

## Creating Healthy Work Environments 2019

### Don't Cry Yourself a River: A Framework to Bridge the Clinical-to- Academia Transition Gap

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Every day, demands on the healthcare system grow as the number of patients requiring services exponentially expands. These increasing demands have resulted in a projected nursing shortage, which has consequently resulted in a heightened demand for academic nursing programs to educate more future nurses. Given current and future faculty shortages, academic nursing institutions around the country must invest in efforts to retain faculty and staff by fostering a work environment in which physical and mental health and wellbeing is a priority.

The transition from the clinical arena to academia can be challenging for even the most experienced of nurses. Many new nurse faculty experience frustration in navigating the culture of an academic work environment—one that vastly differs from the clinical setting in terms of values, expectations, language, relationships, policies, and procedures (Grassley & Lambe, 2015; McDermid, Peters, Jackson, & Daly, 2012; White, Brannan, Wilson, 2010). Structured mentoring programs ease the transition of integrating new faculty into the academic culture (Grassley & Lambe, 2015; White et al., 2010), yet a spirit of collaboration and effective leadership are needed at the organizational level in order to ensure the success of such mentorships.

Experienced nurses within the clinical arena are often familiar with the American Association of Critical-Care Nurses (AACN, 2016) *Standards for Establishing and Sustaining Healthy Work Environments*. These six (6) evidence-based standards reflect relationship-centered principles of professional performance to ensure excellent nursing practice and optimal outcomes for patients and their families (AACN, 2016). Similarly, experienced nurse faculty often abide by essential leadership tenets to promote high performing, supportive work environments in academe. The Kouzes & Posner (2012) Leadership Model describes “Five Practices of Exemplary Leadership” that easily align with AACN’s Standards, and—when used in conjunction—promotes a framework that may serve to bridge the transition gap between clinical and academic work environments. The purpose of this presentation is to align the AACN Healthy Work Environment Standards with the Kouzes & Posner Leadership Model as a framework for enhancing professional wellbeing within academic environments. A comparison and integration of the two models will be considered, strategies for application and integration within the academic organization will be discussed, and potential obstacles and barriers to employee engagement will be explored.

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#### **Title:**

Don't Cry Yourself a River: A Framework to Bridge the Clinical-to- Academia Transition Gap

#### **Keywords:**

Academic environments, Professional Well-Being and leadership

#### **References:**

American Association of Critical-Care Nurses (AACN). (2016). *AACN Standards for Establishing and Sustaining Healthy Work Environments: A Journey to Excellence* (2<sup>nd</sup> ed.). Aliso Viejo, CA: American Association of Critical-Care Nurses.

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Kouzes, J., & Posner, B. (2012). *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations* (5<sup>th</sup>ed.). San Francisco, CA: The Leadership Challenge.

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White, A., Brannan, J., & Wilson, C.B. (2010). A mentor protégé program for new faculty, part 1: Stories of proteges. *Journal of Nursing Education*, 49, 601-607. doi: 10.3928/01484834-20100630-04

### **Abstract Summary:**

This presentation aligns the AACN Healthy Work Environment Standards with the Kouzes & Posner Leadership Model as a framework for enhancing professional wellbeing within academic environments. The presenters will: compare and integrate the two models, discuss strategies for application and integration, and explore potential obstacles and barriers to employee engagement.

### **Content Outline:**

1. Introduction
  1. Issues in transition from clinical to academic work environments
2. Body: Comparison and Integration of the Two Models
  1. AACN Healthy Work Environment Standards
    1. Background
    2. Unique Features
  2. Kouzes & Posner Leadership Model
    1. Background: K-P Model as the framework for the STTI Nurse Faculty Leadership Academy (NFLA)
    2. Unique Features:
3. Discussion
  1. Strategies for Application and Integration within the academic organization
    1. Example A
    2. Example B
    3. Example C
  2. Potential barriers to employee engagement
4. Conclusion and Questions

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**Author Summary:** Dr. Sara Kaylor is an Assistant Professor at The University of Alabama Capstone College of Nursing, with teaching expertise in undergraduate Health Assessment and Master's level Case Management courses. Her research interests include exploring health and wellness factors that play into creating and sustaining healthy living, learning, and work environments. Dr. Kaylor is a past Scholar in the Nurse Faculty Leadership Academy (2016-2017), sponsored by Sigma Theta Tau International and The Elsevier Foundation.

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**Author Summary:** Dr. Megan Pfitzinger Lippe has been a registered nurse for over seven years, and earned three degrees from the University of Texas at Austin. She has taught nursing students for over five years. Dr. Lippe's research focuses on palliative and end-of-life care education. She also has developed and tested over multiple high-fidelity simulations, including a withdrawal of care simulation. Dr. Lippe currently has four published works in areas related to end-of-life care education and simulation.