Applying the Model Supported and Empowered to Support Faculty’s Growth and Competence in Curriculum

MEREDITH L ROBERTS PHD, RN
# Faculty Disclosure

<table>
<thead>
<tr>
<th>Meredith Roberts</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict of Interest:</td>
<td>None</td>
</tr>
<tr>
<td>Employer</td>
<td>Vermont Tech, USA</td>
</tr>
<tr>
<td>Sponsorship/Support:</td>
<td>None</td>
</tr>
</tbody>
</table>
Objectives

By the end of the presentation, participants will be able to:

- Determine three strategies that will assist educators to develop, evaluate, or revise curriculum
- Differentiate effective versus ineffective ways to respond to curriculum challenges that can lead to educators becoming overwhelmed or feeling supported and empowered
Original Research

Qualitative

Constructivist Grounded Theory

Explored and compared perceptions and processes of nursing faculty at 4 Vermont colleges
Faculty Knowledge

Accreditor mandates

Specialized preparation needed

Clinical experts, novices at education

Faculty hired for clinical expertise

Education varies

Clinical experts are unprepared
<table>
<thead>
<tr>
<th>Educator Competency and the Faculty Shortage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty are displeased with their salary and workload (Yordy, 2006).</td>
</tr>
<tr>
<td>A nursing faculty shortage is occurring and expected to worsen (AACN, 2014)</td>
</tr>
<tr>
<td>Increasing faculty positions remain unfilled (AACN, 2012)</td>
</tr>
<tr>
<td>Only 50% of the nurse workforce holds a baccalaureate or graduate degree (HRSA, 2013)</td>
</tr>
<tr>
<td>Practitioner curriculum is lacking and there is much faculty turnover during curriculum change</td>
</tr>
</tbody>
</table>
Excellence in Nursing Education Model that depicts the eight core elements required to sustain excellence in nursing education developed by The National League for Nursing (2006). Used with Permission from NLN
Core Component Well-prepared Faculty from the NLN Excellence Model (NLN, 2006) Used with Permission from NLN
Theme 1: Most faculty have low confidence

In spite of years of experience, an average of over 29 years nursing, and an average of 13 as an educator, 87% of faculty could not express confidence.
Theme 2: Poor support & communication
93% experienced challenges in communication & support

- They say they want to change but they really don’t... very frustrating
- You feel like you’re asking too many questions
- There’s a lot of resistance
- Miscommunications misunderstandings ....I began to feel some risk
- Communication between departments
- The greatest challenges are with your staff
- Learn trial by fire
- Adequate buy-in is huge
- Very little peer support
- I began to feel risk... in an environment where you did not feel trust and respect and you did not feel communication was effective
- Tossed to the wolves
- Lost at sea
- With each leadership change there has been a change in expectations
Theme 3: Majority of novice educators lack knowledge R/T curriculum alignment with course outcomes

73.3% did not believe they saw the big picture or understood how their course fit with the curriculum when they developed their 1st course.
Theme 4: Mentorship is needed
100% agree: mentorship is needed

Faculty need, when they’re a new faculty member, they need a mentor

Obviously, I’ve had to be mentored by a few

The best actions that we’ve had up to date is availability of resources and mentorship of faculty

It’s not easy as a brand new faculty coming in.

Mentorship, peers, people that have been through it

It would be helpful for experts, senior faculty to really kind of take novice faculty and provide them with their knowledge

The most effective tactic I’ve used to develop curriculum, I would say is interpersonal relationships.

Colleagues made it easier for me

Mentors made it easier for me

So I find myself mentoring a brand new faculty member when I’m brand new in this role here too and that’s another additional challenge

In order for myself to grow, luckily I was fortunate that there was a fellow who taught me

It would be incredible help to just have that kind of support or if there were mentors you know, people who had some really great experience that might mentor five or six people. Who not every day, but somebody who you could get on the phone and say hey look I’m struggling with this, or am I on the right course with this and not be afraid to turn to them

I certainly relied a lot on the people I was teaching with

Need Mentorship and Relationships
Theme 5: Faculty development and education is needed to aid knowledge

100% agreement that faculty development would be helpful to learn the educator role related to curriculum. Expert clinicians could be novice educators.
Theme 6: Overloaded and inadequate time

100% alluded to being extremely busy with inadequate time either currently or previously as faculty. Excessive workload, faculty in short supply, and inadequate time added to stress when curriculum must be assessed in addition to other responsibilities.

