

## **Building Upon the 4Rs to Develop Clinical Nursing Faculty**

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### **Abstract**

Well-prepared clinical faculty are a vital link in helping students apply lessons learned in the classroom or simulation lab to real-life situations at the bedside or in a community setting. The goal of this faculty development project is to increase the number of competent clinical nursing instructors by preparing new and novice clinical faculty for Maryland's pre-licensure nursing programs.

Hundreds of nurse educators teach in clinical environments statewide. Clinical teaching requires a specific set of skills. In contrast to full-time faculty, new clinical adjuncts are not consistently oriented to this challenging role. While they are expert clinicians, these nurses are unprepared to become successful clinical faculty. The literature strongly supports preparing clinical educators to subsequently help strengthen the student learning experience.

To address this need, two-day workshops and follow-up support are offered free of charge to clinical faculty statewide through the support of an NSP II grant. To date, nearly 200 participants from over 20 different schools of nursing across the state completed the program. The program content is built upon a framework of 4Rs relevant to new clinical faculty: Roles, Responsibilities, Resources, and Realities.

Led by expert clinical faculty in collaboration with the school's standardized patient program and nurse attorney, the workshop is offered three times per year. A highlight of the workshop is the use of standardized students to help new faculty practice feedback and evaluation skills in a safe and supportive environment. The program has been extremely well received by participants, 100% of whom state they would recommend it to colleagues and many of whom feel the course should be mandated for clinical instructors. Support for taking the new National League for Nursing clinical educator certification exam is also provided to eligible and interested participants.