

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

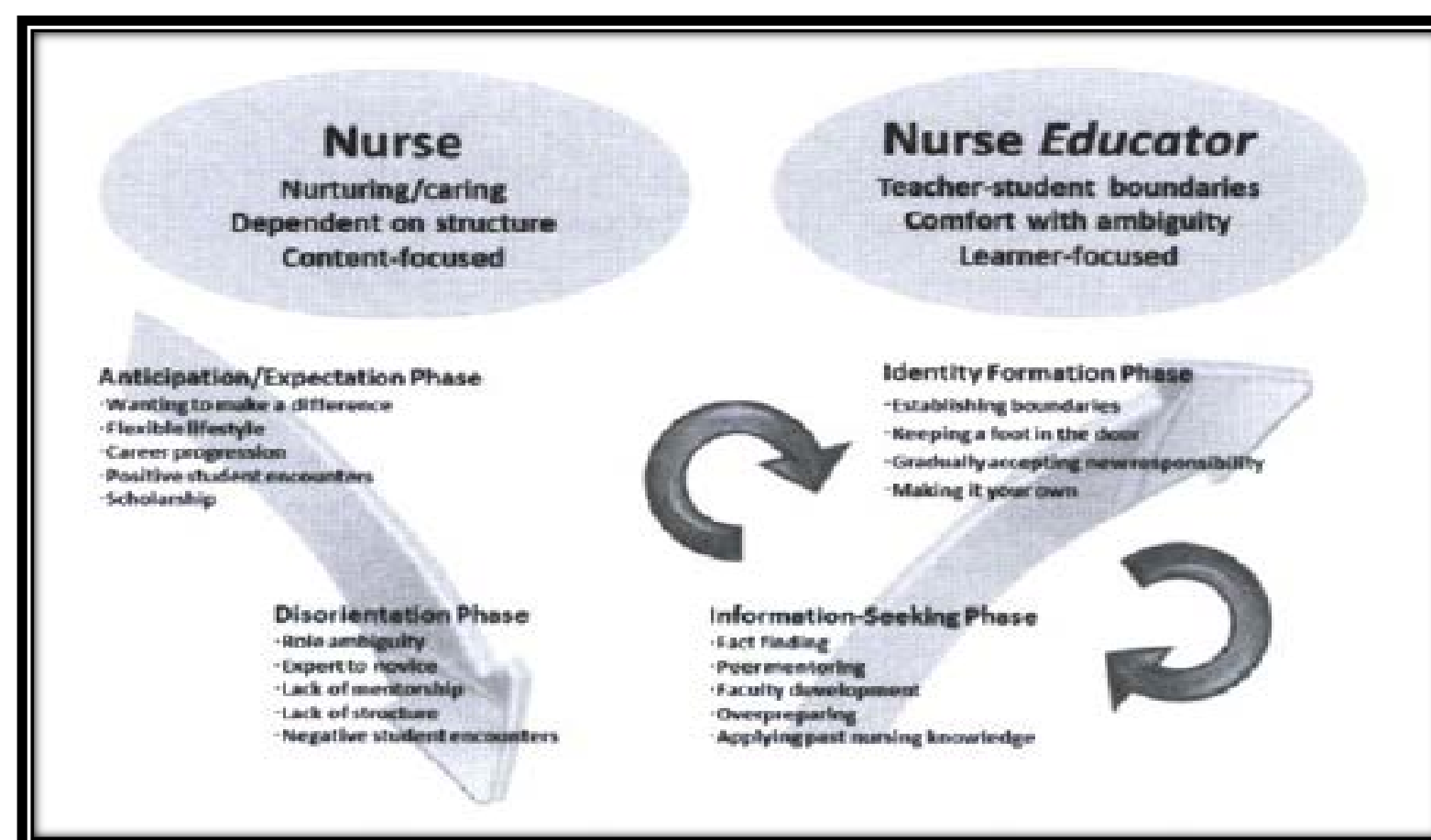
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## Purpose

