Clinical Faculty: A New Practice Role

Institutional Agreement Facilitator Guide

2014-2015

Facilitator guide adapted from original guide developed by Sharon Vinten, Barbara Chalko and Gail Kost in 2003.
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Section I: Introduction to the Course

Welcome to the Facilitator Guide for the Clinical Faculty: A New Practice Role faculty orientation and development course! The content for this course was originally developed in 2003 by Indiana University School of Nursing faculty Sharon Vinten, MSN, Barbara Chalko, MSN and Gail Kost, MSN, funded in part by the Indiana Partnership for Statewide Education (IPSE) and the Indiana Higher Education Telecommunication System (IHETS). It was most recently updated in 2013 by Sharon Vinten and reviewed by Barbara Friesth, PhD, RN and Deborah DeMeester, PhD. The six week, online course has been taken by hundreds of nursing faculty representing over 40 states and multiple countries.

While this course is often recommended by Schools and Colleges of Nursing for their faculty who are new to clinical teaching, it is also often utilized by faculty who are more seasoned but seeking new information and ways of approaching their classes.

The Institutional Partnership option for this course is ideal for schools or groups who would like to be more involved in the training of clinical faculty, those who would like to integrate it with existing orientation or support programs, and those who are interested in a longer timeline for orientation and training. While continuing education contact hours are not offered for this program, the participating institution is able to better customize the experience to their own faculty, curriculum and policies while benefitting from the already developed content and activities to guide the growth and development of their clinical faculty.

In this manual you will find ideas for organizing your faculty experience, an overview of the online course content, and additional activities for use with your group if desired.

We hope that the course content and facilitation guide help your clinical faculty feel more comfortable in their role, inspire them to try new teaching strategies, help them mitigate potential student issues, and become more connected and familiar with your own institutional community.

Center for Professional Development and Lifelong Learning
Section II: Course Facilitator Role

Before using this online course, your department will need to identify a course facilitator(s) and participants. Each of these individuals should be made aware of their expectations during the course/orientation period.

Suggested expectations for the course facilitator might include:

- **Work with the Center for Professional Development and Lifelong Learning** staff to arrange for setup of guest accounts for the online portion of the course, prior to the start date, to ensure that all participating faculty have access. Course facilitator will also be responsible for troubleshooting the online course with the CPDLL. (see section VII).
- **Determine the delivery method and plan** for the content and discussions (see sections III, IV, V & VI).
- **Set the schedule** for meetings or online discussion
- **Identify meeting space** if in-person meetings are included in the plan
- **Consider realistic expectations** - what can brand-new faculty be expected to read, discuss, and think about in the first few weeks of the semester, as opposed to mid-semester or later in the semester?
  - Keep in mind that for first time instructors or instructors new to an institution, tasks such as setting up a course in the learning management system, organizing an office, learning the human resources policies, figuring out where to park and eat lunch, etc. may be first and foremost in their minds. These types of concerns should ideally be covered in a separate orientation program, and faculty should be allowed to orient to these details first.
- **Identify individuals who will be invited to the program.** Will this include only faculty who are new to teaching? New to the institution? More experienced faculty who may need some new pointers or assistance?
  - Working with program administrators on identification of individuals is recommended in order to ensure their support and encouragement of attendance.
- **Communicate regularly and clearly with all involved individuals.**
  - Administrators will likely be interested in knowing who will be attending and the progress being made
  - Participating faculty will need to receive details, instructions and expectations in advance. This includes meeting dates, times, locations, online course sign on instructions, expectations for online work and any other assigned tasks.
  - Participating faculty will need clear instructions regarding the time that will be expected of them, which will depend upon how the course is organized and should be estimated realistically by the course facilitator.
- **Consider clinical site orientation needs for new faculty.** If the course facilitator is not responsible for this activity, make sure that you know who is responsible and put the faculty in touch with those individuals.
- **Serve as a coach and mentor for the group.** Alternatively, assign mentors to the faculty based on their experience, practice area, teaching or research focus, or other variables.
- **Invite guest faculty to participate in group discussions** or online facilitation to include other points of view and experiences.
- **Monitor the progress of faculty through the course,** particularly if using a full online delivery method. The facilitator can identify those who are struggling with concepts or struggling with student issues through active involvement in the online or live discussions, identifying cues of the struggling faculty, and assisting them in finding resources or other experienced faculty who may be of assistance.
Section III: Customizing Your Approach

The options presented below are simply ideas for organizing your approach to this course/orientation activity. Each program will create their own approach to timing and delivery of content as best fits your needs and that of your faculty.

