

**Title:**

Successful DNP Transition: Nurse Practitioner to Academician

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**Session Title:**

Career Transitions

**Slot:**

A 02: Friday, 17 March 2017: 2:45 PM-3:30 PM

**Scheduled Time:**

2:45 PM

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**Keywords:**

DNP as educator, DNP role transition and Practitioner to educator

**References:**

Chism, L. A. (2013). *The doctor of nursing practice A guidebook for role development and professional issues* (2nd ed.). Burlington, MA: Jones & Bartlett.

Zaccagnini, M. E., & White, K. W. (2011). *The doctor of nursing practice essentials A new model for advanced practice nursing*. Sudbury, MA: Jones & Bartlett.

**Abstract Summary:**

The last decade has seen increasing numbers of DNP's entering academia. The tripartite role of teaching, scholarship, and service impact the successful transition of nurses to the roles of nurse educators. Support and development are needed for a successful transition of a DNP to the role of nurse educator.

**Learning Activity:**

| LEARNING OBJECTIVES   | EXPANDED CONTENT OUTLINE  |
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| The learner will be able to examine strategies for successful transition for the DNP into academia. | Strategies for the transition to nurse educator will be addressed. Teaching, scholarship, service, and clinical practice will be addressed. |
| The learner will be able to discuss methods to support new DNP faculty in nursing education.        | Specific methods to provide support will be discussed. Both the role of the institution and the new faculty member will be considered.      |

**Abstract Text:**

The last decade has seen increasing numbers of nurse practitioners completing DNP programs, leaving clinical practice, and entering academia. These providers have been experts in clinical practice and may expect the transition to the role of nurse educator to be seamless. A knowledge deficit related to the tripartite role of teaching, scholarship, and service impact the successful transition of nurses to the roles of nurse educators. The purpose of this presentation is to explore the support and development needed for a successful transition of a DNP to the role of nurse educator.

Several important considerations for a nurses' academic appointment relate to the environment of the institution. New nurse educators may initially be focused on the role of teaching in the classroom or clinical setting. While this is an integral part of the role, the expectations extend far beyond the classroom.

Institutional requirements for promotion and tenure are important to explore. The basic criteria for promotion and tenure are established by the institution and may vary within the individual department.

Advising of students may be managed at the department level. Some larger institutions employ advisors to guide students through the curriculum, while other institutions rely on faculty to be accessible to students for advisement. Service to the community may extend from the department or institutional promotion and tenure guidelines. Opportunities for service may include involvement with nursing organizations at the local and national level or service to the community at large.

Facilitating the successful transition from practice to educator requires support of the DNP and assistance with developing into the education role. Mentoring of new faculty members is pivotal. Knowing the level and degree of mentoring offered to new faculty is very important. Mentors can keep new faculty abreast the coming expectations, such as yearly review for tenure processes, committee expectations, and the development of a research program. The specific of matching new educators with expert faculty with an understanding of the expectations is essential. A method to monitor the mentoring relationship can ensure a successful partnership.

New educators who are nurse practitioners will need to continue to practice to maintain their nurse practitioner certification. Depending on which agency the nurse practitioner is certified through, a specific requirement of the number of practice hours required to maintain certification exists. Certification of nurse practitioners can be advantageous for the institution. Developing a method to allow time for faculty clinical practice is common. Many institutions allow faculty members to dedicate one day per week to clinical practice.

Institutions and administrators should support the development of clinical DNP's assuming faculty positions. The development of a plan by the institution and by the new faculty member provides the essential elements for the transition. While the challenges may vary, the results of a successful transition are essential to nursing education.