

**Clinical Expert to Adjunct Faculty:
Mastering the Art of Nursing Education**

NYSNA Continuing Education

The New York State Nurses Association is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

This program has been awarded 4.5 contact hours. In order to receive contact hours participants must view four on-demand webinars, pass a comprehensive exam with at least 80%, and submit an evaluation.

Note: Contact hours will be awarded until **November 21, 2014**.

NYSNA wishes to disclose that no commercial support has been received.

All American Nurses Credentialing Center (ANCC) accredited organizations' contact hours are recognized by all other ANCC accredited organizations. Most states with mandatory continuing education requirements recognize the ANCC accreditation/approval system. Questions about the acceptance of ANCC contact hours to meet mandatory regulations should be directed to the Professional licensing board within that state.

NYSNA has been granted provider status by the Florida State Board of Nursing as a provider of continuing education in nursing (Provider number 50-1437).

How to Take This Course

Please take a look at the steps below; these will help you to progress through the on-demand webinars, complete the course examination and receive your certificate of completion.

1. REVIEW THE OBJECTIVES

The objectives provide an overview of each webinar and identify what information will be focused on. Objectives are stated in terms of what you, the learner, will know or be able to do upon conclusion of the presentation. They let you know what you should expect to learn by viewing a particular webinar and can help focus your study.

2. WATCH EACH WEBINAR IN SEQUENCE

Keep your learning "programmed" by viewing the recorded webinars in order.

3. COMPLETE THE COURSE EXAM

After watching **all four** webinars, click on the "Course Exam" option located on the course navigation toolbar. Answer each question by clicking on the button corresponding to the correct answer. All questions must be answered before the test can be graded; there is only one correct answer per question.

HINT! The exam comprises approximately four hours of content. Print and review the exam questions before viewing the webinars and answer the questions as you move through each webinar. Just remember to submit your final answers online.

4. GRADE THE TEST

Next, click on "Submit Test." You will know immediately whether you passed or failed. If you do not successfully complete the exam on the first attempt, you may take the exam again. If you do not pass the exam on your second attempt, you will need to register again.

5. FILL OUT THE EVALUATION FORM

Upon passing the course exam you will be prompted to complete an evaluation. You will have access to the certificate of completion after you complete the evaluation. At this point, you should print the certificate and keep it for your records.

Introduction

Clinical Expert to Adjunct Faculty: Mastering the Art of Nursing Education is an on-demand webinar series that was funded through a grant provided to the New York State Nurses Association by the New York State Department of Health and the Department of Labor – Health Workforce Retraining Initiative (HWRI).

The program is designed to meet the learning needs of clinically-based registered professional nurses who have a master's degree or are working toward a master's degree, and are novice adjunct clinical faculty at a school of nursing. The purpose of this program is to provide education to:

- Develop expert clinical nurses into competent nurse educators;
- Generate interest in nursing academia as a full time career;
- Increase the faculty workforce to support nursing school enrollments.

Additional Materials: The slide outlines for the four recorded webinars are available in the Course Library section of the online course. We hope these assist you with note-taking! The comprehensive resource packet for the full series is also available from the Course Library.

Webinar Series Objectives

Webinar 1

Transitioning to the New Role of Clinical Nurse Educator: Beginning with a Blank Canvas

At the conclusion of this webinar, the learner will be able to:

1. Differentiate between the role of clinical nurse and that of clinical educator.
2. Discuss the variety of tools needed to transition from clinical nurse to clinical nurse educator.
3. Recognize your role as clinical faculty in the context of the school or department of nursing.

Webinar 2

Using Strategies to Optimize Clinical Learning Experiences: Identifying the Tools of the Artist

At the conclusion of this webinar, the learner will be able to:

1. Determine the clinical faculty's role for setting up the clinical experience for students.
2. Describe the process of creating a learning environment.
3. Discuss the process of managing students in the clinical area.

Webinar 3

Applying Curricular Concepts to Clinical Learning Experiences: Connecting with the Art

At the conclusion of this webinar, the learner will be able to:

1. Recognize the interplay between the syllabus, program outcomes and clinical objectives.
2. Identify learning experiences to achieve curricular outcomes.
3. Distinguish components of the clinical experience that will assist students to achieve learning outcomes.

