**

- A. Nursing clinical teaching is essential to nursing education (Roberts & Glod, 2013).
- B. Preceptors vital to student learning (Madhavanpraphakaran et al., 2014).
- C. Preceptors provide direct clinical instruction to students (Dahlke et al., 2016).

### **Body**

- A. Preceptorship is an effective approach to clinical teaching (Madhavanpraphakaran et al., 2014).
- B. Preceptors may not have the necessary knowledge and skills to provide care based on best evidence (Ciliska et al., 2011).
- C. Clinical faculty may observe differences in evidence-based practice on nursing units (Hagler et al., 2012)

### **Conclusion**

- A. Nurse faculty have potential to transform nursing units (Adelman- Mullally et al., 2013).
- B. Nursing students are expected to learn and provide evidence based care (Hagler et al., 2012)
- C. Clinical faculty can enhance student learning by collaborating with nursing staff (Adelman-Mullally et al., 2013)

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**Professional Experience:** I have been a full time nurse faculty for 12 years both at the undergraduate and graduate levels. I teach both didactic and clinical courses. I currently teach medical-surgical and pediatric nursing to undergraduate students. I have taught health assessment and fundamentals of nursing. I have also taught women's health and pediatric primary care to nurse practitioner students

**Author Summary:** This author is an experienced family nurse practitioner and assistant professor of nursing. She has extensive experience in adult health and pediatric nursing, she also has experience in clinical teaching in both areas at the undergraduate level. She has been an instructor of graduate students in women's health and pediatric primary care.