

Can Knowledge Transfer In Baccalaureate Nursing Students Be Improved by Developing and Utilizing a Clinical Faculty Toolkit?

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Background

- The theory practice gap is a significant problem in nursing education due to a shortage of qualified nursing educators (Flood & Robinia, 2014)
- As a solution, adjunct clinical faculty are being recruited and hired to oversee the education of students at the bedside (Suplee, Gardner, & Jerome-D'Emilia, 2013)
- This solution emphasizes the gap between the theory and practice of nursing for these new learners (Flood & Robinia, 2014)
- Due to this gap, students are struggling with assimilating basic information when caring for acutely ill patients
- The result of this phenomenon is poor student outcomes and a potential decrease in continuity and quality of patient care (Flood & Robinia, 2014; Doulatabad, et al., 2015)

Clinical Question & Purpose

PICOT Question: In second semester undergraduate nursing students, can implementation of an adjunct clinical faculty toolkit increase successful knowledge transfer from classroom to clinical in a 16-week rotation

The purpose of this project is to develop, implement, and evaluate an evidence-based intervention to bridge the gap in knowledge transfer from classroom to clinical.

GOAL: The anticipated outcome is to enhance knowledge transfer for the students and improve patient quality of care

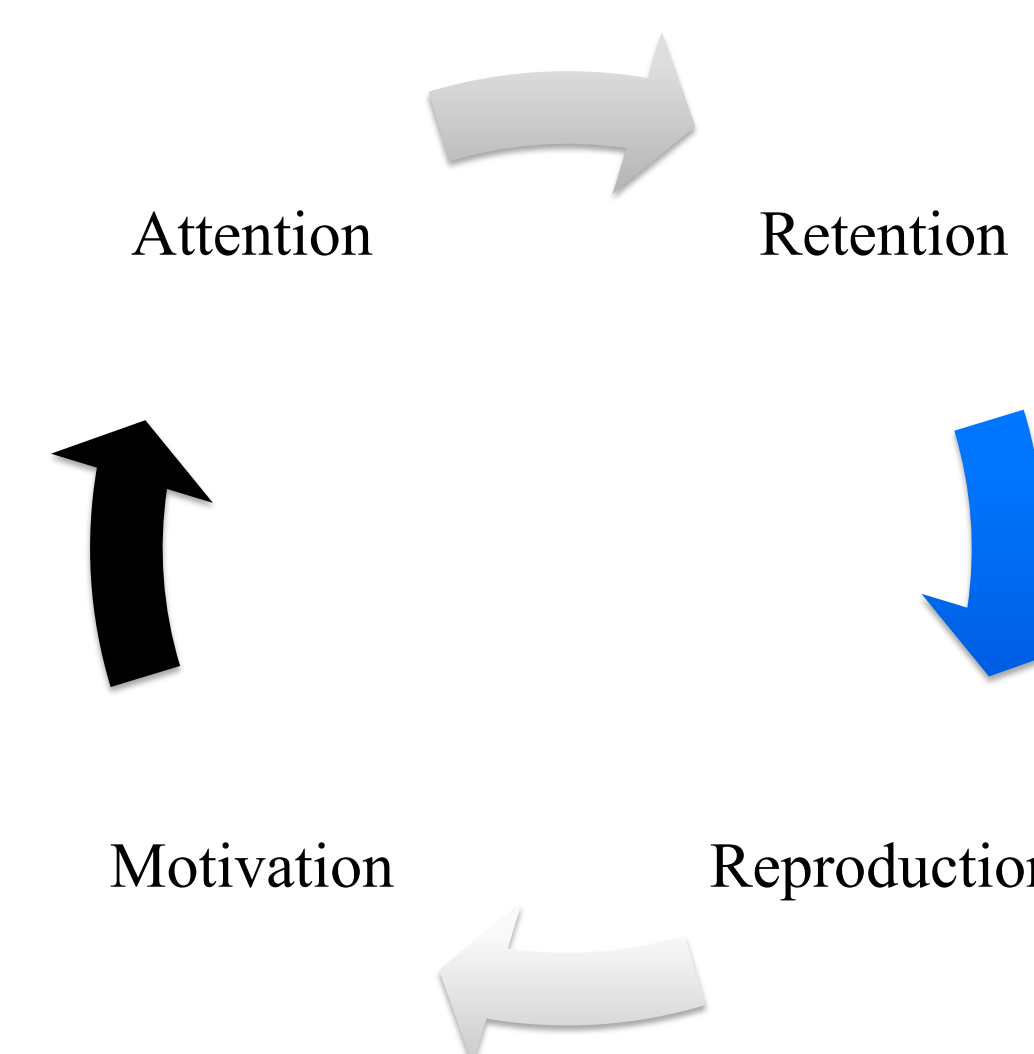
Proposed Project

- Adjunct clinical faculty will be provided with a weekly toolkit.
- The toolkit will consist of recorded podcasts which correspond to the weekly lecture content as well as appropriate lecture hand outs, and face to face, clinical support
- Adjunct faculty will incorporate material from podcast into student's clinical experience each week
- Adjunct faculty will evaluate student learning related to weekly topics
- Students will evaluate material incorporated as well as effectiveness of adjunct faculty teaching



Theoretical Framework

Schematic of Social Learning in Baccalaureate Students based on Bandura's Social Cognitive Theory



References:

- Doulatabad, S.N., Mohamadhosaini, S., Shirazi, H.R.G., & Mohebbi, Z. (2015). Nursing students in Iran identify the clinical environment stressors. *International Journal of Nursing Practice*, 21, 297-302. doi:10.1111/ijn.12276
- Flood, L. S., & Robinia, K. (2014). Bridging the gap: Strategies to integrate classroom and clinical learning. *Nurse Education In Practice*, 14, 329-332.
- Suplee, P. D., Gardner, M., & Jerome-D'Emilia, B. (2014). Nursing faculty preparedness for clinical teaching. *The Journal Of Nursing Education*, 53(3), S38-S41. doi:10.3928/01484834-20140217-03

Setting and Method

Setting and sample

- A baccalaureate nursing program at a Midwestern University
- A convenience sample of approximately 60, second semester nursing students and 10 adjunct clinical faculty

Method

- Mixed method design, utilizing weekly lecture content recordings, narrative reports from clinical faculty and pre and post NCTEI surveys from all participants (students and adjunct faculty)
- Implementation of Clinical Faculty Tool Kit developed for project

Implications for Practice

Anticipated outcomes:

- Improve patient care outcomes by improving quality of care delivered by nursing students
- Increased adjunct faculty teaching effectiveness ratings
- Increased student performance in clinical practice based on application of theoretical knowledge
- Decrease gap between didactic content and clinical performance
- Increase adjunct clinical faculty understanding of the curriculum