I think it’s nuts that nurse educators leave because it’s a black hole.

Doing curricular revision or even mapping is going to happen on nights and weekends after you’ve had an exhausting 50 hour week, so I just don’t think there’s time.

To really make a difference and really do the kind of things that you’d like to do so you know workload in nursing is a huge problem.

I don’t have a lot of time to work on curriculum at all.

They tell me that it’s an equal amount of work when I have 12 students in my class versus when I have 100. I can tell you point blank that the workload is grossly different…. it’s ludicrous.”

Oh my god! Workload

Challenging, stressful, exhausting

I was working full-time in a half-time job. I had two babies at that time, I was finishing my degree.

a challenge I face is the workload as in academia. I’ve been a nurse for many decades and I’m used to working hard, but I think for me the balance of working in the community as a nurse and as a nurse educator was very challenging, physical exhaustion

Overloaded and Inadequate Time

I was given the task to get this course up and running in 5 or 6 days.

more piled on and more piled on.. You go home and you’re working all evening or you’re working all Saturday or you’re working all Sunday and you’re not getting any rest and people are wondering why you’re cranky

I just don’t know how to do it in that short a period of time.

workload is hard. I know that there’s this whole push with academia to do more with less.

it’s all geared towards NCLEX. Completely, there’s no fluff at all. None of the niceties. I don’t have time.
Theme 7: Suggested Strategies
Full report on ProQuest with open access
Results – The Theory: Challenged & Overwhelmed

A Theory Describing How Faculty Challenges Lead to Becoming Overwhelmed with Curriculum Development, Evaluation and Revision
Solutions Addressing the Challenges

- Practice
- Education and Continued Development
- Mentorship
- Time Release
- Collaboration and Feedback
Strategic Solutions: How to address the challenged effectively

Lack of Knowledge and Development
- Education and continued development
- Webinars, speakers, expert faculty, consultant sharing

Lack of Confidence
- Practice
- Annual Practice and Monthly Sharing

Poor Support and Communication
- Collaboration and feedback
- Scheduled Collaboration and Feedback During Monthly Meetings

Need for Mentorship
- Mentorship
- Mentoring for All
- Specific Preceptors for New Faculty

Overloaded and Inadequate Time
- Release time
- Workload adjusted
- Specified time for curriculum work
- Curriculum Development Factored in as Workload

Knowledge Related to Curriculum
Increasing Confidence
Collaborative Support and Sharing
Paired Mentoring
Designated Time
Supported and Empowered: A Model of Understanding to Support Faculty’s Growth and Competence in Curriculum Development, Evaluation and Revision
<table>
<thead>
<tr>
<th><strong>Evaluating Faculty Support &amp; Empowerment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assess areas of concern related to Challenged and Overwhelmed</strong></td>
</tr>
<tr>
<td><strong>Select and apply a strategy or strategies from the Model of Understanding.</strong></td>
</tr>
<tr>
<td><strong>Consider anonymous surveys in the targeted area to aid knowledge of effectiveness. Ask how to improve.</strong></td>
</tr>
<tr>
<td><strong>Use collaborative meetings to share strategies, practice, assess the work environment, and create opportunities to communicate</strong></td>
</tr>
<tr>
<td><strong>Recognize &amp; reward excellent curriculum creation. To recognize excellence, knowledge is needed. Report trends. Provide feedback.</strong></td>
</tr>
<tr>
<td><strong>Track faculty retention rates. Record rewards and raises. Note who is being left out or feeling isolated. Find out why.</strong></td>
</tr>
</tbody>
</table>
Comparison to the Literature
The study confirmed

There is a lack of qualified faculty
Transitioning clinicians feel like they are drowning
Faculty enter academia with inadequate preparation
The skills of an educator are not those of a practitioner
The Study Confirmed Previous Findings:

Transition from clinician to faculty is challenging. Faculty who were mentored had an easier transition.

Many clinically expert nurses have only minimal understanding of the faculty educator role.

Teaching loads are demanding and nurse educators salaries are lower than acute care nurse clinicians.

New faculty feel stress, lack of support, and lack confidence.

Faculty feel frustrated due to lack of time to complete work.
Questions

Meredith Roberts contact: mroberts@vtc.vsc.edu
References


