Answering the Call:
5 Rs of Clinical Nursing Faculty Preparation

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AACN Transform 2022

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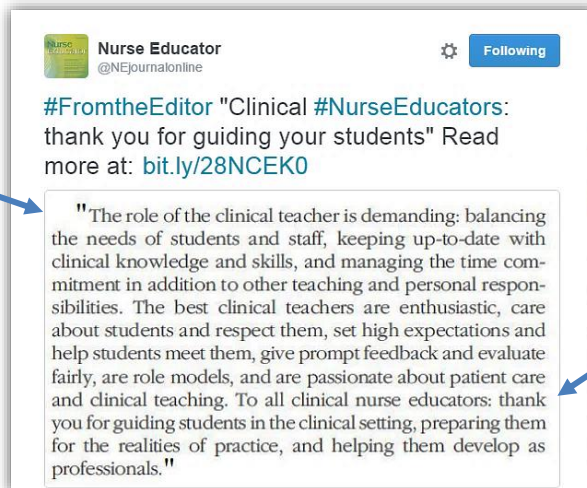
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Objectives

- Identify the benefits of providing structured orientation to the clinical faculty role for Maryland's pre-licensure nursing programs
- Discuss the 5Rs framework for clinical faculty development
- Recognize opportunities for supporting clinical faculty certification

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Clinical faculty matters!

Nurse Educator
@NEjournalonline
Following ⚙

#FromtheEditor "Clinical #NurseEducators: thank you for guiding your students" Read more at: bit.ly/28NCEK0

"The role of the clinical teacher is demanding: balancing the needs of students and staff, keeping up-to-date with clinical knowledge and skills, and managing the time commitment in addition to other teaching and personal responsibilities. The best clinical teachers are enthusiastic, care about students and respect them, set high expectations and help students meet them, give prompt feedback and evaluate fairly, are role models, and are passionate about patient care and clinical teaching. To all clinical nurse educators: thank you for guiding students in the clinical setting, preparing them for the realities of practice, and helping them develop as professionals."

SBindonTransform2022   Tweet 6/21/16. Oermann, M. (2016). Reflections on clinical teaching in nursing. *Nurse Educator,* (41)4, p. 165

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Remember when…

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Background

- Expand Maryland' capacity to teach nursing students in clinical settings
- Clinical faculty vital to help students apply classroom/lab concepts
- Prepare clinical instructors with clinical, but no teaching expertise
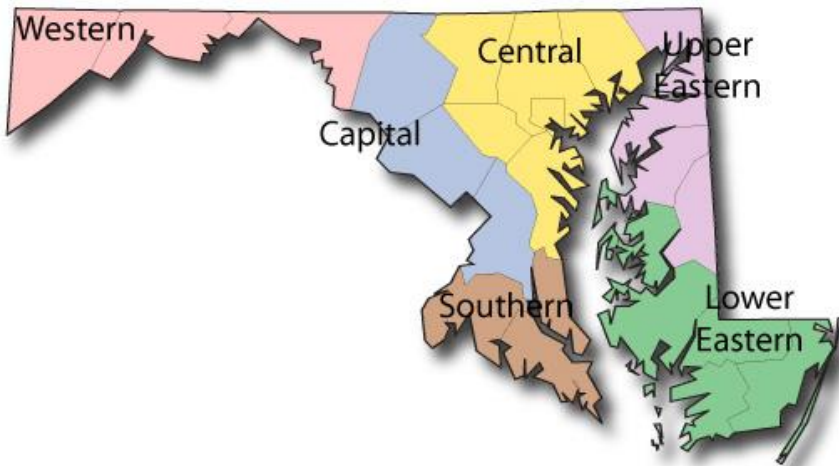- Consistent preparation to enhance faculty and student experience