Option 1: Fully Online Model

In option 1, the faculty participate in the course/activity entirely within the IU Learning Management System course site. They can do the readings within the course site, participate in online discussions in the Forum section and contribute and share resources electronically.

**Facilitator role:** in the fully online model, the facilitator would need to be present in the online environment regularly in order to facilitate the discussions, respond to questions and ensure the faculty are moving forward in the desired manner.

Option 2: Hybrid Model

In option 2, the facilitator would incorporate both ‘live’ and online elements to the activity. This could be done in any number of ways, for example:

- Faculty could conduct the module readings online and the discussion is conducted in a live classroom/group setting (e.g. a ‘lunch and learn’).
- The faculty could participate in both periodic live discussions and online discussions to minimize meeting time if it is too challenging from a schedule perspective.
  - Live discussions can be organized in many ways: using the discussion questions or activities provided, developing your own discussion questions, using the live meeting time to share related experiences or request assistance with current issues faculty are facing with their course or students, working on case studies or application activities, or any other way your group prefers to use the meeting time.
- If available, the facilitator may choose to use web conferencing software to allow for flexibility of location for live discussions as well as recording of discussion for those who cannot attend.

Option 3: Live Meeting Model

While this method is not recommended simply because the course is designed to be accessed online and includes interactive audio and video elements, in the case of a program or group that does not have easy access to the learning management system, the facilitator could utilize the content provided in the classroom as an outline for teaching and facilitating a live activity. Use of technology to display the audio and video elements as well as any relevant graphics or links would be helpful in this option.
Section IV: Scheduling of Sessions

While each program will want to set up their schedule differently, depending on overall orientation, clinical and class schedules, facilitator and faculty schedules, the following are just a few ideas of ways to structure the modules.

1. 8 weekly modules or sessions
   a. This could be scheduled for in a live, fully online or hybrid model

2. 4 sessions, every other week
   a. Online modules could be assigned weekly or 2 per 2 week period, with live meetings to debrief every other week

3. 3 sessions, over 6-8 weeks
   a. Assign modules as in #2, schedule live meetings at beginning, mid-point, and wrap-up to debrief.

4. 2 sessions, over 6-8 weeks
   a. Similar to #3, with 2 scheduled meetings at mid-point and wrap-up or beginning and wrap-up.

5. 1 session
   a. Live session scheduled at the end to wrap up the work they’ve done in the online and to debrief the information and how the semester is progressing.

6. Year-long sessions
   a. If desired, the course could be a year-long activity with regular meetings over the course of the year. In this model, more in depth activities and strategies could be developed by the group, and the support and networking among the group could assist with teambuilding, troubleshooting problems, and making connections between faculty.
Sequencing of Modules: Suggestions

Though planning the time for this activity does not always fall on an ideal or tidy schedule, and every program has a different method of scheduling clinical courses as well as different academic calendars, we have provided some suggestions for you to consider in when some of the modules might be most useful for the new faculty. These are simply guidelines for organizing dates and meeting times.

Remember that you have 12 months to utilize the course materials within your agreement time frame and can utilize that time in whatever way best fits your group and program.

If you are using a hybrid approach to the course, the modules that we suggest you include in your live sessions are:

- Managing the Clinical Day
- Clinical Instruction
- Evaluation
- Wrap Up/Course Feedback/Course Evaluation

These are recommended as they are areas in which faculty may need more assistance, guidance, and troubleshooting support than some of the other areas, and will likely generate more discussion than some of the other modules. If your program utilizes simulation in many clinical courses, you may want to consider a live session for that module as well, or another related training in the use of simulation practice at your site.

Optional Sequencing Suggestions During Semester/Orientation Period:

Prior to having students on unit:
- Role Development
- Managing the Clinical Day

Within first 3-5 weeks of course:
- Clinical Instruction
- Teaching and Learning Strategies
Section V: CFNPR Online Course Content Outline

The following list outlines topics included in each learning module as well as the learning activities and discussion forums included with each online module. While the facilitator and faculty will have access to the content, this outline may help the facilitator plan ahead and consider organization approaches to the course.

***For the purposes of the sample guide, a selection of self-directed and online learning activities are provided below.***

Module 1: Role Development
- Personal beliefs about teaching and learning, teaching philosophy
- Characteristics of clinical faculty
- Roles of clinical faculty
- Basic principles of teaching and giving feedback
- Resource list for clinical faculty
- Getting to know your learners, including discussion of generational differences

- Learning Activities
  - Self-Directed (Optional):
    Several self-directed activities are included throughout the module including: personal philosophy of teaching and learning, goals for individual clinical courses in terms of student knowledge and skills, and consideration of the teaching needs and learning styles of the students in the current class.
  - Online discussion forum:
    Using the “about you” reflection section of the module and the other information in the module, discuss what you feel you bring to clinical teaching in terms of experience and teaching style as well as where you may need to improve. What strengths do you have that you can share with others in this group? Other than taking this course, how will you work on your personal areas of growth? Feel free to comment on other posts, particularly with regard to resources or tools that may help others with their own growth.