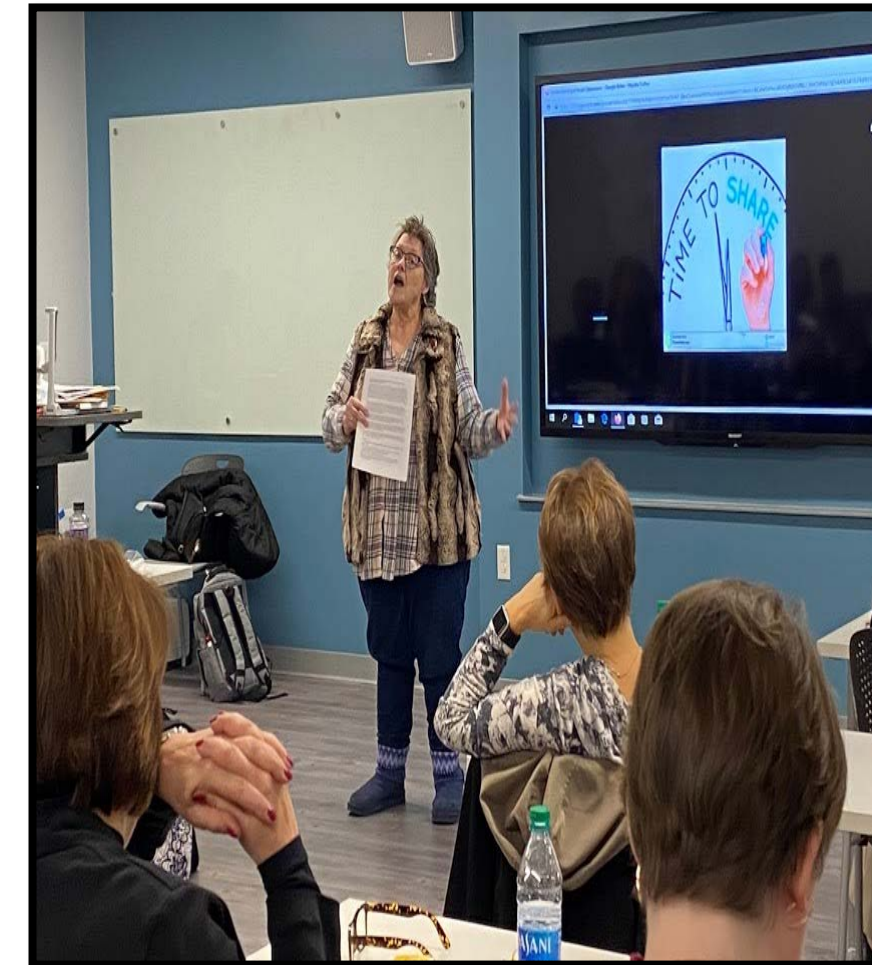
- How can a nursing school embrace and support nurse educators as they transition from expert clinician to novice nurse educator in a cost-effective way?
- A collaborative partnership between the school of nursing and the teaching and learning center at this Midwest university was established as a means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