Webinar 4

Assessing and Evaluating your Clinical Nursing Student and your Practice: Reflecting on your Art

At the conclusion of this webinar, the learner will be able to:

1. Identify the essential elements of a clinical evaluation.
2. Distinguish between formative and summative evaluation methods.
3. Discuss effective clinical evaluation strategies.

Transitioning to the New Role of Clinical Nurse Educator: Beginning with a Blank Canvas

This is the first webinar recording in the 4-part adjunct faculty webinar series. The first presentation will introduce you to the transition from clinical nurse to the role of clinical adjunct faculty within a school of nursing.

Optional Prerequisite Material for the Series

There are *optional* prerequisite materials listed for the series as well as for each recorded webinar. The prerequisites are intended to enhance the content presented in the webinars. Please note that these optional reading/viewing materials are excluded from the determined contact hours. The videos, journal articles, and books that are listed were used to develop the series and will further enhance your growth as adjunct faculty.

- Visit the Quality and Safety Education (QSEN) website: <http://www.qsen.org/> and view the video, **The Josie King Story**, a 13-minute video. Click on Faculty Resources and then Video Presentations.

The Josie King Foundation has generously made this video available for viewing by members of the QSEN community. Note: You must register to view the video, but there is no cost to you.

- Additionally, the QSEN community provides a link to view the transcript of The Lewis Blackman Story: <http://www.lewisblackman.net/>.

Optional Reading Material for Webinar 1

Note: You will need to reach out to your school's library for journal articles that are not directly accessible online.

1. Brown, R., Feller, L., & Benedict, L. (2010). Reframing nursing education: The quality and safety education for nurses initiative. *Teaching and Learning in Nursing*, 5, 115-118.
2. DalPezzo, N. K. & Jett, K. T. (2010). Nursing faculty: A vulnerable population. *Journal of Nursing Education*, 49(3), 132-136.
3. McDonald, P. J. (2010). Transitioning from clinical practice to nursing faculty: Lessons learned. *Journal of Nursing Education*, 49(3), 126-131.
4. Penn, B., Wilson, L., & Rosseter, R. (2008). Transitioning from nursing practice to a teaching role. *OJIN: The Online Journal of Issues in Nursing*, (13)3. Retrieved from <http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/vol132008/No3Sept08/NursingPracticetoNursingEducation.aspx>
5. Skiba, D. J. & Barton, A. J. (2006). Adapting your teaching to accommodate the NET generation of learners. *OJIN: Online Journal of Issue in Nursing*, 11(2). Retrieved from http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/volume112006/No2May06/tpc30_416076.aspx

About the Faculty Presenters

Karen Toby Haghenbeck, PhD, FNP-BC, RN-BC, CCRN

Assistant Professor & Director, Undergraduate Nursing Program, Pace University Lienhard School of Nursing

Dr. Haghenbeck is currently an Assistant Professor and Director of the Undergraduate Nursing Program at the Pace University Lienhard School of Nursing. She graduated with a master's in Nursing from Pace University and received her doctorate of Philosophy of Nursing from Adelphi University.

Dr. Haghenbeck is a Board-certified Family Nurse Practitioner in Internal Medicine. For ten years she was a clinical instructor in critical care at Montefiore Medical Center and has extensive experience in the critical care environment as a staff member, instructor and as a nurse manager.

She has been a member of both the Council on Continuing Education and the Council on Nursing Education of the New York State Nurses Association (NYSNA). She is active in community organizations such as the American Heart Association. She has also authored several scholarly publications including the Journal of the New York State Nurses Association, Nursing Management and Critical Care Nurse.

Ann Purchase, MS, RN

Associate Director, Education, Practice & Research Program
New York State Nurses Association

Ann Purchase is the staff liaison to the Council on Nursing Education and the Associate Director in the Education, Practice and Research Program at NYSNA. She manages content for online media and e-learn™ – the association's online continuing education website.

