



Faculty Development: Preparing Clinical Nursing Instructors

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Nursing faculty teach students in clinical environments statewide and have a great impact on the student learning experience. Often, new clinical instructors are not prepared for the faculty role. These nurses are solid clinicians, but their skills do not automatically transfer to teaching. Their limited experience teaching students in a clinical setting affects their ability to be safe and effective instructors. According to the American Association of Colleges of Nursing (AACN, 2015), nursing faculty shortages persist. The need for clinical faculty is especially urgent, as schools rely on many part-time adjuncts to teach in clinical settings. Without consistent preparation and support of new clinical instructors, the link between didactic content and clinical practice can be at risk. The Institute for Educators at the University of Maryland School of Nursing has been working to address the need for professional role preparation via a series of successful workshops for clinical faculty over the past two years. This effort, made possible with support of Nursing Support Program (NSP) II grant funds, aligns not only with the mission of the Institute, but also with the objectives of NSP II to increase statewide resources and target faculty development. The goal of the workshops is to help begin the transformation from expert clinician to novice clinical faculty. This presentation will describe clinical faculty learning needs, the experience of participants in the program to date, and the Institute's plans to continue providing clinical faculty education and support. Highlights will include: 1) the "4 Rs" of Role, Responsibility, Resources, and Realities; 2) teaching strategies used to construct learning and encourage application thereof; 3) use of standardized participants (SPs) to engage participants; and 4) feedback from attendees. This work is vital, as well-prepared clinical faculty can deliver the best possible learning experience to students. By advancing the education of novice nursing faculty, we can influence the overall advancement and transformation of nursing education.