

Bridging the Gap from Clinical Expert to Academic Educator

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Learning Objectives:

By the end of the breakout session the learners will be able to :

identify obstacles experienced by new faculty transitioning from clinical practice and formulate strategies to effectively facilitate the transition to the faculty role.

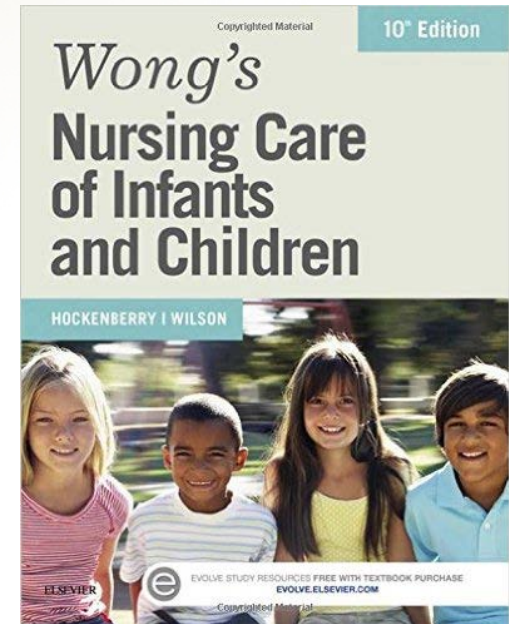


Expert to Educator



Regina Prusinski, DNP, AC-PNP

- PICU bedside nursing
- CTICU APN role
- DNP achievement
- Teaching part-time as a preceptor
- Teaching in my specific specialty
- Teaching fulltime to all levels of nursing students



Navigating Academia

Christine Zamaripa, MSN, RN, C-EFM

- MSN in Nursing Education
- Clinical Background: Women's Health and Obstetrics
- Bedside nurse in Obstetrics for the last 16 years
- QI project manager and clinical staff educator
- Nursing Education Experience: BSN completion, BSN and online international BSN completion
- Adjunct clinical faculty for 4 different schools of nursing
- Lab assistant and simulationist
- Online part-time faculty

13 years nursing education experience- transitioned to Otterbein University 1 year ago as full-time faculty



Finding Support



Deana Batross, DNP, FNP-BC, CCRN

- Doctor of Nursing Practice in 2016
 - MSN, FNP certification in 2004
 - BSN 1999 & ADN 1989
- **Clinical Background:**
 - 1989 – Critical care 12 years
 - 1999 – Cardiology private practice
 - 2004 – NP - Emergency department & Cardiology
 - 2010 - NP - Heart Failure/Electrophysiology
- **Nursing Education Experience:**
 - 2002 – Staff Development Coordinator
 - 2014 – Adjunct Faculty NP Program

*Full time faculty 2017 Otterbein University

Finding Your Style



Amy Smith, MSN, RN, CNE

- MSN in Acute Care and Management
- Clinical background: Pediatric ICU and trauma
- Clinical nurse specialist and nurse manager
- Nursing Education Experience:
(Diploma program, ADN, BSN, MSN)
- Clinical Educator
- Nursing Laboratory Coordinator
- Part time faculty
- Full time faculty

10 years nursing education experience –
transitioned to Otterbein University
1 year ago

Think-Pair-Share

- Reflect on your own experiences and share with others at your table.
- On the table you will find post-it notes.
Write down at least 1 example from your transition to teaching that reflects the same theme as one of our stories.

Place the post-it note on one of the 4 large white sheets placed around the room based on the topic you feel it fits under the best.

“Expert to Educator”

“Navigating Academia”

“Finding Support”

“Finding Your Style”

Expert to Educator

The History

- Prior to **1970**, most master's degree programs in nursing **were centered on traditional "role preparation,"** either in administration or nursing education (McKevitt, 1986).
- In **1969**, the American Nurses Association (ANA) issued a position paper calling for graduate programs to **shift their focus toward clinical specialization and advanced nursing practice**, rather than these more "traditional" courses of study (Davis, Dearman, Schwab, & Kitchens, 1992; Fitzpatrick & Heller, 1980; Krisman-Scott, Kershbaumer, & Thompson, 1998; McKevitt).
- Rapid educational paradigm shift. A study by McKevitt (1986) revealed that between **1979 and 1984**, there was a **significant decline** in the number of **graduate nursing programs offering education as a primary area of study**.
- Oermann and Jamison (1989) surveyed 92 nursing graduate programs and found that by **1989, only 11% of these schools offered a major in nursing education at the master's level**.
- During the **1990's**, **only 4%** of nurses enrolled in master's programs were **pursuing degrees that would prepare them for a faculty role** (National League for Nursing [NLN], 2002).

