

Title:

Transitioning From Practice to Academia: An Integrative Review of Facilitators and Barriers

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Session Title:

Poster Presentations

Slot (superslotted):

PST: Friday, April 8, 2016: 10:00 AM-10:45 AM

Slot (superslotted):

PST: Friday, April 8, 2016: 12:00 PM-1:15 PM

Slot (superslotted):

PST: Friday, April 8, 2016: 2:30 PM-3:15 PM

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PST: Friday, April 8, 2016: 6:00 PM-7:00 PM

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Abstract Summary:

This integrative review identifies the facilitators and barriers experienced by novice nurse faculty as they transition from clinical practice to an academic nurse faculty role.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will analyze four challenges experienced by novice nurse educators associated with the transition from clinical nursing practice to an academic nurse faculty role.	Financial inequalities between clinical nursing practice and academia.--Unanticipated workload.--Lack of graduate level preparation in educational theory and pedagogy.-- Institutional committee and non-teaching requirements.
The learner will be able to discuss factors identified as facilitators of the transition from clinical practice to an academic nurse faculty role.	Factors identified as facilitators: Mentoring-a structured mentoring program has been cited as the most successful to support novice faculty in their new role.-- Professional development- organized, structured faculty development programs.-- Self-assessment has been beneficial to identify individual strengths, weaknesses, and learning needs of the novice educator allowing a tailored orientation. -- Socialization/enculturation- fostering a feeling of connectedness to faculty and institutional culture has been found to facilitate a successful transition to the role of a novice academic nurse educator.-- Institutional support- decreased workload, financial support for continuing education, opportunity to shadow experienced faculty provide institutional support and the feeling of being a valuable member of the faculty.
The learner will be able to identify factors reported as barriers to a successful transition from clinical practice to an academic nurse faculty role.	Factors identified as barriers: Role ambiguity/role strain- unclear expectations, unanticipated workload, and lack of information to perform as a novice academic nurse faculty leaves the novice to experience role strain, role ambiguity, and feelings of incompetence.-- Lack of preparation – deficient education of educational theory and pedagogy at graduate level has been associated as a barrier to the transition from clinical

	<p>practice to an academic nurse faculty role.-- Ineffective mentoring- Poorly paired mentee and mentors has been reported as a barrier to a successful transition. Poor or lack of communication between mentor and mentee has been reported as a barrier of the transition to academic nurse faculty role.</p>
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Abstract Text:

A nursing faculty shortage has been documented and is anticipated to persist according to the American Association of Colleges of Nursing (AACN, 2009). The lack of academic nursing faculty in turn contributes to the nursing shortage (Benner, Sutphen, Leonard, & Day, 2010; Bellack & Tanner, 2010; Institute of Medicine, 2011). Many qualified applicants to pre-licensure nursing programs have been turned away because of the inability to attract and retain qualified and competent academic nursing faculty (AACN, 2011; National Advisory Council of Nursing Education, 2010; NLN, 2014; Yedidia, Chou, Brownlee, Flynn, & Tanner, 2014). Perpetuating this problem, novice nurse educators frequently struggle as they transition from clinical practice into an academic role. Although they are experts in the clinical setting, they are often unprepared for the academic role educationally or experientially, leaving them unable to competently fulfill the role requirements, and leading to their attrition from the role.

There is little research regarding how to support clinical nurses with advanced degrees as they transition into the role of an academic nurse educator. The purpose of this integrative review is to present a synthesis of the academic literature on transitioning from practice to academia, and explore the facilitators and identify barriers in the transition process. Nursing education literature from 2010 to 2014 was reviewed utilizing Whittemore and Knafli's (2005) method. Search terms utilized included: expert clinical, nurse faculty or educator, facilitators, barriers, strategies for success, transition. Peer reviewed literature from the United States, and published during the years 2010-2014 was included in order to contemporize the concept of the transition from practice to academia after publication of the landmark studies *Educating Nurses* (Benner, et al., 2010) and *The Future of Nursing* (IOM, 2011). Nine empirical and theoretical articles were ultimately included in this integrative review.

Predominant themes and concepts were abstracted from the sample and identified as facilitators or barriers in the transition process of nurses from clinical practice to academic nurse educator positions. Facilitators included mentoring, professional development, socialization and institutional support. Factors identified as barriers included role ambiguity, role strain, lack of educational preparation to the role of academia, and lack of mentoring or peer support. Understanding the facilitators and barriers to the transition of the expert clinical nurse to a novice nurse educator role will lead to best practices to facilitate an effective transition. A successful transition reaches farther than the individual novice academic nurse educator by positively impacting recruitment and retention of clinical nurses to academia.