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.

Structure

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 pedagogy at the point of care as clinical adjunct faculty provides. Facilitating recruitment and retention strategies while bridging the gaps between academia and the clinical world have been accomplished.

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 geomising its 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 clinical rotation and/or beyond. 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.

Outcomes

Hired over 100 baccalaureate nurses, eased the onboarding process, producing a new pool of over 20 adjunct faculty.

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.

References


Hu Li Za Zhi. (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


Kris Roberts, MSN, RN, CPN; Ivette Roldan, MSN, RN, CPN; Lisa Sosa, MSN, ARNP; PPCNP-BC

MCH - FIU Nursing Adjunct Pool

<table>
<thead>
<tr>
<th>Degree</th>
<th>FIU BSN Adjuncts</th>
<th>FIU MSN Adjuncts</th>
<th>MCH - FIU Adjuncts</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN</td>
<td>77%</td>
<td>22%</td>
<td>15%</td>
</tr>
<tr>
<td>MSN</td>
<td>22%</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

Acknowledgements

Florida International University Nicole Wertheim College of Nursing and Health Sciences

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

MCH - FIU Partnership Outcomes

<table>
<thead>
<tr>
<th>Total BSN highest degree</th>
<th>FIU BSN highest degree</th>
<th>“Catch” of all Adjuncts</th>
</tr>
</thead>
<tbody>
<tr>
<td>56%</td>
<td>32%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Panels: Learning Objectives, Process, Outcomes, Nursing Implications, Structure, Acknowledgements, References

Panels: Learning Objectives, Process, Outcomes, Nursing Implications, Structure, Acknowledgements, References