Module 2: Managing the Clinical Day
- The “nuts and bolts” of managing a clinical day are reviewed.
- Examples of tools that can be used to help manage the clinical day
- Guidelines on making unit connections and planning student orientation to the clinical facility
- Making student assignments
- Clearly communicating course expectations
- Organizing the clinical day, coordinating medication administration, treatments, assessments and documentation with each student
- Grading expectations
- Student professionalism expectation
• What to do in the event of a contamination injury

• **Learning Activities**
  
  o **Self-Directed (Optional):**
    Several self-directed activities are included throughout the module including:
    making patient assignments, knowing where their clinical course fits within the curriculum, orienting to the clinical facility, handling a medication error, and handling a needle stick injury.
  
  o **Online discussion forum:**
    1. Review the video scenario of an unprepared student preconference. How would you have addressed this situation differently?
    2. **REMOVED FOR SAMPLE**

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**Module 3: Clinical Instruction**

• Facilitating learning in the clinical environment
• Get to know your learners
• Get to know the learning environment (the clinical unit or area)
• Ideas on selecting clinical experiences for each student
• Alternative learning environments such as community, pediatrics, obstetrics, mental health, management and fundamentals
• Working with students to develop critical thinking skills.

• **Learning Activities**
  
  o **Self-Directed (Optional):**
    Several self-directed activities are included throughout the module including:
    determining students learning styles, coming up with alternate activities during clinical downtime, and helping students develop critical thinking skills.
  
  o **Online discussion forum:**
    1. Removed for sample
    2. In considering the specific clinical setting/focus where you teach (med surg, maternity, peds, community, psych, critical care, ED, etc), review the different setting based concerns listed in the module and describe how you would approach preventing some of the common safety problems from occurring in that particular setting.

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**Module 4: Teaching and Learning Strategies**

• Multiple teaching and learning strategies are presented. To name a few: case studies, demonstration, concept maps, group learning, etc.
• This module is a presentation of various strategies and is most useful in brainstorming and developing new ideas and approaches to content areas.

• **Learning Activities**
Module 5: Simulation in Clinical Education
- Different levels of simulation (low to high fidelity)
- Development of a simulation including a design template
- Resources for using simulation in clinical teaching
- Learning Activities

Module 6: Evaluation
- Formative and Summative evaluation explained.
- How to gather data on student performance including sample open ended questions to ask students.
- Evaluating written work
- Giving effective feedback
- Recognizing and dealing with performance problems
- Potential roadblocks to the student’s learning
- Dealing with unsafe behavior
- Evaluation rating tools and written evaluation summaries
- Keeping anecdotal notes
- Learning agreements that address student performance issues.
- Learning Activities

Module 7: Introduction to the Academic Program and Academic Resources
- Importance of understanding the different academic programs available at the learner’s school
- Importance of knowing the mission, vision, and values at the learner’s school
- Resources available to students at the learner’s institution
- Essential abilities needed for students at the learner’s institution to succeed
- Learning Activities

Module 8: Academic Policies
- The policies in this module are specific to Indiana University, learners are encouraged to locate similar policies at their school
- Policies and procedures presented regarding misconduct, progression, appeals, attendance, complaints, computing conduct, contaminated injury, CPR, criminal checks, disruptive student, dress code, drop/add deadlines, drugs and alcohol, grades, insurance, OSHA training, student conduct, student rights, student records and universal precautions.
- Learning Activities
Section VI: Additional Activity Ideas

(Workshops, Lunch-n-Learns, “Support” Groups and other Faculty Development Activities)

Non-Module Specific Ideas:

- Each week/meeting assign one participant to submit a challenge to discuss and brainstorm with the group.
- Develop or collect real case scenarios from experienced faculty that apply to the meeting topic- discuss various responses or solutions for the situations, how to best address, how to prevent problems, etc.
- Invite experienced faculty to serve as a guest speaker or guest facilitator for a module/topic
- Ask faculty to review the literature on a given topic to present evidence to support different teaching methods or activities. Alternatively, assign a faculty member at each meeting to present an article or a summary of a few articles that are relevant to that week’s topic.

Supplementary Activities by Module:

**In the facilitator guide, there are approximately 3-5 additional activity and discussion ideas provided for each module, ideal for in person discussion or work, but many can also be adapted for online or self-directed work. A few examples are shown below.