Ann has been a clinical nurse specialist and an educator in gynecologic oncology and has worked for more than thirty years as a nurse in positions such as: staff nurse educator at the University of California San Francisco, staff nurse unit educator at Mass General in Boston, and staff nurse and clinical specialist at Albany Medical Center. She has contributed to the published standards of care for GYN oncology at Massachusetts General Hospital and online education at Excelsior College. As a nursing educator, she has worked as full-time faculty and as a clinical adjunct in both associate and bachelor's degree nursing programs.

Ann is actively involved in Caring Together, Inc, which is an ovarian cancer support and advocacy group that she co-founded and where she now serves on the Board of Directors.

Recording Access

Recorded: September 13, 2011
Duration: 1 hour

The recording may be accessed from:

<https://nysna.webex.com/nysna/k2/e.php?AT=RINF&recordingID=5574512>

Note: Original 2010 content contributed by Anne W. Bongiorno, PhD, APRN, BC, CNE.

Using Strategies to Optimize Clinical Learning Experiences: Identifying the Tools of the Artist

This is the second webinar recording in the 4-part adjunct faculty webinar series - Clinical Expert to Adjunct Faculty: Mastering the Art of Nursing Education. The second presentation will provide concrete examples of strategies for adjunct faculty to use in clinical education.

Optional Prerequisite Material for Webinar 2

Note: You will need to reach out to your school's library for journal articles that are not directly accessible online.

1. Anderson, J.K. (2009). The work-role transition of expert clinician to novice academic educator. *Journal of Nursing Education, 48*(4), 203-208.
2. Lambton, J. & Mahlmeister, L. (2010). Conducting root cause analysis with nursing students: Best practices in nursing education. *Journal of Nursing Education, 49*(8), 444-448.
3. Quality and Safety Education for Nurses (QSEN) Retrieved from http://www.qsen.org/faculty_resources.php. (Useful teaching strategies designed for use in the QSEN competencies are available on this website.)
4. Schriener, C. (2007). The influence of culture on clinical nurses transitioning into the faculty role. *Nursing Education Perspectives, 28*(3), 145-149.
5. Zavertrnik, J. E., Huff, T. A., & Munro, C. L. (2010). Innovative approach to teaching communication skills to nursing students. *Journal of Nursing Education, 49*(2), 65-71.

About the Faculty Presenter

Karen Toby Haghenbeck, PhD, FNP-BC, RN-BC, CCRN

Assistant Professor & Director, Undergraduate Nursing Program
Pace University Lienhard School of Nursing

Please refer to the faculty narrative provided for Dr. Haghenbeck in the first webinar.

Recording Access

Recorded: September 20, 2011

Duration: 1 hour

The recording may be accessed from:

<https://nysna.webex.com/nysna/k2/e.php?AT=RINF&recordingID=5574967>

Applying Curricular Concepts to Clinical Learning Experiences: Connecting with the Art

This is the third webinar recording in the 4-part adjunct faculty webinar series - Clinical Expert to Adjunct Faculty: Mastering the Art of Nursing Education. The third presentation will demonstrate how to connect the course and program outcomes to clinical learning experiences.

Optional Prerequisite Material for Webinar 3

1. American Nurses Association and National Nursing Staff Development Organization (NNSDO) (2010). Nursing professional development: Scope and standards of practice. Silver Spring, MD: American Nurses Association.
2. Bastable, S. B. (2008). Nurse as educator: Principles of teaching and learning for nursing practice (3rd ed.). Sudbury, MA: Jones & Bartlett Publishers.
3. Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). Educating Nurses: A call for radical transformation. San Francisco, CA: Jossey-Bass.
4. Billings, D. M., & Halstead, J. A. (2009). Teaching in nursing: A guide for faculty (3rd ed.). St. Louis, MO: Elsevier Saunders.
5. Finkelman, A., & Kenner, C. (2009). Teaching IOM: Implications of the institute of medicine reports for nursing education (2nd ed.). Silver Spring, MD: American Nurses Association.
6. O'Connor, A. B. (2006). Clinical instruction and evaluation: A teaching resource (2nd ed.). Sudbury, MA: Jones & Bartlett Publishers.

