Got Faculty? Transitioning Advance Practice Nurses into Faculty Roles

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Objectives
1. Discuss the historical and pragmatic issues associated with the nursing faculty shortage.
2. Describe essential skills for nurse educators transitioning from practice roles.
3. Explain issues associated with role transition issues and a mentoring program to ease the transition.

History of nursing education and practice
Licensure and development of nursing education were synchronous
Nursing education started in hospitals
Relocated to schools and universities of higher learning
This move created a theory–practice gap
Collaborative relationships or partnerships between schools and health care institutions
Clinical education and placements

Transforming Nursing Education
“Faculty identify themselves as advanced practice nurses since teaching is an advanced practice role that requires specialized knowledge and advanced education and since certification now exists as a way to recognize expertise in a role.” (NLN position statement, 2005)

Overview of Nursing Faculty Shortage (AACN)
Limiting student capacity: insufficient clinical teaching sites (65.1%), lack of faculty (62.2%) limited classroom space (48.2%), insufficient preceptors (30.1%), budget cuts (29.3%) http://www.aacn.nche.edu/Media/pdf/Turned Away.pdf
In 2010 US nursing schools turned away 67,000 qualified applicants (BSN)
• Total applications 242,013 with a 41% acceptance rate
In 2010, 880 faculty vacancies in 56 nursing schools (aacn.nche.edu/IDS)
Faculty vacancy rate of 6.9%
Difficulty finding faculty
• Non-competitive salaries
• Lack of doctoral degrees
Overview of Nursing Faculty Shortage (AACN)

Faculty average age in years

<table>
<thead>
<tr>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
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</thead>
<tbody>
<tr>
<td>Ph.D. prepared</td>
<td>59.1</td>
<td>56.1</td>
</tr>
<tr>
<td>MS prepared</td>
<td>58.9</td>
<td>55.2</td>
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Factors contributing to the Faculty Shortage:
- Wave of faculty retirements expected
- Higher salaries in practice and private sector jobs
- Low supply of MS and Doctorally prepared faculty to meet demand

Institute of Medicine Recommendations
(Released October 5, 2010)

Nurses should practice to the full extent of their education and training.
Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States.

Effective workforce planning and policy making require better data collection and information infrastructure.

Strategies to Address the Faculty Shortage

2005 AACN published a white paper: "Faculty Shortages in Baccalaureate and Graduate Nursing Programs: Scope of the Problem and Strategies for Expanding the Supply" www.aacn.nche.edu/Publications/WhitePapers/FacultyShortages.htm

2009 Linda Aiken in "Health Affairs" call for adapting federal funding mechanisms (Title VIII and Medicare) http://content.healthaffairs.org

2010 Robert Wood Johnson, "Charting Nursing’s Future"

Efforts underway nationwide to alleviate the nursing faculty shortage: advocacy, educational partnerships, academic innovation and external funding
www.nursingoutlook.org/article/S0029-6554(08)00266-2/abstract

2010 AACN expanding the Nursing CAS: Centralized application service
www.aacn.nche.edu/Media/NewsReleases/2010/ExpanNursingcas.html

Analysis of Nursing Workforce Statistics

Since 1995, the average age of graduates from all nursing programs is 30.9 years, an increase of seven years in the previous decade (Spratley, Johnson, Sochalski, et al., 2001).

Almost 73% of undergraduate students are considered "nontraditional" by virtue of their older age, more independent financial status, delayed entry into higher education, and competing responsibilities such as jobs and families.

Experienced faculty know that these more mature students commit a significant amount of time and energy to their work and family responsibilities. They demand a relevant, no-nonsense approach to education that is immediately applicable and complementary to their lives.

Essential knowledge to begin "the new faculty role"

Different language, culture and practices of the learning institution
Academic Mission and Hierarchy
- Mission and philosophy
- Structure
  - organizational chart
  - strategic plan
- lines of communication
- Faculty responsibilities
  - job description: adjunct, lecturer, assistant, associate
  - meetings vs. no meetings
  - expectations related to scholarship (publications, presentations, grants)

Promotion system
- tenure track vs. clinical track vs. other
- use of CV vs. resume

Educational policies
- rights and responsibilities of faculty and students
- student policies and procedures
- faculty handbook
- course numbers and sequence
- admission criteria
- calculation of class and clinical hours
Critical Role Transition Issues

Technology, technology, technology!
- Simulation
- E-Learning/Online learning
- Blackboard
- Moodle
- Social Networking
- Nursing faculty replacements?
  http://www.youtube.com/watch?v=xidko6US&feature=related

The idea of the lifelong learner: who knows more than me?

Critical Role Transition Issues

What to teach and how to teach it
Where does psychiatric mental health nursing (AKA your course) fit into the curriculum?
What does the student bring to the learning environment
Who is the recipient of care? patient vs. student
How much should they know? AAS and BSN graduate outcomes
Recruitment: How to make students excited about psychiatric mental health nursing.

Critical Role Transition Issues

Correcting papers: Remember the nursing process?
Lecturing: How does the podium work?
Role modeling: nails, hair, dress
Communication skills: giving positive feedback well and giving negative feedback well
Evaluations: Measuring student outcomes (Writing evaluations)
Formulating test questions according to the NCLEX plan
Learning objectives
PowerPoint presentations

Essential Skills to Teach Psychiatric Mental Health Nursing

Didactic
- Presentation skills
  - vocal attractiveness
  - energy
  - time frame

Clinical
- Intercollaboration
- Communication with staff and students
- The culture of psychiatric nursing
- Selecting patients to meet clinical objectives

The Blended Role

Advantages
- Share the expertise with eager recipients
- Role model APN role
- Students respect nurses from the trenches
- Change from the clinical/manager environment

Disadvantages
- Expecting students to know as much as the APN
- Overteach/underteach
- Role stress
- Role conflict

Mentoring in Nursing

Often assigned but should be chosen
Meet often/email/phone/text/skype
Mentee needs to take notes of questions: there are no stupid questions!
Start the process early since anxiety is a factor and the new faculty can only absorb so much at one time.
Mentor offer gentle and probing support
Lack of questions is suspicious
References


Barker, A. Faculty development for teaching online: Educational and technological issues. The Journal of Continuing Education, 34(6), 273-278.


