Background and Significance

The growing demands on nursing education are exponential, with almost 70,000 applicants being denied admission to nursing programs yearly (2014). The nursing faculty shortage was cited as the primary reason for decreased nursing student enrollment (AAN, 2014). The AAN discussed vacancies (2014) and revealed over 1200 vacancies in 714 schools across the country. To address the faculty need, many institutions have hired increased full and part-time faculty to meet the growing needs in nursing education. (Barger, 2014; Hutchinsen, Tato, Torbeck, & Smith, 2013). Most novice part-time clinical educators are experienced clinicians but are not prepared for the academic culture or skills needed to effectively teach (Anderson, 2010; Els, et al., 2011; Hewett & Low, 2010). Therefore, a competency-based orientation program would be crucial for providing knowledge and skills training to faculty who transition from novice educators to expert faculty (Gazza & Shellenbarger, 2005).

Purpose & Aim

The purpose of the Clinical Faculty Development Program is to support nursing faculty who work full-time, part-time, or as adjunct faculty to gain competency as they transition to an educator role. The aim is to provide faculty with key information about the academic role and develop teaching strategies to utilize while at clinical.

This competency-based orientation utilizes a grid of competencies including QSEN, Nursing of the Future, and NLN nurse educator competencies.

Summary

The program has been disseminated to faculty in three different phases. Phase 1 as an on-line continuing education program (CEU) (N=63) using pre and posttest evaluation. Phase 2 supported by the Mass Action Coalition offering a four-hour continuing education workshop to faculty in 7 nursing programs in Massachusetts (N=120). CEU Program evaluation was used to evaluate the effectiveness of the workshop. With continued support by Mass Action Coalition, phase 3 offered a five-hour workshop held in five regional locations in the northeast (N=357). Pre and Posttest evaluations were used; CEU program evaluation, and follow-up interviews were used to evaluate program effectiveness.

A 4-Hour Competency Based Workshop

The goal was to provide information and strategies to foster a successful role transition for clinical educators.

Seven topics were presented and include:

- Clinical Competency
- Critical Thinking
- Clinical Feedback
- Curriculum Design
- Clinical Evaluation
- Reflection of Novice Faculty
- Medication Safety

Theoretical Framework

Innovators from Nursing in Expert to Clinical Nursing Practice

Methods

The competency-based orientation program has been disseminated to faculty in three different phases.

Phase 1 included an on-line continuing education program (CEU) (N=63) using pre and posttest evaluation.

Phase 2 (supported by the Mass Action Coalition) involved a four-hour live continuing education workshop for faculty in 3 nursing programs in Massachusetts (N=120) with CEU Program evaluation.

Phase 3 (supported by the Mass Action Coalition) involved a live four-hour workshop held in 5 regional locations in the northeast (N=357). For Phase 3, follow-up interviews were used to evaluate program effectiveness.

Results and Evaluations from RNFD Participants

Pre and Post-Test Scores

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<tr>
<th>Pre</th>
<th>Post</th>
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<tr>
<td>Mean</td>
<td>S.D</td>
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<tr>
<td>3.3</td>
<td>2.6</td>
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Mean score 3.3 (S.D 2.6)

Discussion & Conclusion

Feedback was positive!