About the Faculty Presenter

Linda Snell, DNS, RN, WHNP-BC

Associate Dean, School of Health & Human Performance
The College of Brockport

Dr. Snell is the Associate Dean of the School of Health and Human Performance at The College at Brockport, State University of New York. Dr. Snell earned her bachelor's in nursing from Roberts Wesleyan College and completed her master's and doctoral degrees in women's health nursing from SUNY Buffalo.

Dr. Snell has been a nurse educator for more than 25 years and also has many years of clinical experience in acute care maternal/child nursing and as a women's health nurse practitioner. Dr. Snell has created a number of presentations and publications on the nursing care of women with disabilities. Other research interests include the development of professional traits in student nurses and the support of patients and healthcare providers involved with medical error or unanticipated care outcomes.

Dr. Snell joined NYSNA's Council on Nursing Education in 2011, and has also been recently elected to the Board of Directors of the Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN).

Recording Access

Recorded: September 27, 2011
Duration: 1 hour

The recording may be accessed from:

<https://nysna.webex.com/nysna/k2/e.php?AT=RINF&recordingID=5786552>

Note: Original 2010 content contributed by Toni Doherty, PhD, RN.

Assessing and Evaluating your Clinical Nursing Student and your Practice: Reflecting on your Art

This is the final webinar recording in the 4-part adjunct faculty webinar series - Clinical Expert to Adjunct Faculty: Mastering the Art of Nursing Education. The fourth presentation will demonstrate the use of formative and summative evaluation methods to assess and evaluate clinical students, and will also discuss how to use counseling records to complete your clinical evaluations.

Optional Prerequisite Material for Webinar 4

1. Carrega, J. & Byrne, M. (2010). Problem-based scenarios to learn clinical teaching skills. *Nurse Educator*, 35(5), 208-212.
2. O'Connor, A. B. (2006). *Clinical instruction and evaluation: A teaching resource* (2nd ed.). Sudbury, MA: Jones & Bartlett Publishers. (Note: One appendix has sample anecdotal notes)
3. Oermann, M. H., & Gaberson, K. B. (2005). *Evaluation and testing in nursing education* (2nd ed.). New York: Springer Publishing Co.
4. Penn, B. K. (2008). *Mastering the teaching role: A guide for nurse educators*. Philadelphia, PA: F. A. Davis.
5. Suplee, T.D., Lachman, V.D., Siebert, B, & Anselmi, K.K. (2008). Managing nursing student incivility in the classroom, clinical setting, and on-line. *Journal of Nursing Law*, 12(2), 68-77.
6. Zavertnik, J. E., Huff, T. A., & Munro, C. L. (2010). Innovative approach to teaching communication skills to nursing students. *Journal of Nursing Education*, 49(2), 65-71. (Note: Evaluation of communication included)

About the Faculty Presenters

Joanne Lapidus-Graham, EdD, RN, CPNP, CNE

Associate Professor, Department of Nursing
Farmingdale State College

Dr. Lapidus-Graham is an Associate Professor in nursing at Farmingdale State College. Her clinical areas of specialty are in parent/child and pediatric nursing. Dr. Lapidus-Graham has taught both theoretical and clinical nursing courses for almost 27 years. She has served as the Chair of the college-wide curriculum committee at Farmingdale State College for six years and chair of the outcomes assessment committee of the nursing department committee for 12 years. She is currently a member of the Council on Nursing Education of the New York State Nurses Association.

Dr. Lapidus-Graham was the Chairperson of NYSNA's previous parent/child clinical practice unit, and served on the Council of Nursing Practice. In addition, she was the president for four years of District 14 (Nurses Association of the Counties of Long Island) of NYSNA. Dr. Lapidus-Graham has served as an advisor to the National Student Nurses Association and the student nurses association at Farmingdale State College for 21 years. Her dissertation was a qualitative phenomenological study that looked at nursing graduates' ability to develop leadership after graduation through participation in a student nursing association.

Marilyn Klainberg, EdD, RN

Associate Professor, School of Nursing
Adelphi University

Dr. Klainberg is the former Associate Dean and former acting dean at Adelphi University School of Nursing. She is presently an Associate Professor in nursing at Adelphi University. Dr. Klainberg's main areas of interest are community health nursing and professional development.

