Strengthening Healthy Work Environments For Nursing Faculty through an Evidence-based Academic Nurse Residency Program

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Academic Nurse Educators (ANEs)

- Full
- Associate
- Assistant
- Lecturer
What is available for new ANEs?

- Courses & Programs
- Orientation
  - University
  - College
  - School of Nursing
  - Program(s)
  - Delivery Method(s)
  - Practice Site(s)
- Faculty Development
- Teaching Circles
- Scholarship Mentor
- Writing Circles & Groups
- Centers for Teaching Excellence
What are the gaps?

Clear educational pathway

Specific knowledge and skills
- Pedagogical training
- Curriculum development
- Learning assessment
- Student management

(Summers, 2017)

Meta-Profession (Theall & Arreola, 2006)

- Base Profession
- Meta-Profession
Nurse Educator Transition Model
(Schoening, 2013)

- Anticipatory/Expectation Phase
- Disorientation Phase
- Information-Seeking Phase
- Identify Formation Phase
Filling the Gap

- Recruit, retain, and transition new graduate nurses to clinical practice (Edwards, Hawker, Carrier, & Rees, 2015; Lin, Viscardi, & McHugh, 2014).
- Positively influence the health of clinical work environments
  - Increase nurse satisfaction and decision-making
  - Promote professional growth and leadership skill development (Al-Dossary, Kitsantas, & Maddow, 2014)
- Promote high levels of professional accomplishment and commitment to nursing (Rosenfeld & Glassman, 2016)
NURSE RESIDENCY PROGRAMS!
ACADEMIC NURSE RESIDENCY PROGRAM
Review of the Literature

Key Words
- Nursing faculty shortage
- Transitioning to nurse educator
- Nurse Residency
- Faculty development
- Mentoring
- Transition programs
- Residencies
- Components of residencies
- Educator transition
- Social Media Strategies

Databases
- PubMED
- ProQuest Central
- CINAHL
- Ovid
- Elsevier

42 articles included
4 discarded
Benefits of Residencies

- Improve skills, encourage professional growth, confidence and leadership, and ease transition while improving retention, satisfaction and reducing turnover (Al-Dossary, Kitsantas & Maddox, 2014; Medas, Grimm, Radziewicz, Rhodes, VanHorn, & McNett, 2015)
- Improve clinical decision making, increase level of commitment and promote job satisfaction (Blevins, 2016)
- Encourage development of academic identity (Duffy, 2013)
- Provide support and socialization (Kram & Wilson, 2016)
- Benner’s novice to expert framework (Brown & Sorrell, 2017)
Return on Investment

THE COST OF TURNOVER
- Higher orientation/training costs
- Decreased productivity
- Greater labor costs (overtime, relief staffing)
- Decreased efficiency
- Lower quality
  (Hansen, 2014)

BY THE NUMBERS
- $88,000 (Greene, Warren, & Perkins, 2016).
- $300,000 (Little, Ditmer, & Bashaw, 2013).
- 125% of a nurse’s salary (Hansen, 2014)
- 1.1 million additional nurses
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<td>Competence development</td>
<td>QSEN: 6 Core Competencies</td>
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<td>Interprofessional practice</td>
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Academic Nurse Residency Program

• Utilize a standardized timeframe
• Early access
• Focus on the role
• Use an evidence-base
• Include formal and diverse learning experiences
• Engage with peers, preceptors, and mentors
• Incorporate reflection
• Document progress
• Continuous improvement
Virtual Delivery Platform

• Minimize repetition across institutions
• Reach national and international faculty
• Foster instruction, engagement, and reflection
• Facilitate networking
• Utilize technology
• Integrate social media
What are your thoughts about the Academic Nurse Residency Program?

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References


