Nursing Faculty Perception of Student Transition to Practice: An Exploratory Case Study
Project Team:

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For: University of Phoenix College of Advanced Studies
The goal of the study was to identify what role nursing faculty believe they play in preparing a student for transition into professional practice.
BACKGROUND

Nursing Profession
- Nursing Education
- Faculty Competence
- Education-Practice Gap
- Critical Thinking

Nursing Practice and Licensure
- NCLEX
- Practice Analysis
- Entry Level
- Residency Programs
WHO?

- 5 participants
- All female
- 26-45 years of age
- 2-16 years of teaching experience
- 6-36 years of RN experience
- Interviews all took place between Dec 11, 2018 - Jan 4th, 2019
KEY TERMS

- **Self-efficacy**: the perceived belief of one’s capability to produce a level of performance that exercises the influence over events affecting their lives.

- **Competency**: the knowledge, attitude, and skills that are acquired to perform a job.

- **Education-Practice Gap**: the disconnect between practice and education.
RESEARCH METHODOLOGY

5 Nursing Faculty Selected in a Purposeful Snowball Sample from U.S.

Faculty were from 2 year ADN programs and 4 year BSN programs

Semi-Structured interviews took place either in person or via Skype

Quick Facts on Research Methodology & Logistics

Field notes were used to capture additional data for consideration in analysis

Secondary data collected from current practicing nurses

Three person SME used for correct selection of interview questions
RESEARCH METHODOLOGY

Qualitative Method
- Researcher as primary instrument
- Inductive and rich in description
- Based on participants lived experiences

Exploratory Case Study
- Based on participants lived experiences
- Explores participants beliefs, perceptions
- Bounded by a specific period of time
- Focused on a single population
What do nursing faculty believe their role to be in preparing graduates for transitioning to professional practice and improving the education-practice gap?
THEMES

- Applying Education to Practice
- Instilling Confidence
- Providing Experience
- Faculty Competence
Putting things together
Figuring things out
INSTILLING CONFIDENCE

- Pushing them
- Practice
- Simulation
- Consistency
PROVIDING EXPERIENCES

- Hands on
- Clinical
- Time
- Skills
- Expectations
FACULTY COMPETENCE

- Relevant
  - Stay Current
  - Evidence-Based Practice

- Qualified
  - Bedside Nurse
WHAT’S NEXT?

Programs

- Implement leadership course in all programs/levels
- Implement core competencies for nurse faculty as identified by NLN
  - Identify benchmarks for EBP
- Establish expectations in a clear, consistent manner
- Require Dean/Director/Faculty member to sit on hospital practice council
- Establish and implement a mentoring/training program for all new faculty

Policies

- Nurse Educator Certification as minimum requirement for faculty
- Faculty to student ratios/workload
Any Questions