Expert Clinician to Novice Clinical Faculty:

CLN’s Online Course to Support this Transition

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Background

- CLN Program Committee role
  - Committee has existed since the early days of the organization
  - Has a representative membership – faculty, staff development educators, clinicians from multiple types of settings, administrators from the practice setting and from academia
  - Mission is to address the professional development needs of educators and their students, and through education, to address critical workforce issues that face the profession
  - Programming has consistently reflected this mission
  - Became active in developing online programming in 2000 in collaboration with Charter Oak State College
In 2004, we first heard stories about their experiences from committee members who had been in a clinical faculty role. They said things such as the following:

- “I took a position, was given the syllabus and essentially told go teach”
- “I felt like I was doing everything by the seat of my pants with little support”
- “With little else to go on, I modelled what I did with students on how I was taught”
- “I felt alone and isolated but did the best I could”

We began to feel a sense of urgency that this was an educational need that we had to address, it was at the bull’s eye of our mission
Stories from the Literature

- The stories of our members are reflected in the literature dating back as far as the mid 90’s and continue to be reflected to the present day.
- The stories have often been described in terms of role transition from expert to novice, in a reversal of Benner’s model.
- Two qualitative studies, conducted with new full-time clinical faculty within this framework were of particular interest.
- Though focused on full-time clinical faculty, the stories told could relate as well, if not more so, to part-time faculty who are more isolated and have fewer opportunities for socialization and support.
Qualitative Studies


- 135 reflective narratives from 45 participants were analyzed

- One overarching pattern: The phenomenon of learning to teach

- Three themes:
  - Buckle your seatbelt
  - Embracing the novice
  - Mentoring in the dark
Qualitative Studies


- 18 novice educators participated in semistructured interviews with the researcher

- The metaphor of a mermaid swimming in “a sea of academia” is used in the description of the 6 patterns that emerged from the data:
  - Sitting on the shore
  - Beginning strokes
  - Splashing in the shallows
  - Throughout the waters
  - Drowning
  - Treading water
2004 – The sense of urgency to address the need continued, but efforts to address it were unsuccessful.

2010 - Got fully committed to this and considered multiple approaches.

2012-2013 CLN made the decision to self fund and independently offer an online course.

- Project directors conducted needs assessment and planning sessions with deans and directors to develop a detailed course outline.
- Obtained open source learning management platform through CTDLC.
Timeline

2014 – 2015

- 30 CEU contact hours (ANCC) obtained
- Launched pilot course in January, 2014,
- Galen College contracted sections for its clinical faculty from multiple campus locations as a standardized approach to new clinical faculty orientation
- Open cohorts were offered for new clinical faculty from Connecticut but also included a number of out of state and international students
- 16 cohorts of students completed the course during this time
Course Framework

- 3 weeks with 6 lessons - 2 Lessons per week
- Reading assignments in the text and selected articles posted in the course documents section of the course for each lesson
- A lecture that summarizes the key points of the lesson topic and includes internet links that extend the scope of the lesson content
- 2 discussion board assignments per lesson for a total of 12 assignments over the 3 week period
- Individual faculty feedback to each student each lesson and posting of a lesson summary
Course Lessons

- Lesson 1 – Culture of the Educational Environment and the Role of Clinical Faculty
- Lesson 2 – Making Connections with Clinical Agency Partners
- Lesson 3 – Selecting Student Learning Experiences and Use of Pre-Clinical Conferences
- Lesson 4 – Guiding Student Learning Experiences and Use of Post-Clinical Conferences
- Lesson 5 – Formative and Summative Evaluations
- Lesson 6 - Ethical and Legal Considerations in Clinical Nursing Education
Content development teams were created from the deans and directors group, seasoned clinical faculty, and members of the program committee:

- Lesson 1: Linda Kapinos, FT, AD Faculty, Course leader
- Lesson 2: Katie Olive, PT BS Faculty, FT Home Care & Committee Member
- Lesson 3: Julia Rosa, AD Faculty & Susan Eichar, BS Director
- Lesson 4: Mary Manka AD Faculty & Eileen George, AD Director
- Lesson 5: Paula McCauley, BS Dean
- Lesson 6: Susan Westrick, BS Faculty & Lisa Rebeschi, BS Director

Project directors refined the final lessons and assumed responsibility for teaching the course:

- Jane Murdock Lessons (1-4), and Susan Deane (Lessons 5-6)
Course Preview
To what extent do you feel that your clinical teaching skills have increased as a result of taking this course? (16 cohorts – N=160, 100% response rate)
Student Comments: Course Content