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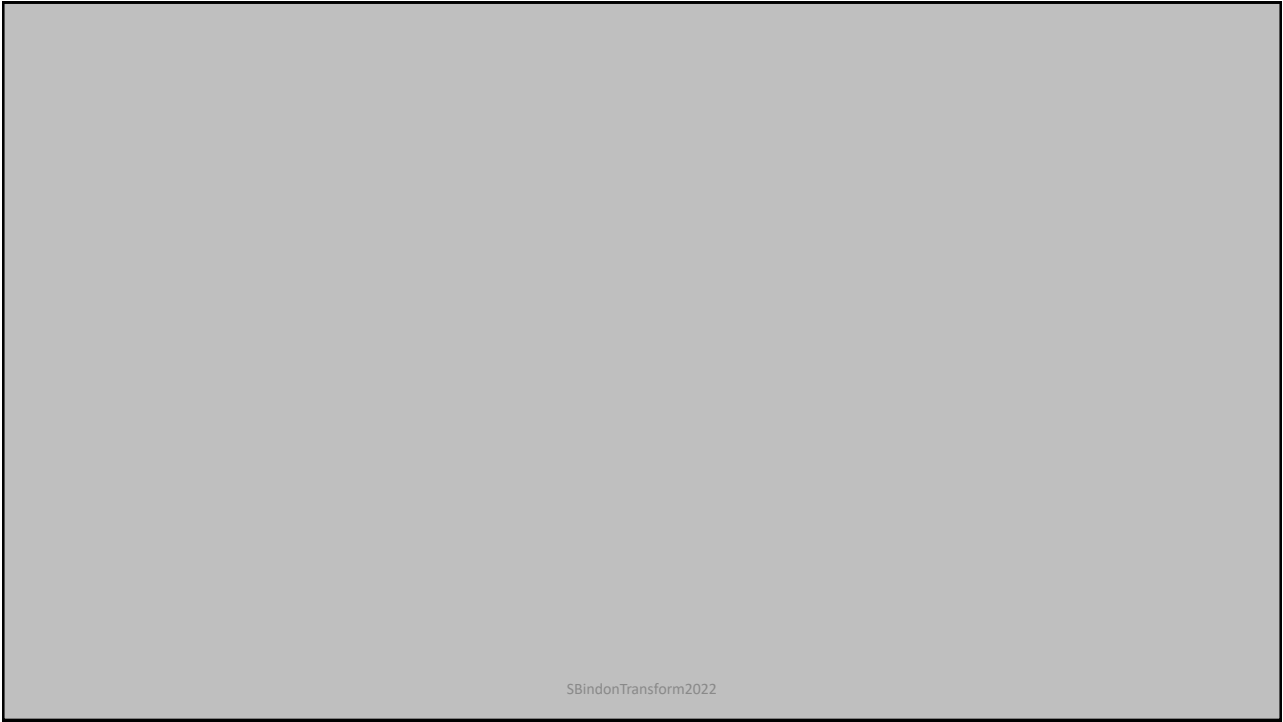SCHOOL OF NURSING
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Wanted: Great Clinical Faculty!

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Maryland by Region

Western

Central

Upper Eastern

Capital

Southern

Lower Eastern

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THE PROPOSAL

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Overview
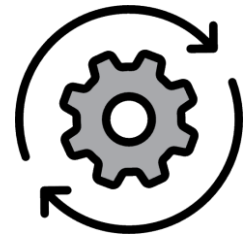
🚲	3 grant cycles with over $1.1 million awarded
$	Statewide effort, offered free of charge, via an NSP II grant
⌨	Series of interactive 2-day virtual workshops
📞	13.5 ANCC contact hours offered
📚	Information and skills practice for new adjunct clinical faculty
👤	Follow-up sessions offered for continued support
🏅	Certification support and incentive

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Process

- Collaborate with
  - National clinical teaching author/expert
  - Standardized patient program coordinator
  - Nurse attorney
- UMSON faculty with focused areas of expertise
  - Teaching and learning, professional development
  - Clinical teaching
  - Simulation and debriefing
- Creative teaching/learning strategies*

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5 Rs Framework

Role: What is a clinical faculty member?

Responsibilities: What will I do, & how?

Resources: Where can I go for help?

Realities: What happens when…?

Relationships: Who will I connect with?

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(Bindon, 2020)

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Role

- Expert clinician
- Teacher and facilitator
- School representative
- Student advocate
- Professional partner

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Responsibilities

- Aviate, navigate, communicate
- Organization
- Facilitate learning
- Student assessment and evaluation
- Safety!

