

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

Terri Lea Legare, MSN, RN, CNE, PhD Student ~ Deborah K. Armstrong, PhD, RN, Assistant Professor

BACKGROUND

Many nurses, who may be experts in clinical practice, transition into novice academic nurse educator roles. As they transition many find themselves unprepared for the role educationally and/or experientially, and feeling unable to competently fulfill the role requirements. This contributes to the attrition of novice nurse educators away from academia or institutions. Within the nursing discipline, nursing faculty has not clearly defined a best practice to facilitate this role transition.



PURPOSE OF RESEARCH

To present a synthesis of contemporary literature which calls attention to identified facilitators and barriers encountered during the transition of novice nurse educators in their new role.

SIGNIFICANCE TO NURSING

An understanding of facilitators and barriers to the transition of the expert clinical nurse to a novice nurse educator role may lead to improved and unified faculty development programs. This may, in turn, contribute to increased recruitment and retention of academic nursing faculty. Ultimately, the education of future nurses and the health of their future patients is significantly impacted by attracting and sustaining competent nursing educators.

INTEGRATIVE REVIEW METHOD

Whittemore and Knafl's integrative review method guided the research, which supports the rigor of the process. Theoretical and empirical literature was included.

DATA SEARCH PROCESS

INCLUSION CRITERIA

- ✦ Peer-reviewed journals in English
- ✦ Published in the United States
- ✦ Published between 2010-2014: in an effort to contemporize the topic after the published reports, "The Future of Nursing" (IOM) and "Educating Nurses: A call for Radical transformation", (Benner, et al).
- ✦ Focus of nurse educator and transition to practice

DATA BASES QUERIED

- ✦ CINAHL
- ✦ ProQuest

KEY SEARCH TERMS

Expert clinician, nurse faculty or educator, facilitators, barriers, strategies for success, and transition were terms searched in multiple combinations.

Data Collection Process

Potential articles
Identified by database
search (n=66)

Articles Screened for
Eligibility after duplicates
removed (n=55)

Articles Excluded After
Abstract Review and/or
Full-Text Review (n=47)

Remaining Articles
Assessed for Content
(n=9)

Articles Included in
Integrative Review (n=9)

FINDINGS

Facilitators and barriers during the transition of novice nurse educators from a clinical role to an educator role were identified.

FACILITATORS

Structured Mentoring

- ✦ Identified as an effective strategy in the transition to the educator role for the novice nurse educator.
- ✦ Mentoring relationship should be built on shared interests and continue past 12 months.
- ✦ Mentors should receive training to be an effective facilitator of the transition from practice to academia.

Professional Development

- ✦ Faculty development programs increase specialized knowledge and may fill in the gaps of educational or teaching needs.

Socialization/Enculturation

- ✦ Inclusion in faculty activities creates a feeling of connectedness, value, and acceptance.
- ✦ Effective socialization also allows the engagement in joint activities leading to problem solving as situations arise.

Support

- ✦ Interpersonal support decreased role strain and feelings of incompetence. Institutional support of mentor programs is reported to increase the feeling of being valued.

BARRIERS

Role Ambiguity/Role Strain

- ✦ Role ambiguity was found to be a significant predictor of role strain. Unclear guidelines, expectations, and institutional policies of an educator role contribute to these attributes.

Lack of Preparation

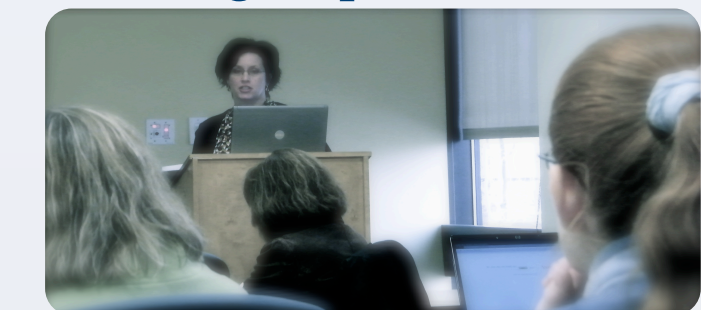
- ✦ Without educational theory or pedagogy novice nurse educators may be inept at evidence based teaching strategies, practices, exam writing, and student evaluation

Ineffective Mentor Relationship

- ✦ A lack of a well organized and consistent mentoring did not foster a feeling of competency and diminishes the process of a positive transition to the teaching role.

DISCUSSION

- ✦ The lack of a supportive environment without clear guidance has a direct impact on the novice nurse educators' transition to academia from an expert clinician role.
- ✦ Other challenges identified when transitioning into the role of a novice nurse educator:
 - ✦ Financial inequalities of clinical practice and academia
 - ✦ Unanticipated workload
 - ✦ Time Commitment due to committee and other non-teaching requirements



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