Expanding Self-Efficacy of Nursing Faculty with Improved Orientation

Presented by:
Dr. Jacinda Heintzelman, DNP, RN
• Nationwide Nursing Faculty Shortage:
  - Current national faculty--approaching retirement age
  - Inadequate salary to education ratio
  - Decreased number of full-time faculty positions available
  - Decrease perceived satisfaction with faculty role

• Problem Statement:
  - Inadequate orientation for transition to academic role

(Institute of Medicine, 2011; Nardi & Gyurko, 2013)
Enhanced orientation:
- Combat nationwide faculty shortage
- Cultivate nursing faculty
- Increase successful transition to academia

(Cranford, 2013; Danna et al., 2010; Grassley & Lambe, 2015)

• National League for Nursing (2006):
  - Need to create improved mentorships
  - Should increase retention rates
Literature Review Highlights

• Nationwide nursing shortage
  - Correlated with an escalating nursing faculty shortage (Hinshaw, 2001)

• Lack of mentoring programs noted
  - New nursing faculty need guidance (Penn, Wilson, & Rosseter, 2008)
Literature Review Highlights

• Assistance with transition to faculty role needed
  - Clinical to academia transition can be problematic
  - Could negatively affect student learning

• Suggestions for assisting with role transition
  - Provide mentors
  - Improve nursing educator orientation
  - Provide resources on how to teach

(Cranford, 2013; Crocetti, 2014; Danna et al., 2010; Grassley & Lambe, 2015; Hunt et al., 2015; McAllister, Oprescu, & Jones, 2014)
Purpose & Design

• Retrospective study using data
  - Quality improvement project at nursing program
  - Evaluated effects on teaching self-efficacy to:
    • Allow for faculty nurturing
    • Increase consistency with adjunct instructors
    • Decrease time spent on campus

Improve student satisfaction
Research Question

• Will there be a difference in adjunct faculty’s teaching self-efficacy after receiving an online orientation as measured by pre- and post-test?

• P = all adjunct faculty
• I = online orientation class
• C = pre & posttest
• O = difference of self-efficacy
Theoretical Framework

- Wenger’s (1998) Community of Practice (CoP) theory

(McAllister, Oprescu, & Jones, 2014)
• Data collected by University in Western USA

• Teachers’ Sense of Efficacy Scale
  - Created by Tschannen-Moran and Woolfolk Hoy (2001)

• Measured teaching self-efficacy
  - Subscales: instruction, engagement, and management

• Successfully tested by creators for reliability/validity
Analysis of Retrospective Data

- **Descriptive statistics**
  - Mean, median, and standard deviation
  - Variable level of experience as nurse educator

- **Wilcoxon Signed Rank Test**
  - Change in teaching self-efficacy

- **Spearman Rank Order (rho) Correlation**
  - Experience as educator—higher teaching self-efficacy scores
### Table 1

**Descriptive Statistics for Demographic Variables**

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Table 3

*Wilcoxon Analysis Results of Pre to Post Difference*

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Discussion of Result Meanings

**Statistical significance revealed
- Orientation changed teaching self-efficacy of nursing faculty

Benefits of Culturing Nursing Faculty--
- Locally: Better-prepared faculty for teaching role
  - Positively benefit students & their education
- Next generation: Increased knowledge in graduate nurses
- Global: Nurses to deal with complexities of healthcare
Limitations

• Retrospective design
• Small sample size
• Failure to completely eliminate former orientation process
• Lack of proficiency with computer?
• Implementation process—done by local university
• Pretest/posttest—done by local university
Significance of Results to Nursing Profession

• Enhanced orientation improved teaching self-efficacy
  - Importance of preparation for role in academia

• Contribution to literature:
  - Introduced method to combat nursing faculty shortage
  - Empower students—frontrunners/leaders in nursing
  - Increase retention rates of nursing faculty
Summary

• Retrospective study
  - Enhanced adjunct faculty orientation

• Evaluated effect of orientation
  - On teaching self-efficacy
  - Statistical significance was revealed

• Community of Practice (CoP) theory guided project


References


References