Competencies
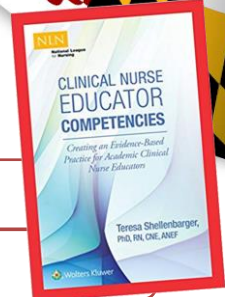
1. Function within the education and health care environment

2. Facilitate learning in the health care environment

3. Demonstrate effective interpersonal communication and collaborative interprofessional relationships

4. Apply clinical expertise in the health care environment

5. Facilitate learner development and socialization

6. Implement effective clinical assessment and evaluation strategies

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Shellenbarger, 2018

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Resources

- Course director
- School resources
- Hospital partners
- Peers
- Formal education
- Evidence

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Realities

plan A

plan B

real life

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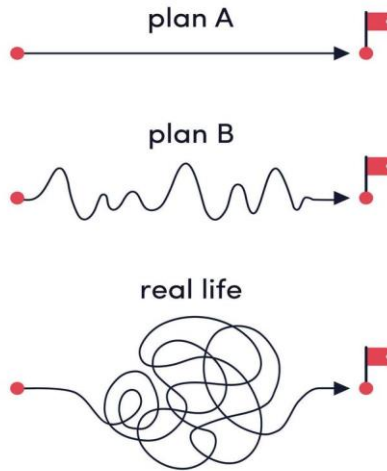
Relationships

- Networking
- Clinical group dynamics
- Peers
- Faculty
- Colleagues
- UMSON

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Program

- Didactic
  - "What & How" morning sessions
- Application
  - Hands on afternoon application sessions
  - Individual reflection
  - Group-based learning activities
  - Use of standardized students, discussion, debriefing

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HOT TOPICS!

Readiness	Assessment and Evaluation Tools	Faculty Support	Making Assignments
Alternate Learning Activities	Legal and Ethical Aspects	Feedback Strategies	Certification

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Philosophy of Clinical Teaching

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Making Student Assignments

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Providing Feedback

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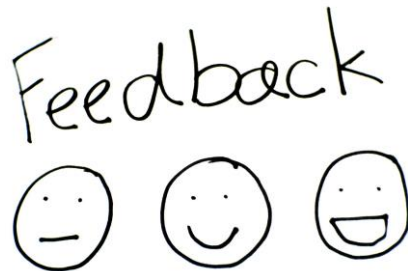
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Standardized Students

- SPs trained to portray students
- Five realistic scenarios developed by faculty
  - 2 versions, front and back story
- Facilitated small groups
- Safety first!
- Time in, time out
- Goal to identify underlying issues and help students progress

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University of Maryland
Standardized Patient Program

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Considerations

- Challenging
- Exciting
- Emotional
- Realistic
- Meaningful
- Memorable
- Applicable
- Exhausting

- Design/development
- Neutrality/diversity
- Cost
- Availability
- Time
- Space
- Facilitation
- Debriefing

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> ❯ INNOVATION
>
> **Teaching the Teachers**
>
> **Standardized Students Provide Real-Life Scenarios at Teaching Workshop**

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Follow-up Support Sessions

- Discuss process and eligibility for CNE-CL certification exam
- Practice key test-taking strategies
- Resources for exam preparation
- Next steps in individual certification plan

CNEcl
Academic Clinical
Nurse Educator

Certified Academic Clinical Nurse Educator
(CNE®cl)
2022 Candidate Handbook
Revised August 4, 2022

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Program Evaluation

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Outcomes

- Over 3 grant cycles, ~450 faculty from nearly 60 different sites across Maryland have completed the program
- Networking, resources, mentoring, collective wisdom
- Excellent evaluation data for program design & delivery with all items >4.5 on 5-point scale
- Highly engaged learners represent geographic, programmatic, and learner diversity
- 12 attendees have become CNE-Cl certified
- 100% of attendees would recommend the program to colleagues!

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Evaluation data, pre-post

Pre-Post Self Report Knowledge Assessment (1-5 scale from Not at All Confident to Very Confident)				
	August 2021 Mean	January 2022 Mean	May 2022 Mean	August 2022 Mean
Pre	3.27 (n=33)	3.15 (n=41)	2.98 (n=20)	3.22 (n=30)
Post	4.36 (n=17)	4.33 (n=23)	4.61 (n=13)	3.25 (n=17)
Difference	+1.09	+1.18	+1.63	+.03

Top 5 Comments

1. Should be mandatory workshop for all clinical faculty
2. Plan to use the tools to better provide feedback to students
3. Enjoy interactive activities, especially standardized students
4. Plan to listen more, better understand student goals and frames
5. Better understanding of how to communicate with students in the clinical setting

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Ongoing efforts

- Workshops offered 3 x year
- Marketed to broad audience, strong response
- Extended post-workshop follow-up
- Continued CNE-cl certification support and incentive
- Dissemination!

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