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Bridging the Gap From Clinical Expert to Academic Educator

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Intro: As seasoned faculty leave teaching roles through retirement, there is a growing need to support new faculty in their professional development as they bridge the gap from clinical practice to academia. Our session will discuss common obstacles experienced by new faculty and support participants in exploring creative and collaborative solutions. Main points of discussion are the transition from expert to educator, navigating academia, finding support, and developing a personal teaching style. Learning outcomes are that the learner will identify obstacles experienced by new faculty transitioning from clinical practice to academia and be able to formulate strategies to effectively facilitate the transition from clinical practice to the faculty role. Grassley & Lambe (2015) noted that new nursing faculty brings strong clinical skills and a desire to teach though they are unprepared for the role. The role faculty is very different than the role of clinical provider though both teach. Purpose: Our purpose is to explore common obstacles experienced by new faculty and support participants in identifying creative and collaborative solutions. Topics will include formal education gaps, navigation through academia as a new member, finding support within the academic framework and developing a personal teaching style. Methods: Exploration of topics will include storytelling, small group reflection and sharing, and illuminating the current literature via lecture discussion. Outcome: Participants will gain understanding of obstacles experienced by new faculty and will be able to formulate strategies to effectively facilitate the transition from clinical practice to the faculty role. Conclusion: The transition experience is common for new nursing faculty. More new faculty from a clinical background is joining the world of academia in the last decade. Literature states that formal structured sustainable mentoring programs are essential to successful transition (Grassley & Lambe, 2015). Improving the transition period may ultimately increase new nursing faculty retention, job satisfaction, and future involvement in the mentoring and support of new faculty. Further research and development are needed on this topic.

Title:

Bridging the Gap From Clinical Expert to Academic Educator

Keywords:

Academia, Expert and Teaching

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Abstract Summary:

Participants will gain understanding of obstacles experienced by new faculty and will be able to formulate strategies to effectively facilitate the transition from clinical practice to the faculty role. Exploration of topics will include story telling, small group reflection and sharing, and illuminating the current literature via lecture discussion.

Content Outline:

1. Introduction

As seasoned faculty leave teaching roles, there is a growing need to support new faculty in their professional development.

A. Bridging the gap from clinical practice to academia is a process.

B. Grassley & Lambe (2015) noted that new nursing faculty brings strong clinical skills and a desire to teach though they are unprepared for the role.

2. Our purpose is to explore common obstacles experienced by new faculty and support participants in identifying creative and collaborative solutions.

A. Topics will include formal education gaps, navigation through academia as a new member, finding support within the academic framework and developing a personal teaching style.

- a. expert to educator
- b. navigating academia
- c. finding support
- d. developing teaching style

B. The transition experience is common for new nursing faculty.

3. Conclusion

A process and plan must be set up in advance of bringing in new members from clinical practice to academia for the best profession transition.

A. Literature states that formal structured sustainable mentoring programs are essential to successful transition (Grassley & Lambe, 2015).

B. Further research and development are needed on this topic.

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Professional Experience: I am an Acute Care Pediatric Nurse Practitioner with over a decade of experience working with pediatric cardiothoracic patients in the intensive care unit. After completing a Doctorate in Nursing Practice at OSU, I accepted a part time teaching position that had little support, and the transition was difficult. I now am in my fifth year teaching, and have a full time position at a small supportive university.

Author Summary: Regina Prusinski is an Acute Care Pediatric Nurse Practitioner at Nationwide Childrens Hospital in Columbus, Ohio. She completed her Doctorate of Nursing Practice from The Ohio State University and now teaches at Otterbein University with a focus on Team Based Learning while adding Family Nurse Practitioner to her own education.

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Professional Experience: As a new assistant professor of nursing over the past year I have learned many things regarding adaptation to the role of educator. I have extensive clinical experience but nothing that prepared me for the role of educator.

Author Summary: Graduated in 2004 from Otterbein University with a MSN and FNP Certification. In 2016 completed the DNP. Clinical background in Cardiology, Electrophysiology and Heart Failure Management since 2004 and Critical Care since 1989. Clinical Faculty for 3 years at Otterbein prior to becoming an Assistant Professor of Nursing full time in 2017.

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Professional Experience: I have taught as a nurse educator in various roles for 16 years while maintaining my clinical practice. I have worked as full-time faculty at Otterbein University for 3 years.

Author Summary: Christine has been a full-time instructor at Otterbein University in Columbus Ohio for 3 years. Prior to taking this, she works as a clinical instructor for 13 years for a variety of nursing schools in the Columbus area. She attained her Masters in Nursing Education from Capital University and is a current PhD student focusing on nursing educator at the University of Northern Colorado. She has worked as in labor and delivery for 18 years.