PERCEPTIONS OF TEACHING EFFECTIVENESS OF PART-TIME AND FULL-TIME CLINICAL NURSING FACULTY OF BSN EDUCATION

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7-10 Characteristics of an effective Clinical instructor

Why??
By 2025, predicted nursing shortage of 260,000 registered nurses (AACN, 2008)

Primary reason for nursing shortage=diminishing pool of nursing faculty

50,000 qualified applicants were turned away from BSN and graduate nursing programs (AACN, 2008).
Factors contributing to shortage

- Increasing rate of retirement
- Salary differences between academic and practice
- Insufficient number of master’s and doctoral degrees
Concerns

- No formal education in teaching or teaching experience
  - Competent in clinical practice

- Tied to lower student success (Jaeger, 2008; Schmidt, 2008)

- Not as involved in roles (Kelly, 2006)
Growing debate about the effectiveness of part-time faculty in the disciplines of nursing, business, social work, & physical therapy

Push to hire part-time clinical instructors

Question of quality of education
  - Assess teaching effectiveness of clinical faculty
To examine student and faculty perceptions of the clinical teaching effectiveness of part-time clinical nursing faculty as compared to full-time clinical nursing faculty.

To identify characteristics representative of effective clinical teachers from the vantage point of students and full-time clinical nursing faculty.
What are the perceived differences in clinical instruction effectiveness between part-time and full-time clinical instructors?
1. How is the clinical teaching effectiveness of full-time baccalaureate nursing faculty perceived by students to be different from part-time baccalaureate nursing clinical faculty in the areas of teaching ability, nursing competence, personality traits, interpersonal relationship, and evaluation?
2. What are the differences in the self-perceptions of clinical teaching effectiveness between full-time and part-time baccalaureate nursing clinical faculty in the areas of teaching ability, nursing competence, personality traits, interpersonal relationship, and evaluation?
3. What characteristics do students report are representative of effective clinical instructors?

4. What characteristics do faculty report are representative of effective clinical instructors?
Clinical instruction

- has been recognized as an essential component of professional education in health services (Stark, 2003).
- The most prevalent need for faculty in a baccalaureate nursing program is in the clinical component.
- 50% of instructional activity is in clinical instruction (Andrews & Roberts, 2003).

Teaching effectiveness

- Student learning and performance in clinical experiences reflect the faculty’s ability to create an environment in which the student can learn (Hanson & Stenvig 2008).
- Effective or ineffective teacher behaviors would enhance or obstruct learning in the clinical setting (Knox & Mogan, 1985).
Clinical instructor and student perceptions of exemplary clinical instructors.

- Interpersonal relationships (respect and empathy) are the most valued characteristics of students and educators (Woo-Sook, 2002).
- Teacher attributes of teaching ability and nursing competence are valued by students.

Part-time vs full-time faculty

- Allison-Jones & Hart (2004) found part-time faculty ranked by students as less effective than full-time faculty in facilitating clinical learning.
Gap in literature

- Holmes (2006) and Landrum (2008) found no significant differences in students' evaluation of instruction provided by full-time and part-time faculty.

- There is a gap in the literature as to whether students and faculty perceive that the use of part-time faculty influences the quality of education.
The study used a non-experimental descriptive, comparative survey design.

Target Population consisted of 240 senior-level baccalaureate nursing students and 68 part-time and full-time clinical nursing faculty from four schools of nursing in Central Indiana.
Nursing Clinical Teacher Effectiveness Inventory (Mogan & Knox, 1985)
- Teaching ability, nursing competence, characteristics related to evaluation, interpersonal relationships, & personality
- 2 surveys for students
- 1 survey for full-time and part-time faculty
Data Analysis

- Quantitative Approach
- Data collected was uploaded into SPSS for analysis
  
  1. histograms
     a. t-test
  
  2. Mean scores and standard deviations
Research Question 1:
- Indicated a difference in students’ perceptions of the teaching effectiveness of full-time and part-time faculty.

Research Question 2:
- Indicated that there was no difference in the self perceptions of effective clinical teaching between full-time and part-time faculty.
Research Question 3:

- Students reported teaching ability and nursing competence as the two highest subscales of behaviors of effective clinical instructors.

Research Question 4:

- Full-time and Part-time faculty reported teaching ability and nursing competence as the two highest subscales of behaviors of effective clinical instructors.
Limitations

- Small sample size
  - 4 nursing schools
- Low return rate
  - Forty-two students responded to Full-time faculty survey
  - Twenty-three students responded to Part-time faculty
  - Twenty faculty responded to self-evaluation
- Imbalances in sample size
- Use of a Survey
- BSN programs surveyed
Nursing administrators need to be aware that part-time faculty may not be prepared to teach in classroom or clinical setting.

Many are expert clinicians but lack formal instruction in education.

Creation of mentorship programs

Continuing education for part-time faculty
Recommendations

- A qualitative study

- Use of a longitudinal approach to data collection.

- Replicating the study with schools of nursing who utilize orientation/mentorship programs.

- Studies identifying other possible factors

American Association of Colleges of Nursing. (2008). *Nursing faculty shortage*. Retrieved from [http://www.aacn.nche.edu/Media/FactSheets/FacultyShortage.htm](http://www.aacn.nche.edu/Media/FactSheets/FacultyShortage.htm)


Questions?