

Subscription Learning: A Technology-Based Component of Clinical Faculty Orientation

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Funding

This project received support from an internal Innovation Award through the University of North Georgia.

Problem

- Challenges with providing part-time clinical faculty a comprehensive clinical orientation
 - Retention
 - Connection to program outcomes

- Evidence suggests that strong orientation programs for part-time clinical faculty can lead to **improved faculty retention** and **better student outcomes** (Davidson & Rourke, 2012; Hewitt & Lewallen, 2010; Johnson, 2016)

Background

- Evidenced-based components of high quality faculty orientation (Hewitt & Lewallen, 2010):
 - **Departmental policies and procedures**
 - **Best practices for student success**
- The majority of the orientation experience consisted of departmental policies and procedures
- **How can we get part-time clinical faculty more information about educational best practices and connect this to high-level program outcomes?**

Background

- **Subscription learning:** intermittent stream of small learning sessions (Thalheimer, 2016)
 - Typically dependent on technology for delivery
 - Emphasis on retention, small daily time commitment
- Utilizes commonly available technology
- Our program decided to use this approach as a supplement to the traditional part-time clinical faculty orientation

Methods

- Exploratory pilot study, IRB approval obtained
- Aims:
 - **Explore the experience and satisfaction of part-time clinical faculty with the subscription learning platform.**
 - **Explore perceptions of feasibility and usefulness of the subscription learning platform by supervisors of part-time clinical faculty.**
- Is this worth further investigation?

Methods

- All part-time clinical faculty invited to participate
 - 13 initially agreed to take part
 - 9 completed the post-survey
- Full-time faculty supervisors of participating part-time faculty members invited to participate
 - Technology lessons learned
 - Six full-time faculty invited
 - Five completed the post-survey
- Pre/post learning experience surveys used to collect data (adapted from Billington, 1996)

Participants

- Nine Part-Time Clinical Faculty
 - Women aged 26-57
 - 5 with MSN, 4 with BSN
 - 8 had engaged in online learning previously
 - No initially expressed concern with subscription learning concept
 - Early adopters
- Five Full-Time Faculty
 - Women aged *48-60
 - All 5 with MSN

Platform Development

- Utilized software-as-a-service (SAAS) to minimize initial cost
 - Survey software
 - Email service
- Lesson content in email template
- Call-to-action link for evaluation
- Fully automated after email addresses were entered

Platform Development

- Used BSN program outcomes to structure learning content
 - Holism
 - Assessment
 - Communication
 - Documentation
 - Evaluation
 - Nursing Frameworks
 - Compassion
 - Diversity
- **Apply high-level program outcomes to clinical experiences**

Platform Development

- Each lesson targeted to take between 2 and 5 minutes to complete
- Modules consisted of text, images, and multiple choice assessment questions
- If assessment question was answered incorrectly, automatic remediation lesson
- Emphasis on strategies for clinical instruction and debriefing

How well did subscription learning activities... (n=9; mean, median, range)

Make you feel safe and supported in your learning?	4, 4, 3-5
Foster intellectual creativity?	3.3, 3, 1-5
Make you feel respected as an intelligent adult?	4.1, 4, 3-5
Provide you the opportunity to take responsibility in your learning?	4.3, 4, 3-5

How well did subscription learning activities... (n=9; mean, median, range)

Allow you to pace your own learning so that you felt challenged but not overwhelmed?	3.4, 4, 1-5
Allow you to feel actively involved in the learning?	3.6, 4, 2-5
Provide opportunities for feedback on your learning?	4, 4, 3-5

Qualitative Responses from Part-Time Clinical Faculty

- Positive responses to post-conference activity suggestions
- Time commitment reasonable
- Faculty with previous teaching experience felt “very easy”
- Automated system felt “chill”, positive response to automated feedback

Responses from Faculty Supervisors

- Positive response to potential orientation strategy
- Potential for other types of use, such as Certified Nurse Educator Exam

...there are so many other issues we have to discuss in orientation for faculty that we never seem to get to this type of discussion. It is difficult to get part time faculty to orientation, so we try to cover all the logistical stuff there, and that takes most of the time.

Moving Forward...

- Continuing to work with subscription learning idea
- Further exploration of how low cost, low time-commitment, automated systems can provide personalized learning/orientation support
- **Explore...**
 - Timing of emails
 - Varying types of assessment questions
 - Other settings

Thank you!

QUESTIONS?

References

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