She is the lead author of *Today's Nursing Leader* (2010; Jones and Bartlett), the lead author of *Community Health Nursing: An Alliance for Health*, which is being revised for re-publication in 2011. Dr. Klainberg was awarded several Department of Health workforce grants and is currently working on collaborative research concerned with Academic Misconduct.

Recording Access

Recorded: October 4, 2011

Duration: 1 hour

The recording may be accessed from:

<https://nysna.webex.com/nysna/k2/e.php?AT=RINF&recordingID=5785487>

Resources

The following list of resources was compiled from the four webinars in the adjunct faculty webinar series.

Textbooks

- Bastable, S. B. (2008). *Nurse as educator: Principles of teaching and learning for nursing practice* (3rd ed.). Sudbury, MA: Jones & Bartlett Publishers.
- Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating Nurses: A call for radical transformation*. San Francisco, CA: Jossey-Bass.
- Billings, D. M., & Halstead, J. A. (2009). *Teaching in nursing: A guide for faculty* (3rd ed.). St. Louis, MO: Elsevier Saunders.
- Diekelmann, N. L. (Ed.). (2003). *Teaching the practitioners of care: New pedagogies for the health professions*. Madison, WI: The University of Wisconsin Press.
- Finkelman, A., & Kenner, C. (2009). *Teaching IOM: Implications of the institute of medicine reports for nursing education* (2nd ed.). Silver Spring, MD: American Nurses Association.
- Gaberson, K. B., & Oermann, M. H. (2006). *Clinical teaching strategies in nursing* (2nd ed.). New York: Springer Publishing Co.
- Keating, S. B. (2006). *Curriculum Development and Evaluation in Nursing*. Philadelphia, PA: Lippincott Williams & Wilkins.
- O'Connor, A. B. (2006). *Clinical instruction and evaluation: A teaching resource* (2nd ed.). Sudbury, MA: Jones & Bartlett Publishers.
- Oermann, M. H., & Gaberson, K. B. (2005). *Evaluation and testing in nursing education* (2nd ed.). New York: Springer Publishing Co.
- Penn, B. K. (2008). *Mastering the teaching role: A guide for nurse educators*. Philadelphia, PA: F. A. Davis.
- Zager, L., Herman, J., & Manning, L. (2011). *Leading learning: The eight-step approach to clinical teaching*. Dahlenega, GA: I Can Publishing.

Professional Resources

- American Association of Colleges of Nursing (AACN). (2008). The essentials of baccalaureate education for professional nursing practice. Retrieved from <http://www.aacn.nche.edu/education/pdf/baccessentials08.pdf>
- American Nurses Association and National Nursing Staff Development Organization (2010). *Nursing professional development: Scope and standards of practice*. Silver Spring, MD: American Nurses Association.

QSEN: Quality and Safety Education for Nurses

Brown, R., Feller, L., & Benedict, L. (2010). Reframing nursing education: The quality and safety education for nurses initiative. *Teaching and Learning in Nursing*, 5, 115-118.

Quality and Safety Education for Nurses. (n.d.). Faculty resources. Retrieved from http://www.qsen.org/faculty_resources.php

Additional Websites

Hansen M2H Nursing (from Margaret Hansen at the University of San Francisco) @ www.m2hnursing.com.

References

The following list of references was compiled from the adjunct faculty webinar series. Please note that this is not an all-encompassing list and additional references were provided throughout each previously recorded webinar.

