Panel Discussion: Multiple Roles – From Staff to Teacher

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Explore the challenge of multiple roles as staff, adjunct clinical faculty, and other professional and/or life roles. Nurses serving as clinical faculty share first-hand experiences, insights, and helpful tips. The purpose of this guide is to outline the preparation and potential questions for this moderated panel discussion.</th>
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<tbody>
<tr>
<td>Time</td>
<td>90 Minutes</td>
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<tr>
<td>Outline</td>
<td>Opening Objectives Process of the Panel Discussion Introductions and Initial Questions for All Panelists Panel Discussion Wrap Up and Summary</td>
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| Materials Needed | - PowerPoint Slide 7-1
  - Add the names of the moderator and panelists to the slide and use it as a backdrop.
- Large name tents in front of each panel participant
- Table with four chairs, one for each panel participant
- Microphones for panelists and portable microphone for participant questions |
| Preparation | Approximately one month prior to the Academy, select and confirm panelists. The ideal size of the panel is three or four participants. Select nurses who are currently in the role of clinicians who are also working as adjunct faculty. About 10 days prior to the Academy, send an e-mail message to the panelists. A sample message is on the following page. |
Dear [panelists]:

Thank you for agreeing to participate in the Panel Discussion at the Clinical Faculty Academy on [date, time, location]. We appreciate your willingness to share your experiences with new clinical instructors.

Here is an overview of what to expect, including the purpose of the panel, objectives, and some suggested questions.

**Multiple Roles – From Staff to Teacher**
**Panel Discussion**

**Purpose**
Explore the challenge of multiple roles as staff, adjunct clinical faculty, and other professional and/or life roles.

**Objectives**
1. Discuss the multiple roles of adjunct clinical faculty.
2. Discuss ways to balance responsibilities of these multiple roles.
3. Describe time management for a clinical day.
4. Discuss the pros and cons of offering clinical instruction at one’s own unit/facility.

**Introduction of Panelists and Initial Questions**
I’ll ask each of you to introduce yourself and talk about functioning as an adjunct clinical faculty member by discussing three questions. I will ask each of you to respond to these questions:

1. Why did you choose to engage in this clinical educator role?
2. What points would you like to highlight regarding the clinical adjunct role with your other responsibilities: finding balance... avoiding overload... and so on?
3. What are the advantages and disadvantages of being an adjunct faculty in one’s own facility?

**Panel Discussion: Potential Questions**
Then, depending on how the discussion evolves, how we manage the time, and what questions the participants ask, we might explore some of the following questions. For these, you shouldn’t feel compelled to speak to each and every one — respond if you want to expand what’s been said, add another thought, or describe a specific experience.

- How are you integrated into the faculty role from this education side? Discussion with course coordinator... attendance at planning meetings... other measures?
- How do you manage your time in the clinical area with students? What is a typical day with the students like for you?
- How do you identify the best clinical experiences for students . . . on what do you base your selection?
- How do you evaluate a student’s level of knowledge and preparation for patient care . . . pathophysiology, skills (techniques), pharmacology (meds)?
- How do you prioritize student needs for one-on-one time?
- How do you facilitate critical thinking skills? How do you help students to see the whole picture and not just the task at hand?
- How do you conduct post conferences that are meaningful . . . helpful to student learning?
- How do you facilitate student autonomy? How do you find that balance between doing for the student rather than allowing the student to learn?
- How do you deal with students who are anxious, lack self confidence, are disorganized, tardy, not prepared, or have an ATTITUDE . . . maybe even all of the above?
- How do you objectively evaluate each student . . . identification of strengths/weaknesses . . . assisting students to recognize areas for improvement as well as strengths?

I look forward to meeting each of you before our discussion begins. Please try to arrive at least 15 minutes before our panel begins at [time] on [day, date] in the [location]. You are welcome to join us for lunch if your schedule allows.

Let me know if you have any questions or need additional directions, [how and where].

Thank you again,
Opening
PPT 7-1
Introduce yourself, your role at your institution, and your session. This is an opportunity to hear from people who have been “living” the role of Clinical Adjunct Faculty. They represent another group of experts who have important information for you.

Objectives
The purpose of the panel is to explore the challenge of multiple roles as staff, adjunct clinical faculty, and other professional and/or life roles. We want to achieve the following objectives:
1. Discuss the multiple roles of adjunct clinical faculty.
2. Discuss ways to balance responsibilities of these multiple roles.
3. Describe time management for a clinical day.
4. Discuss the pros/cons of offering clinical instruction on one’s own unit/facility.

Process of the Panel Discussion
Describe how you plan to proceed. Tell the group that you will have each panelist answer three questions before opening the discussion for participant questions. Direct participants to Tab 7, pages 1 and 2, of the participant notebook for a list of potential questions. There is also space for them to make notes of other questions that come to mind as they listen to the panel.

Introductions and Initial Questions — All Panelists
Begin by asking panelists to introduce themselves and describe why they chose to take on the Clinical Educator role. Ask each panelist to answer two additional questions:
1. What points would you like to highlight regarding the clinical adjunct role with your other responsibilities: finding balance…avoiding overload…and so on?
2. What are the advantages/disadvantages of being an adjunct faculty in one’s own facility?
Panel Discussion
At this point, open the discussion by asking Academy participants which of the other questions in the notebook, or ones of their own, they want to ask the panelists to address.

Watch the time and acknowledge when it looks like there is time for just one or two more questions.

Wrap Up and Summary
Summarize key points or simply offer the opportunity to have one last burning question.

In closing, thank the participants for their questions and thank the panelists for sharing their experiences and wisdom. Mention that the contact information for each panelist is included in the participant notebook. Emphasize the importance of the role of clinical faculty in the education of the next generation of nurses.