## 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.

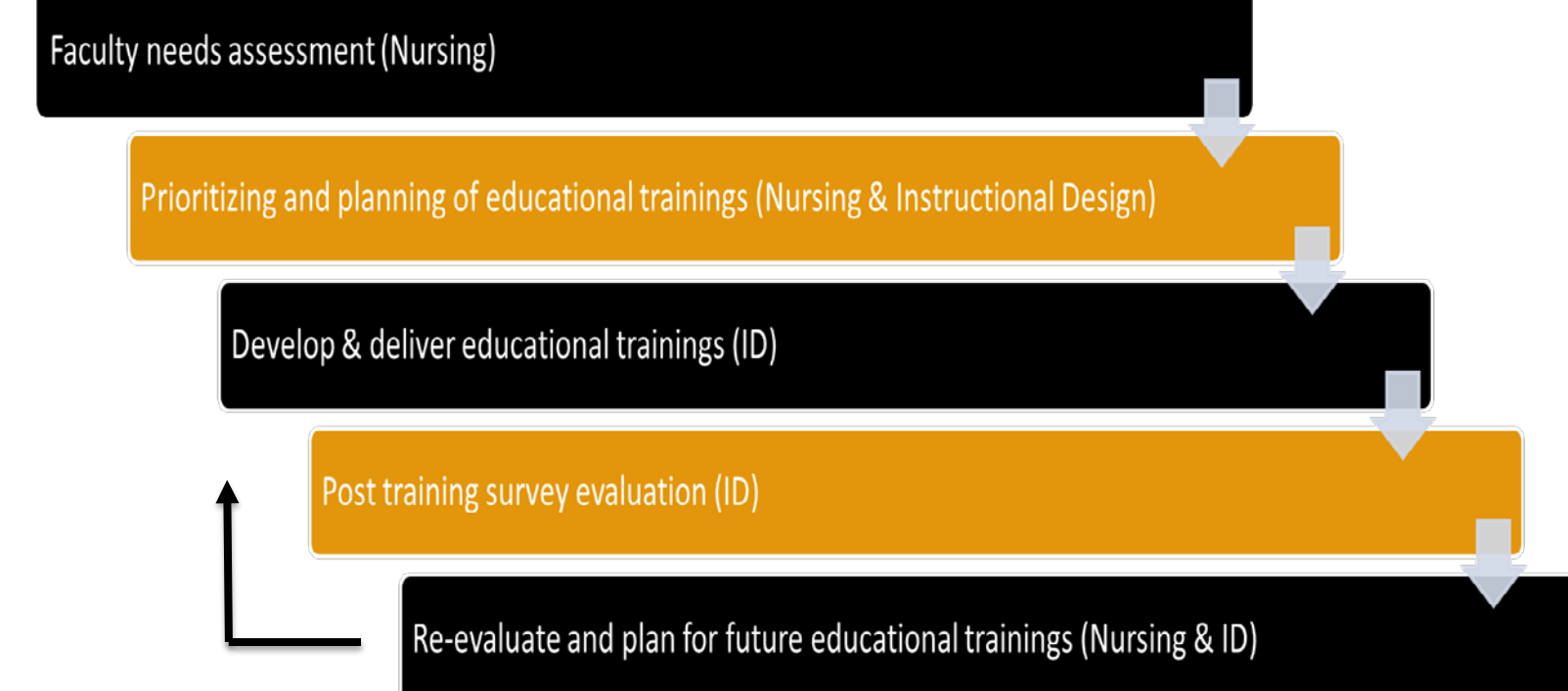


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## Methods

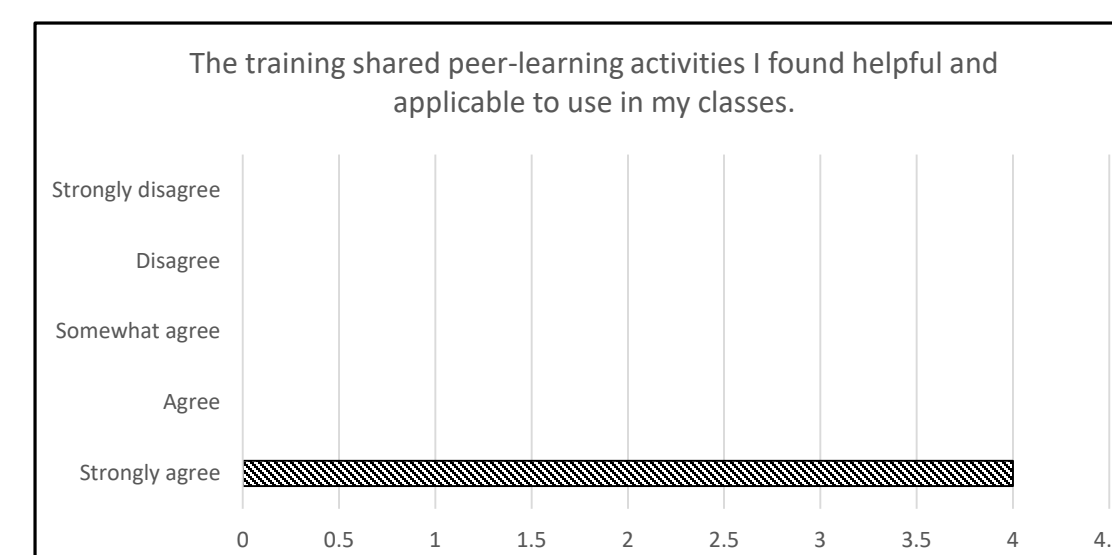