- Billings, D.M., & Kowalski, K. (2008). Developing your career as a nurse educator: The importance of having (or being) a mentor. *The Journal of Continuing Education in Nursing*, 39(11), 490-491.
- Carrega, J. & Byrne, M. (2010). Problem-based scenarios to learn clinical teaching skills. *Nurse Educator*, 35(5), 208-212.
- Culleiton, A.L., & Shellenbarger, T. (2007). Transition of a bedside clinician to a nurse educator. *MedSurg Nursing*, 16(4), 253-257.
- DalPezzo, N. K. & Jett, K. T. (2010). Nursing faculty: A vulnerable population. *Journal of Nursing Education*, 49(3), 132-136.
- Forbes, M.O., Hickey, M.T., & White, J. (2010). Adjunct faculty development: Reported needs and innovative solutions. *Journal of Professional Nursing*, 26(2), 116-124.
- Lambton, J. & Mahlmeister, L. (2010). Conducting root cause analysis with nursing students: Best practices in nursing education. *Journal of Nursing Education*, 49(8), 444-448.
- McDonald, P. J. (2010). Transitioning from clinical practice to nursing faculty: Lessons learned. *Journal of Nursing Education*, 49(3), 126-131.
- Penn, B., Wilson, L., & Rosseter, R. (2008). Transitioning from nursing practice to a teaching role. *OJIN: The Online Journal of Issues in Nursing*, (13)3, Retrieved from <http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/vol132008/No3Sept08/NursingPracticetoNursingEducation.aspx>
- Schriner, C. (2007). The influence of culture on clinical nurses transitioning into the faculty role. *Nursing Education Perspectives*, 28(3), 145-149.
- Skiba, D. J. & Barton, A. J. (2006). Adapting your teaching to accommodate the NET generation of learners. *OJIN: Online Journal of Issue in Nursing*, 11(2). Retrieved from http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Volume112006/No2May06/tpc30_416076.aspx
- Suplee, T.D., Lachman, V.D., Siebert, B, & Anselmi, K.K. (2008). Managing nursing student incivility in the classroom, clinical setting, and on-line. *Journal of Nursing Law*, 12(2), 68-77.
- Suplee, P. D., & Gardner, M. (2009). Fostering a smooth transition to the faculty role. *The Journal of Continuing Education in Nursing*, 40(11), 514-520.
- Young, P. & Diekelmann, N. (2002). Learning to lecture: Exploring the skills, strategies, and practices of new teachers in nursing education. *Journal of Nursing Education*, 41(9), 405-412.
- Zavertnik, J. E., Huff, T. A., & Munro, C. L. (2010). Innovative approach to teaching communication skills to nursing students. *Journal of Nursing Education*, 49(2), 65-71.

Clinical Expert to Adjunct Faculty: Mastering the Art of Nursing Education

On-Demand Webinar Series

Course Exam and Answers

This comprehensive course exam comprises questions from the following previously recorded webinars:

1. Transitioning to the New Role of Clinical Nurse Educator: Beginning with a Blank Canvas
2. Using Strategies to Optimize Clinical Learning Experiences: Identifying the Tools of the Artist
3. Applying Curricular Concepts to Clinical Learning Experiences: Connecting with the Art
4. Assessing and Evaluating your Clinical Nursing Student and your Practice: Reflecting on your Art

After viewing the four on-demand webinars, please select the best answer to the questions below. When completing the following test questions, **please take the role of a clinical adjunct faculty member or the role in evaluating a situation that you might face as a clinical adjunct.**

Note: Contact hours will be awarded for this online course until **November 21, 2014.**

1. The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to prepare future nurses with the knowledge, skills and attitudes to improve the quality of the healthcare systems within their work settings. Which statement(s) **best** represents the role of the clinical educator with students using the QSEN framework?
 - a. Develop expertise as a clinical educator to assist students how to use the QSEN quality and safety competencies.
 - b. Change your clinical education methods and standards to comply with the QSEN competencies.
 - c. Gain an awareness of the QSEN competencies and freely share them with other faculty.
 - d. 1 and 3
2. What situation most accurately describes the work ethics of Robert, a clinical *Generation X* student, born between the years of 1960 to 1980?
 - a. Robert is upset that he needs to spend an extra hour or more this afternoon with his clinical instructor to go over his incomplete clinical documentation.
 - b. Robert questions your clinical expertise as an educator every time you provide constructive criticism.
 - c. Robert has expressed that he enjoys working as a team member with others in his clinical group.
 - d. Robert occasionally forgets to cover some of his many arm tattoos when he arrives at the clinical site.
3. Which statement **best** represents the characteristics of an effective clinical educator? The clinical educator
 - a. is an expert in the clinical setting where s/he has students.
 - b. guides students on how to successfully insert a urinary catheter.
 - c. can write clear and measurable objectives.
 - d. has an awareness of how the clinical course fits with the overall curriculum.
4. Lucinda, a new part-time clinical adjunct at the school of nursing (SON), has 15 years of experience as an emergency room nurse. She recently told the Chair of the SON that she feels overwhelmed by the number of students she is responsible for and the high acuity of the patients on the unit. What would be the most effective approach for the Chair of the SON to retain Lucinda as an adjunct?
 - a. Offer to increase her salary if she agrees to remain as an adjunct.
 - b. Change her clinical assignment to having students the emergency department.
 - c. Assign a seasoned faculty member to support her with the adjunct role.
 - d. Ask the nurse manager on telemetry to provide her with one-on-one orientation.