Module 4: Teaching and Learning Strategies

1. Team Activity Development. Using some of the examples from the module or from literature reviews, encourage the faculty to work together on development of an interactive teaching activity that can be alerted to be used in any clinical setting- ask participants to develop short objectives, a process, materials needed, critical thinking questions or discussion ideas and end the session with an activity plan that everyone can take with them to their site/course.
   a. Address the domains of learning- can the activity be tailored to address cognitive, affective and psychomotor domains?

Module 5: Simulation in Clinical Education

1. Simulation Expectations. Review expectations for faculty related to simulation. Are there simulation experiences in all clinical courses? Do all faculty need to develop simulations for their group? What training is available for faculty who are not experienced in this area? What resources are available in your program to assist with simulation?
Module 6: Evaluation

1. **Evaluation and Assessment Plans.** What is your plan/schedule for providing formative and summative evaluation to your students? Help faculty develop an approach to how they will provide individual feedback throughout the semester. When will it occur? Will it be verbal or in writing? Will they utilize a particular form or just give free form feedback? Will it be clearly linked to course objectives or focused on the day’s clinical situation? Does the program utilize an official evaluation form for all clinical courses? If so, be sure all new faculty are familiar with the items and ratings.
   a. Provide a sample plan for faculty to critique- include vague ratings/descriptions in addition to more clear and appropriate.

Module 8: Academic Policies

1. Review the academic policies that are standard in all syllabi for your program. For each one, present an actual or fictional scenario to the faculty participants and ask them to use the syllabus, handbook, website or other resources to identify the appropriate process to be followed. Examples could include:
   a. Academic misconduct:
      i. A student reports to you that s/he observed another student doing a web search for answers during a test in the computer lab
      ii. In reviewing a paper, a paragraph stands out as being in a different writing style than the rest of the paper and upon a quick web search, you find that it was copy & pasted from a website.
Section VII: Frequently Asked Questions

How do participants get a guest account for Oncourse?

- Participants and the facilitator are asked to visit https://ams.iu.edu/guests/GuestHome.aspx to create a guest account for access. Their login ID will be the email address of their choice and they will create their own password. The CPDLL cannot create accounts for individuals.
- We require that all guest accounts be collected by the facilitator and point person and sent in a single complete batch to the CPDLL email.
- Once the guest accounts are created by the individual faculty, they must be emailed to cenurse@iu.edu with the text “Clinical Faculty (Your Institution) guest accounts” in the subject line and the list of names and email address used to create the guest account in the body of the email.

How do participants get added to the course site?

- Once the guest account email addresses are received, they will be added to the site by CPDLL administrators within 2 business days.
- The facilitator will be added in the role of Instructor, with editing rights
- The other participants will be added in the role of Student.

What is the facilitator’s role in Oncourse?

- The facilitator is responsible for:
  1. Collecting all guest account information and sending to CPDLL by agreed upon deadline
  2. Communicating with CPDLL about course setup and questions
  3. Becoming familiar with Oncourse, the course content and the facilitator guide
  4. Editing the course site if needed (see the next question)
  5. Reporting issues or problems to the CPDLL as soon as they arise, including Oncourse functionality problems, broken links, or other unanticipated issues

What are we allowed to change/edit in Oncourse?

- The facilitator can change the following in Oncourse:
  1. Main site page: edit instructions and information
  2. Announcements- post new announcements if necessary
  3. Forums- Edit or add questions if desired

How long do we have access?

- Your organization will have access to the course for 12 months from the start date that is outlined in the institutional agreement.
- You may renew access for an additional 12 months at any point during the year. If the year expires and you want to gain access again at a later date, you will be charged the setup fee again.
How should we communicate questions/issues?
- Send all questions and issues to cenurse@iu.edu. If the matter is urgent, you can call (317)274-7779. We will try our best to respond to all inquiries within 2 business days.

What if we want to add more people to the course, or remove people?
- Requests to add or remove individuals should be emailed to cenurse@iu.edu. Your institution name and the name and guest account ID for the individual(s) must be included in the email.
- Individuals will not be added to a course prior to receipt of payment for the additional participant.

How do our participants receive certificates of participation upon completion?
- While we are not able to award continuing education contact hours for this activity, we can provide a template for certificate of completion with confirmation from the course facilitator.
- When the facilitator has deemed that a participant or group of participants has completed their course requirements in a satisfactory manner, the facilitator will email cenurse@iu.edu to request the template. The course facilitator will be responsible for filling in the participants’ names and the dates completed on each certificate.