



Clinical Faculty Academy Mission, Purpose and Objectives

Mission: To develop qualified staff nurses for the role of clinical nurse educators to increase faculty workforce and expand enrollments in nursing schools.

Purpose: The purpose of the Academy is to:

- ❑ Develop a support network for adjunct clinical nurse educators
- ❑ Enhance connections between clinical practice sites and academic environments
- ❑ Increase knowledge and skills that are essential for becoming successful clinical adjunct faculty

Objectives: Upon completion of this program, participants will be able to:

- ❑ Identify and use the context necessary for curriculum development and program planning
 - Mission and/or philosophy, goals and expected outcomes
 - State board requirements
 - Accreditation and professional standards
 - How the context of this clinical course fits with the concurrent theory course/curriculum as a whole
 - Differences among program types, i.e. LPN, AD, BSN
- ❑ Discuss legal issues for educating students in a clinical setting
 - Agency contracts: Who is responsible?
 - Faculty role: Who is responsible for actions or omissions — students/faculty?
 - Documentation
 - Anecdotal notes
 - Confidentiality
 - Supervision/delegation
 - HIPAA
 - FERPA

- Discuss the process and tools of clinical evaluation for students at various levels in the curriculum
 - Evaluating student competencies based on program type and course level within the curriculum
 - Novice to expert
 - Coaching and mentoring
 - Giving constructive feedback: types of clinical assignments
 - Student's evaluation of learning experience — faculty, course, site

- Describe learning experiences that engage students in developing clinical expertise
 - Best practices for clinical learning: use of concept maps, nursing care plans, reflection journals, logs, etc.
 - Expectations for student learning
 - Coordinating theory and practice
 - Demonstrate good learning experiences

- Explore the challenge of multiple roles as staff, adjunct clinical faculty, and other professional and/or life roles
 - The multiple roles of adjunct clinical faculty
 - Finding balance
 - Managing time effectively
 - Pros/cons of offering clinical instruction on one's unit of employment

- Describe approaches to clinical pre- and post-conferences
 - Design — includes goals/objectives/outcomes, structure and processes

- Discuss issues in handling/managing difficult students in the clinical setting
 - Maximizing clinical learning for all students
 - The tardy student
 - The unprepared student
 - The disruptive student
 - The belligerent/defiant student
 - The impaired student
 - The failing student
 - Turning the difficult student around
 - Preventing the difficult student from monopolizing your time

- Integrate best practices of clinical teaching into clinical adjunct role
 - Critical thinking: measures to facilitate critical thinking in clinical settings
 - Stimulating learning
 - Creating a good learning environment
 - Case examples