

How to Best Educate Nursing Adjunct Clinical Faculty

Kim M. Bro, PhD, RN
Mount Mercy University

Background

- Since 2002, part-time nursing faculty increased 72.5 percent
- More than 58 percent of baccalaureate and higher degree programs reported hiring part-time faculty as primary plan to fill full-time positions due to nurse faculty shortage and increasing student enrollments
- Nursing Adjunct Clinical Faculty are expert clinicians, but may lack formal education to educator role
- Knowing how to prepare Nursing Adjunct Clinical Faculty for clinical teaching is critical to ensure students provide safe, quality care as students and as novice nurses



Literature Review

- Orientation to clinical teaching role is typically nonexistent
- Mentoring programs and mentoring recommended
- Transition from expert clinician to novice educator role may produce anxiety for a short period of time
- Nursing Adjunct Clinical Faculty may have full-time jobs or other part-time jobs in addition to their clinical teaching position
- Absence of research related to Nursing Adjunct Clinical Faculty, specifically how to best educate for teaching role

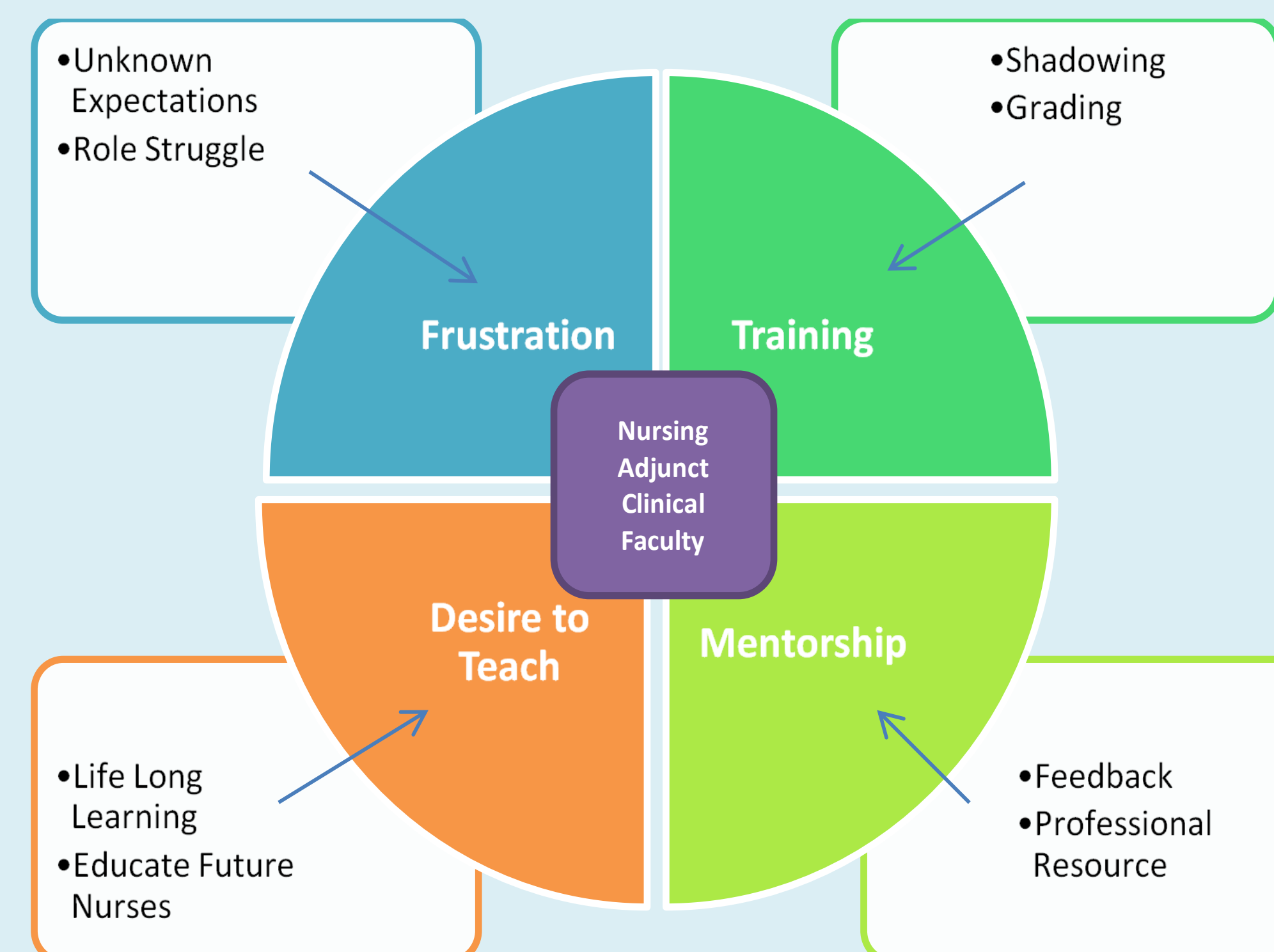
Research Method

- Qualitative Method-van Manen's Hermeneutic Phenomenology
- Philosophical Underpinning-John Dewey's Philosophy of Experience and Education
- Theoretical Model-Benner's Novice to Expert Model of Skill Acquisition
- Interviews with 12 Nursing Adjunct Clinical Faculty from three Midwest private baccalaureate institutions with no less than one semester and no more than four semesters clinical teaching experience

Results of Study

Four major themes and eight subthemes identified

Model of Nursing Adjunct Clinical Faculty Experiences



Conclusions

Novice Nursing Adjunct Clinical Faculty

- Frustration with assimilation to clinical educator role due to unknown expectations and role struggle
- Training inadequate, incomplete, or non-existent to clinical teaching role; If formal training received, it was not sufficient to be successful
- Mentorship with a professional resource for feedback, preferably experienced clinical faculty; and person as a "point of contact" for very quick feedback
- Desire to teach as life long learners and want to help educate future nurses

Contribution to Nursing Education

- Nursing Adjunct Clinical Faculty report wanting to know more about leading clinical teaching experiences
- Shadowing another clinical faculty would be most helpful
- Assistance with grading clinical write-ups would improve proficiency in grading
- Identify a "point of contact" person available to answer questions quickly

References

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