Bridging the Gap from Expert Clinician to Novice Nurse Educator: A Collaborative Approach

M. Erin Hoying, MSN, RN, CPN, CNE & Diane Hountz, DNP, MS, ANP, CNE

**Purpose**

- How can a nursing school embrace and support nurse educators as they transition from expert clinician to novice nurse educator in a cost-effective way?
- A collaborative partnership between the school of nursing and the teaching and learning center at this Midwest university was established as a means to support novice nurse educators in a cost-effective manner.

**Methods**

- Faculty needs assessment (Mapping)
- Prioritizing and planning of educational trainings (Mapping & Instructional Design)
- Develop & deliver educational trainings (ID)
- The training survey evaluation (IS)
- Re-evaluate and plan for future educational trainings (Mapping & ID)

**Background & Significance**

- The United States is amid a nursing faculty shortage. The American Association of College of Nursing (AACN) reports 1,179 full-time vacancies plus a need for an additional 138 full-time faculty for the 2018-2019 academic year (Li, Turinetti, & Fang, 2018).
- Novice nurse educators often have clinical expertise but lack pedagogical preparation and use of evidence-based teaching strategies (Booth, Emerson, Hackney, & Souter, 2016).
- While novice educators are masters or doctorate prepared, some programs continue to lack inclusion of best teaching practices (Booth, et al., 2016).
- Nurse Educator Transition Model (Schoening, 2013) served as model for program.

**Conclusions/Implications**

- Investing in new nursing faculty through collaborative relationships within the university setting is a low cost, sustainable method to retain novice faculty.
- Utilizing teaching and learning pedagogical experts to provide tailored evidenced-based pedagogical strategies to nursing faculty provides essential faculty development.
- Investing in new nurse faculty equals investing in the future of new nurse graduates.

**Results**

- "Training provided stimulating questions to peek my interest and how I could utilize in my class."
- "I was able to implement suggestions from the training into my next class I taught and the students enjoyed it!"

A special thanks to Adam Barragto, Christopher Beck, Leah Miller, & The Purdue Teaching and Learning Technologies Department

Scan for References