Transition to Academic Nurse Educator: How Does Readiness, Confidence, and Number of Children Impact Career Change?

Robin S. Goodrich
College of Health Professions & College of Arts and Sciences, Davenport University, Grand Rapids, MI, USA

Session Title:
Transition to the Faculty Role

Slot:
4B: Friday, April 4, 2014: 3:30 PM-4:45 PM

Scheduled Time:
4:10 PM

Keywords:
Academic nurse educator, Academic role expectations and Career transition

References:


Learning Activity:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
<th>TIME ALLOTTED</th>
<th>FACULTY/SP EAKER</th>
<th>TEACHING/LEARNING METHOD</th>
<th>EVALUATION/FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Example Definitions of &quot;curriculum&quot;</td>
<td>Example 20 minutes</td>
<td>Example Name, Credentials</td>
<td>Example Lecture PowerPoint presentation Participant feedback</td>
<td>Example Group discussion: What does cultural training mean to you?</td>
</tr>
<tr>
<td>Learners</td>
<td>Activities</td>
<td>Duration</td>
<td>Facilitator</td>
<td>Activity Type</td>
<td>Group Discussion</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>----------</td>
<td>-------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Examine the current state of nurses transition to entering the academic setting</td>
<td>Reasons nurses enter the academic setting Academic role expectations Nursing faculty shortage Role change Role transition Current process and competencies of transition to the educator role</td>
<td>20 minutes</td>
<td>Robin Goodrich, EdD, RN</td>
<td>Lecture Power Point Participant feedback</td>
<td>Group discussion: Why do nurses enter the academic setting/ What are the barriers to entering the higher education setting for nurses? Why is it important that nurses enter the higher education setting?</td>
</tr>
<tr>
<td>Investigating psychological variables supportive of a successful career transition</td>
<td>Transition theory as a framework. Psychological variables of; readiness, confidence, personal control, support, independence, self-esteem, and work locus of control. Target population and sample of academic nurse educators. Characteristics of the sample</td>
<td>20 minutes</td>
<td>Robin Goodrich, EdD, RN</td>
<td>Lecture Power Point Participant feedback</td>
<td>What are the variations in career transition for academic nurse educators? What were the psychological variables supportive of a healthy career transitions for academic nurse educators? Why is it important to examine psychological variables that adults bring to the career transition process?</td>
</tr>
</tbody>
</table>
Abstract Text:

The nursing faculty shortage dictates the need to recruit and retain excellence in the academic nurse educator role. This study investigated the relationships among academic nurse educator's levels of readiness, confidence, personal control, support, perceived independence, general self-esteem, level of locus of control in the work settings, and demographic information. This research applies the theory of Experiencing Transitions (Meleis, Sawyer, Im, Messias, & Schumacher 2000) as it relates to nurses’ transition to academic nurse educator.

A convenience sample of registered nurses in the United States who hold current full-time employment at an accredited nursing program granting Baccalaureate and/or higher degrees (N= 541) was utilized. Study participants completed four self-report electronic survey instruments measuring psychological variables of career transition, as well as a demographic survey with additional questions to assess overall satisfaction and intention to stay in the role.

The results indicated significant, positive relationships among all the variables except readiness and personal control (p = .01). Novice nurse educators scored higher in readiness versus more experienced nurse educators who scored higher in personal control. Nurses who had no children scored higher in independence, and nurses who had one to two children scored higher in work locus of control. Nurses who were single, never married scored higher in decision independence. Nurses who held an Academic/Research Doctorate, Non-Nursing scored higher in personal control and work locus of control.

The results of this study provide evidence to support and enhance processes designed to develop and retain nurse academicians. Identification of, and investment of financial and human capital support of academic nurse educators is critical to building and maintaining the faculty pipeline. Advocacy for the Academic/Research Doctorate in Nursing as a terminal degree for academic nurse educators is necessary to advance the science and practice of the profession.