5. Which of the following “tools” will you need to facilitate your transition from a clinical nurse to a clinical adjunct faculty member?
1. Course syllabus
 2. Evaluation tools
 3. Mission of clinical setting
 4. Course textbook
 5. Contact with didactic faculty
- a. 1, 2, 3, 4
 - b. 1, 2, 4, 5
 - c. 2, 3, 4, 5
 - d. All the tools
6. Which of the following are *reflective* questions that will assist students to describe their clinical experiences in their *reflective journals*?
1. What caring behaviors did you observe between the nurses, the patient and the patient’s family?
 2. What were the specific nursing interventions that you performed for the patient when he was admitted to ICU?
 3. What feelings would you anticipate that this family was experiencing when the patient was placed on the ventilator?
 4. What have you learned about critical care nursing that may influence your decision to work in this setting?
- a. 1, 2, 3
 - b. 1, 3, 4
 - c. 2, 3, 4
 - d. They are all reflective statements.
7. The Council on Nursing Education provided you with a list of their *Top Frequently Asked Questions* for new clinical adjunct faculty. One of the questions asks - *Are students functioning under my license?* What would be the correct response?
- a. “The instructor is legally responsible to the SON and the clinical site; therefore students are functioning under the instructor’s license at all times.”
 - b. “The nursing student functions under your license only when they are providing aspects of patient care that is beyond the scope of practice for students.”
 - c. “The nursing student is exempt under the Nurse Practice Act and accountable for their own actions; therefore they do not function under your license.”
 - d. “The instructor is responsible for the clinical procedures performed by the student because they are not accountable for their actions until they are registered by the state.”
8. Maria, a 2nd semester student in her first medical/surgical clinical experience, tells you that she cannot get to the clinical site until 30 minutes after the start time. What should you do?
- a. Establish a trusting relationship with Maria to assess her clinical capabilities.
 - b. Acknowledge the travel challenge but tell her she must be on time for clinical.
 - c. Inquire as to whether she has financial constraints that may be causing her to be late.
 - d. Allow her to begin 30 minutes later and offer her written assignments to make up the time.
9. Two first-year students arrive at the clinical site without their ID badges. What should you do?
- a. Inform the course coordinator that the students did not have their ID badges.
 - b. Send them to the nursing office at the clinical site to get a temporary ID badge.
 - c. Send the students to the college laboratory to practice for the skills test.
 - d. Inform the students they will need to arrange to make up the clinical day.