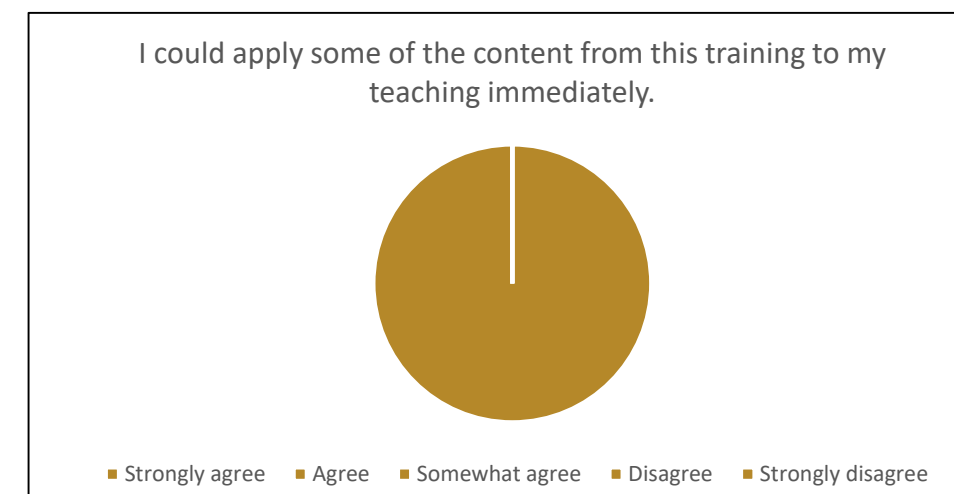
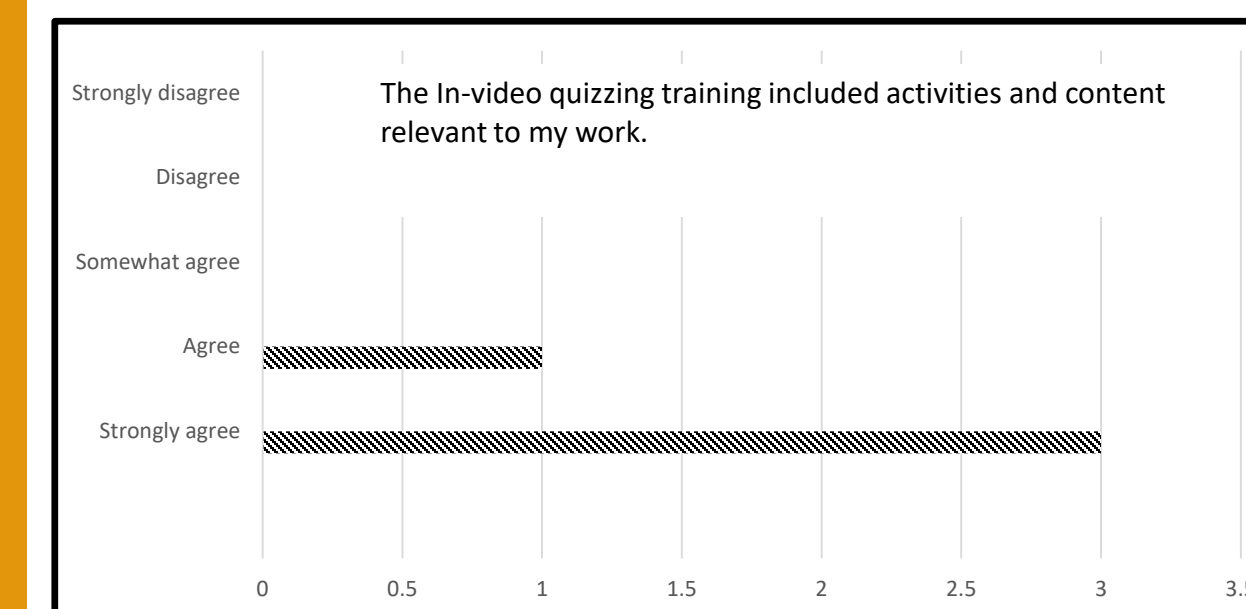


## Conclusions/Implications

- 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!”



Scan for References