Navigating Academia

- **Historically faculty evaluating has been grounded in three categories: scholarship, teaching, and service.** Faculty who are also clinicians may be required to maintain their clinical expertise in addition to performing well in these areas (Peterson, Stuart, Hargis, & Patel, 2009).
- **The tenure process is a specific type of socialization guiding new faculty who are attempting to define their roles** within their department, institution, and the broader academic community utilizing the elements of Van Maanen and Schein's organizational socialization theory (1979) of **role-clarity, self-efficacy and social acceptance** (Ponjuan, Conley, & Trower, 2011).
- **New faculty members experience significant stress in adjusting to the demands of their new positions.** Power dynamics found to contribute to levels of stress include: shaping and being shaped, navigating change without a road map, evolving identities, existing culture, teaching, research/scholarship, support and scrutiny (Yeo, Bennett, Stoneman-McNichol, & Merkley, 2015).
- McDermid, Peters, Daly, and Jackson, (2013) report stories often revealed a sense of being overwhelmed by the demands of the faculty role with some participants contemplating returning to the **clinical setting where there was a perception that the work expectations were more realistic.**
- New faculty benefit and retention is improved when peers and administrators work in tandem to provide a collegial and supportive work environment. Transition is aided when **orientation is formalized, extensive, and links new educators to seasoned faculty and mentors.** (Gardner, 2014).

Finding Support

- Vance and Olsen (1998) dedicated an entire book on the **relationship** in which **mentorship** plays in the **development** of **self** and **professional** growth.
- In 1998, with multiple newly hired **inexperienced** faculty, Kent State University developed a mentoring program within the department of nursing based on the **principles of caring** (Snelson et al.).
- Mentoring is **challenging** for both the mentee and mentor. **Support groups** amongst new inexperienced faculty is another option (Lewallen, Crane, Letvak, Jones, & Hu, 2003).
- **Prior knowledge** of the institutions missions and philosophies will support an easier transition (Penn, Wilson, & Rosseter, 2008).
- **Benner's theory** applies when one **transitions** from practice to academia. A **knowledge deficit** mixed with a **new culture** is challenging (McDonald, 2010).
- Vance (2013) states, “finding **good** mentors is **essential** to assist you in developing knowledge and confidence in your role as a **novice** teacher” (p. 201).
- Haynes-Lewis and Pearson (2016) developed a tool kit for individuals exploring a change from clinician to the faculty role. **Mentorship** is **essential** for a smooth transition.
- Fressola and Patterson (2017) view the transition from clinician to academia as an **expansion** of previous **knowledge** base.

Finding Your Style

- **Identify best practices in your mentor and peers to incorporate best practices that fits your teaching philosophy.** Specht (2013) found that nurse educators that were mentored have significantly lower role conflict and ambiguity and the effect correlated with quality of the mentoring experience.
- **Explore evidence-based teaching literature and try a variety of teaching strategies.** In the Nurse Educator Transition Model the phases of anticipation, disorientation, information seeking and identity formation (Scheoning, 2009).
- **Develop leadership competencies in nursing education** (AONE, 2011). Young, Pearsall, Stiles, Nelson & Horton-Deutsch, 2011 found that most leaders in nursing education do not have formal leadership education or experience.
- **Seek professional development in your role as a nurse educator:** Lily, OLN Education Summit, CNE (NLN), terminal degree. Gilbert & Womack (2012) describe the use of the NLN nurse educator core competencies to develop a successful orientation program for new nurse educators.



I can do things you cannot, you
can do things I cannot; together
we can do great things.

Mother Teresa

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