10. Jessica, a senior nursing student complains to you that the patient for whom she had developed a plan of care was discharged last evening. She is noticeably upset and complaining that she has “done all of the work on the care plan for nothing”. Your best response would be to:
- Correct her attitude and instruct her to use the plan of care for a patient with a similar diagnosis.
 - Ask her politely to leave the clinical site until she can better control her emotions.
 - Correct her attitude and allow her additional time to complete another plan of care for a different patient.
 - Ask her to provide you with recommendations for what she should do for the rest of the clinical day.
11. What is the primary reason why it is inappropriate and unnecessary to co-sign a student nurse’s documentation in the medical record?
- Student nurses have a permit authorizing them to deliver nursing care until they receive their registered nursing license.
 - The faculty member does not have the skill or authority to determine if the student’s documentation is accurate.
 - The supervising faculty member determines the degree of supervision required for the student which does not include co-signing documentation.
 - The documented care may not directly be observed by the faculty who is co-signing the student’s documentation.
12. Which statement is a **course outcome** that demonstrates teamwork and collaboration with the inter-professional team for a senior-level nursing course? The student
- uses the SBAR method to communicate a change in patient condition to the team member.
 - obtains details about patient’s history and nursing care from the electronic health record.
 - effectively communicates with team members, adapting her own style to the team.
 - Is able to initiate and prioritize new orders appropriately.
13. What is essential to demonstrate a connection between the curriculum and clinical learning experiences to assist students to achieve the nursing program’s goal/outcomes?
- Clinical objectives, patient assignments, clinical unit needs
 - Pre-conferences, clinical objectives, post-conferences
 - Clinical objectives, course objectives, program outcomes
 - Nursing interventions, documentation, patient outcomes
14. What is the best way to move students toward the art of knowing and doing?
- Teach students to create a culture of safety and quality in patient care.
 - Guide students to become partners with the inter-disciplinary team.
 - Instruct students to use science to guide their clinical judgments.
 - Act as the “sage on the stage” to teach students how to provide nursing care.
15. When using SBAR to communicate with a healthcare provider, what information should be shared with the provider under the “S”?
- Identify pertinent lab results, current medications, most recent set of vital signs.
 - Identify self, the patient, the unit, and a brief description of the problem.
 - Notify provider of the patient’s admission to the unit, any orders, and requested changes.
 - Notify provider that the patient has been discussed with the supervisor prior to making the call.

16. Anecdotal notes are used in evaluations to document your observations of student's clinical performance. Which is the **best** anecdotal note?
- Genevieve cared for a 75-year-old patient who spiked a temperature to 103.2. Genevieve charted the temperature at 100.3 so an incident report was made by the RN and she was counseled by the Nurse Manager.
 - Stella is a very good student who works very hard to make her patients comfortable. She worked with 2 patients today who couldn't say enough nice things about her. She is such a lovely student.
 - Jose was assigned the care of an 85-year-old patient following a stroke. The patient chipped his tooth when Jose was assisting him with breakfast. The patient did not have the money to buy new dentures so Jose arranged to have the social worker assist the patient to get a free visit to the dental clinic to repair the chipped tooth.
 - James was assigned to Dora Johnson, a 65-year-old woman receiving chemotherapy for pancreatic cancer. Dora complained to the RN working with James that she didn't want him to care for her because she didn't have a clue about chemotherapy or pancreatic cancer.
17. Which statement best represents the elements of a **formative** evaluation? The formative evaluation provides
- a retrospective view of the student's clinical performance.
 - feedback and direction based on the student's clinical performance.
 - an analysis of the student's achievement of the course outcomes.
 - a synthesis of all observational data of the student's clinical performance.
18. Your student is caring for two patients in room 436. She has just completed a sterile dressing change on the patient in 436A and has reached to take the blood pressure cuff from the wall unit to take the blood pressure of the patient in 436B. You observed that the student did not wash her hands between patients. What should be your next action?
- In front of the patient, ask the student to refrain from taking the blood pressure and ask her to wash her hands immediately.
 - Ask that the student to not take the blood pressure at that time and request that she step outside of the patient's room with you.
 - Tell the student that she has failed to demonstrate safe care and that she will need to leave the unit for the day.
 - Ask the student to refrain from taking the blood pressure stating that she did not wash her hands, and apologize to the patient.
19. You have learned that anecdotal notes are "discoverable". What additional question relating to the policy of the School of Nursing (SON) do you need to have answered by the Chair or Dean of the SON?
- Should the notes be provided to the RNs on the unit who are working with the students?
 - Are the notes placed in the student's permanent file in the SON office?
 - Should the notes include a description of what the student failed to do with a patient?
 - Are the notes provided to clinical students as part of their weekly feedback?
20. In addition to the "tools" recommended to clinical adjunct faculty by the NYSNA Council on Nursing Education, which resource will assist you to conceptualize the nursing process?
- AACN Essentials of Baccalaureate Education
 - ANA Code of Ethics for Nurses
 - ANA Scope and Standards of Practice
 - NYS Nurse Practice Act