- “I did get some new ideas from this course!”
- “I liked the ideas for post conference. I plan to go back and look at that section again and brainstorm some things for my clinical groups”
- “By applying this information learned I will be better equipped to perform clinical evaluations”
- “The content and the fact that I was able to get ideas from other clinical nurse educators.”
- “I enjoyed the activities the most. I feel that this was a way to apply what I learned. In reading responses from other course participants, I was able to see differing views, which was also quite helpful.”
Student Comments: Challenges of the Course

- “Time frame because of other obligations.”
- “There were considerable reading assignments, but all information was pertinent and important.”
- “The many links and videos. While they contributed to my learning I often felt that there was too much to view. I would not offer any changes, the program speaks for itself.”

Average hours per week: 12-15
Student Follow-Up Survey Results
(N=25, 16% Response Rate)

When did you complete the CLN Clinical Faculty Course?
Answered: 25  Skipped: 0

<table>
<thead>
<tr>
<th>Year</th>
<th>Responses</th>
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<tbody>
<tr>
<td>2014</td>
<td>35.00%</td>
</tr>
<tr>
<td>2015</td>
<td>64.00%</td>
</tr>
<tr>
<td>Total</td>
<td>100.00%</td>
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Student Follow-Up Survey Results

**Did you have experience as a clinical educator prior to taking the CLN Clinical Faculty Course?**

- None, I took the course before I started as a clinical educator: 16.00% (4 responses)
- I had less than 6 months: 48.00% (10 responses)
- I had 1-5 years: 32.00% (8 responses)
- I had 6-10 years: 8.00% (2 responses)
- I had more than 10 years: 4.00% (1 response)

Total: 25
“Really defined my role as the clinical educator and I was able to compare my characteristics to those of the best instructors. I am able to focus on weaker areas.”

“I now understand the importance of the role of the clinical faculty in maintaining relationships with clinical partners that are set by the Director of Clinical Education. “

“I believe I have had a more meaningful pre and post clinical assignments. I try and have a structured objective and activity. “

“I was more engaging during slow times in clinical experiences and used post-conference like an SBAR/report including discussions of what went well, what could have went better, and what if scenarios. “
“The lessons learned here greatly enhanced my post conferences with the student. We integrated the learning objectives with the experiences.”

“Evaluation tools are used through the school but how to give feedback and making it constructive was very useful knowledge and a point that I make to pass forward to my new adjunct faculty.”

“I still use 'Characteristics of Successful and Unsuccessful Nursing Students' as a guide for my own feedback on formative and summative evaluations.”

“Ethical issues are always difficult. The strategies I learned in this model was helpful.”
Deans and Directors Feedback
(N=12, 50% Response Rate)
Deans and Directors Feedback

Explain how you think the course impacted their transition to the clinical faculty role.

- "They offered feedback that the course was very helpful. They especially found the case studies beneficial."

- "The faculty reported back that it was helpful. For the new faculty it was very helpful, the experienced faculty said it gave them some fresh ideas and perspective."

- "I believe the course gave faculty a solid foundation to enter into the clinical faculty role. We also used it for one faculty who was already in the role, but needed mentoring and development to become more effective in the role. This faculty members evaluations have been positive since she completed the course."
Have the clinical faculty been retained in their position more frequently than in the past?

- 7 responded “na”
- 4 responded “yes”
- 1 responded “not enough time to tell”
Deans and Directors Feedback

Did you utilize this course to document faculty development of clinical faculty for accreditation?

- 5 responded “na” or “no”
- Other comments:
  - “I did not, but will now!”
  - “I don’t believe so but could add it to our assessments and outcomes! “
  - “Not as the primary reason, but it definitely serves that purpose also. I really wanted new clinical faculty to gain knowledge regarding the roles and responsibilities so that they had a better foundation to work in this role. “
Deans and Directors Feedback

If you currently do not use the course for accreditation purposes, do you think you may use it in the future? Why or why not?

- “I will continue to use it in the future because it is a high quality resource.”
- “Yes, because it does document how you orient new faculty.”
- “Yes-School of Nursing traditional BSN program has just been approved and in the process of hiring faculty over this year. I will be looking to access the course for new hires.
- “We do not have funding to compensate faculty who may or may not choose to take this course. Currently, we do not have a mandatory CE requirements for our clinical educators and most clinical adjuncts need to maintain CE’s for their clinical practice.”
- “Yes, if the times were more flexible and/or online”