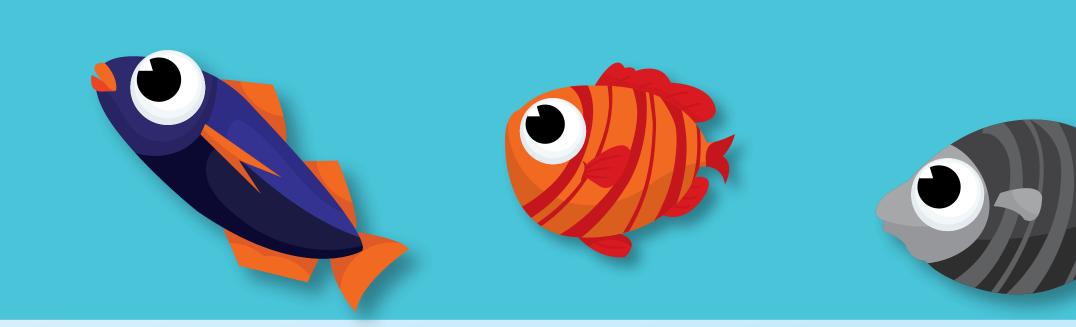


Keeping it "REEL" Easy: An Academic Partnership

Author: Laura M. Hernandez, DNP (c), ARNP, CPN, FNP-C

Co-Authors: Jennifer Cordo, MSN, ARNP, PPCNP-BC; Ingrid Gonzalez, MSN, RN; Elena Ortega, MSN, ARNP, CCRN; Kris Roberts, MSN, RN, CPN; Ivette Roldan, MSN,RN, CPN; Lisa Sosa, MSN, ARNP, PPCNP-BC

Miami Children's Hospital • Miami, Florida • 305-666-6511







Learning Objectives

- #1 The learner will be able to identify expert clinicians who may serve as joint faculty educators.
- #2 The learner will be able to discuss an easy retention and recruitment strategy.





An academic practice partnership has been created to capture expert advance practice clinical adjuncts and recruit new nursing graduates while easing the onboarding hire process. The evidence significantly shows that blending practice-learning and pedagogy from clinical instructors aids in stucent developement; as well as, recruiting and retaining new nurses and new faculty (Adams, 2013). Capturing students in their last academic year is important to the recruitment of a pool of talented clinicians. Identifying advanced practice nurses at the point of care as clinical adjunct faculty to engage and educate these senior students eases the onboarding process and faculty nurse shortage.

