Socialization of Clinical Instructors to the Faculty Role

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Objectives

• Describe the concept of socialization as it relates to the clinical instructor role.
• Discuss the theoretical foundations of the socialization of clinical instructors.
• Describe the three-pronged approach to the socialization of clinical instructors.
• Explore practical ways that the socialization of clinical instructors can effectively take place at your school.
Current State of Nursing Education

• The faculty shortage is predicted to get worse.
  • US nursing schools turned away 64,067 qualified applicants in 2016 due, in part, to insufficient number of faculty members.
  • Faculty retirements still to come

• Clinical experts are increasingly being recruited to teach clinical experiences as adjuncts or part-time faculty.

• Full-time faculty members are being asked to do more with less.

American Association of Colleges of Nursing, 2017
Why Socialization?

• The literature is very clear over the past 10+ years
  • Preparation vs. socialization
  • Three-pronged approach
    • Intentional and formalized

Clark, 2013
Education

Interaction with opportunities for input

Mentoring
Theoretical Framework: Role Theory

• Role transition
  • Internal change and external change.
    • Internal change - the appropriate changes in behaviors and attitudes of the person adopting a new role in a new environment
    • External change - changes in the behaviors and attitudes of people already residing within the new environment
    • Being accepted into a new role and no longer being viewed in a previous role
  • Merging of person and role internally (how you view yourself).
  • Merging of person and role externally (how others view you).

Paul, 2015; Turner, 2002
Theoretical Framework: Transformative Learning Theory

• Learning that leads to a transformation of a person’s perspective through reflection.
  • requires energy and motivation
  • helped by social interaction

• Transformative learning theory purports that the process of "perspective transformation" has three dimensions
  • psychological (changes in understanding of the self)
  • convictional (revision of belief systems)
  • behavioral (changes in lifestyle)

Mezirow, 1997; Mezirow, 1998
Transformative Learning Theory

• What is essential learning necessary for a clinical expert to transform to a clinical instructor role and change one’s perception of that new role?
  • Knowledge: What does a clinical instructor need to know? Why?
  • Behaviors: How does a clinical instructor need to act? Why?
  • Values: What does a clinical instructor need to believe? Why?
Education of Clinical Instructors

• The “what” and “how” of teaching and learning.
• Utilize resources for orientation and education
  • One-on-one meetings vs online modules
  • Binder vs online modules
  • Time and energy vs online modules
• Online modules
  • Pre/post-test with tracking
  • Evaluation of modules

Clark, 2013; Dunker, 2014; Dunker & Manning, 2018; Gies, 2013; Grassley & Lambe, 2015; NLN, 2006; NLN, 2008; Paul, 2015; Reid, Hinderer, Jarosinski, Mister, & Seldomridge, 2013; Rice, 2016; Roberts, Chrisman, & Flowers, 2013; Seekoe, 2014; Santisteban & Egues, 2014; Sousa, 2015; Suplee, Gardner, & Jerome-D’Emilia, 2014
Mentoring of Clinical Instructors

- The “why” of the socialization process
- Mentoring
  - Formalized
  - Ongoing
- NLN Position Statement and Toolkit

Interaction with Opportunities for Input

• The “what”, “how”, and “why” become imbedded within the role.
• Provide opportunities for interaction and connection with the full-time faculty, other clinical instructors, and leadership.
• Solicit ideas and suggestions.

Clark, 2013; Dunker & Manning, 2018; Gies, 2013; Roberts, Chrisman, & Flowers, 2013; Seekoe, 2014; Santisteban & Egues, 2014
Socialization of Clinical Instructors

Socialization

- Education
- Interaction with opportunities for input
- Mentorship
References