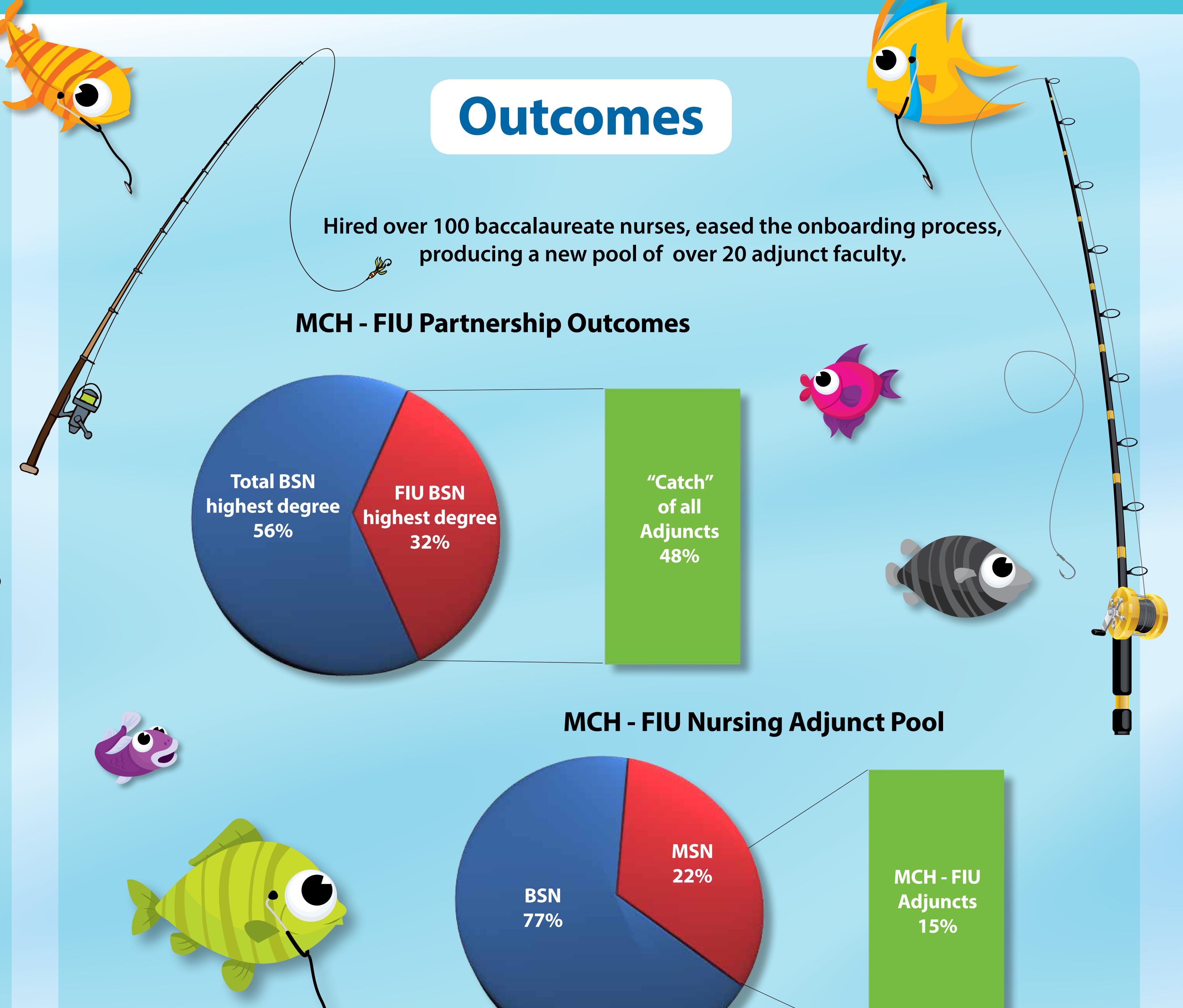
Process

A lead, joint clinical appointed faculty educator serves to bridge the university's gap for clinical placements and adjunct faculty shortage as well as helping the institution in grooming their experts to recruit new baccalaureate talented nurses.

Expert qualified clinicians and clinical placements at the institution are identified by the lead joint educator. Together, they serve as part-time adjunct faculty, identifying potential candidates for hire while increasing recruitment strategies through teaching and learning at the point of care. A pool of 90-100 students per year are mentored by blending practice and pedagogy. The clinical educator helps direct and develop teaching strategies conducive to their learning and hiring.

Clinical adjunct faculty are mastered prepared nurses with current pediatric clinical experience holding a national certification in their area of expertise, hired part-time by the university in collaborative efforts to identify the best fit of new pediatric nurse hires into the institution. This collaborative partnership eases the institution's onboarding process, retention and recruitment strategies, as well as, the university's clinical nurse faculty shortage.

Students are in their last year of their baccalaureate nursing curriculum, enrolled in their pediatric clinical rotation and/or beyond.



Nursing Implications

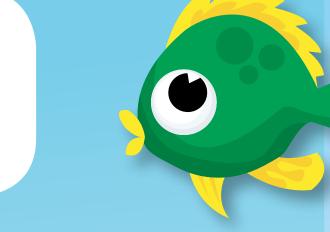
This partnership provides a teaching and learning experience no other local nursing program and pediatric medical institution provides. Facilitating recruitment and retention strategies while bridging the gaps between academia and the clinical world have been accomplished.

Acknowledgements

Florida International University Nicole Wertheim College of Nursing and Health Sciences



References



- Adams, K. (2013). Practice teaching: Professional identity and recognition. Community Practitioner: The Journal of the Community Practitioners' & Health *Visitors' Association, 86*(10), 20-23.
- Barksdale, D. J., Woodley, L., Page, J. B., Bernhardt, J., Kowlowitz, V., & Oermann, M. H. (2011). Faculty development: Doing more with less. Journal of Continuing Education in Nursing, 42(12), 537-544. doi:10.3928/00220124-20110301-01; 10.3928/00220124-20110301-01
- Clay, M. A., 2nd, Sikon, A. L., Lypson, M. L., Gomez, A., Kennedy-Malone, L., Bussey-Jones, J., & Bowen, J. L. (2013). Teaching while learning while practicing: Reframing faculty development for the patient-centered medical home. Academic Medicine: Journal of the Association of American Medical Colleges, 88(9), 1215-1219. doi:10.1097/ACM.0b013e31829ecf89; 10.1097/ACM.0b013e31829ecf89
- Ho, H. H., Liu, P. F., Hu, H. C., Huang, S. F., & Chen, H. L. (2010). Role transition and working adaption in new nursing graduates: A qualitative study. Hu Li Za Zhi the Journal of Nursing, 57(6), 31-41.
- Reid, T. P., Hinderer, K. A., Jarosinski, J. M., Mister, B. J., & Seldomridge, L. A. (2013). Expert clinician to clinical teacher: Developing a faculty academy and mentoring initiative. *Nurse Education in Practice, 13*(4), 288-293. doi:10.1016/j.nepr.2013.03.022; 10.1016/j.nepr.2013.03.022
- Savage, C., Amanali, S., Andersson, A., Lohr, S. C., Eliasson, Z., Eriksson, H., Schwarz, U. (2011). Turning the tables: When the student teaches the professional -- a case description of an innovative teaching approach as told by the students. Nurse Education Today, 31(8), 803-808. doi:10.1016/j.nedt.2010.11.023; 10.1016/j.nedt.2010.11.023
- Shiiba, M., Saito, H., & Fukuzawa, Y. (2010). Factors influencing the collaboration between clinical instructors and teachers in nursing practicum. Journal of *UOEH, 32*(2), 161-176.