Expanding Self-Efficacy of Nursing Faculty With Improved Orientation

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The NLN (2015) reports that the complex healthcare system is being stressed by a nation-wide workforce shortage and this is being exacerbated by nursing schools rejecting the qualified candidates due to an inadequate number of faculty to educate the entrants. The constraints of limited and qualified nursing faculty is astounding and the effects are nationwide. Crocetti (2014) discusses that on frequent occasions, the newly hired adjunct faculty are inexperienced in their new role as an educator and deficiencies are noted in preparing the instructors on how to educate nursing students for the complex healthcare system they will encounter upon graduation. Research reveals that in order to retain the clinicians, and increase a successful transition to academia, guidance is needed by supporting the new educators through improved orientation and mentoring programs (Cranford, 2013; Danna et al., 2010; Grassley & Lambe, 2015). The problem identified for the research study was that new faculty members were lacking an appropriate orientation to transition into the faculty role and many were choosing to leave education due to the feeling of not understanding their teaching role. A local nursing school updated and improved their nursing faculty orientation to better meet the needs of the current instructors. The current research is a retrospective analysis of data from the enhanced orientation to compare teaching self-efficacy before and after completing the orientation. The research question was the following: Will there be a difference in adjunct faculty's teaching self-efficacy after receiving an online orientation as measured by pre- and post-test? The research of this pilot study revealed statistical significant in an increase of teaching self-efficacy scores following completion of the orientation course at the local university, Wilcoxon Signed Rank Test $z = -2.52, p < 0.05$, with a large effect size ($r = -0.63$). The study findings supports acclimating nursing faculty to their role as educator will increase teaching self-efficacy. If the faculty are cultured to their role, they may choose to stay in education which may assist to combat the nationwide nursing and nurse faculty shortages.

Title:
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References:


Abstract Summary:
The current research is a retrospective analysis of data from the enhanced orientation to compare teaching self-efficacy before and after completing the orientation. The research revealed statistical significant in an increase of teaching self-efficacy scores following completion of the orientation course at the local university.

Content Outline:
I. Introduction
   A. A nationwide nursing faculty shortage has been recognized as contributing to an overall nursing shortage, which is spiraling healthcare toward a major crisis. A need for innovative strategies, such as improved faculty orientations, may assist to combat the faculty shortage.
   B. Recommendations to improve nursing orientations have been made by several healthcare agencies (AACN, 2005; NLN, 2006). Even though the recommendations were in place, there was a lack of research that included improvements to nursing faculty orientations being implemented. Further research on improved orientation is needed to evaluate the influence orientation will have on the teaching self-efficacy of the faculty.

II. Body
   A. Main Point #1 The problem identified was that new faculty members were lacking an appropriate orientation to transition into the faculty role and many were choosing to leave education due to the feeling of not understanding their teaching role.
   1. Supporting point #1 The literature review revealed recommendations to create improved orientation to increase retention rates of nursing faculty.

Analysis of data from enhanced orientation should:
   a) Improve teaching self-efficacy
   b) Cultivate nursing faculty
   c) Increase successful transition to academia
   d) Prevent ominous negative effects

B. Main Point #2 This study was a retrospective analysis of the data collected by a university before and after an improved orientation was implemented.
   1. Supporting point #1 The Wilcoxon test revealed a significant increase in teaching self-efficacy scores following completion of the orientation course at the local university.
a) \( z = -2.52, p = 0.01 \), with a large effect size \( (r = -0.63) \)

b) Results show that the difference between the two scores is statistically significant

2. Supporting point #2 Descriptive statistics were calculated to explore whether there was a difference between the pretest and post-test scores.

a) Results reveal that the examination scores were higher for the participants after receiving the intervention of the enhanced online orientation

b) (Post-test mean = 3.49) when compared to the results prior to completing the course (Pretest mean = 3.03)

C. Main Point #3 The improved faculty orientation resulted in the increase of teaching self-efficacy scores.

1. Supporting point #1 It can be assumed that the instructors are better prepared for their teaching role, which may positively benefit the students and their education.

a) The next generation of nurses could be impacted since the instructors with enhanced self-efficacy should be able to train more knowledgeable graduate nurses that could be leaders in today's healthcare

b) Enhanced teaching self-efficacy could impact global healthcare where nurses will be better-prepared by their educators for the healthcare system they face

2. Supporting point #2 The implementation of nursing instructor orientation is important for the preparation of faculty as they enter into practice.

a) The results revealed could assist to fill the gaps in the current research by recommending a method for better transition to academia.

b) Having an enhanced orientation that improves teaching self-efficacy may also increase retention rates, which may also help combat the projected worsening of a nursing faculty shortage.

III. Conclusion

A. The results did provide insight into the self-confidence level of newly-hired nurse educators by revealing statistical significance between pretest and post-test scores using an improved orientation as an intervention to further develop nursing faculty.

B. In 2005, the American Association of Colleges of Nursing and in 2006, the NLN recommended formulation of methods to improve faculty development and provide better mentoring for new instructors. This research project will contribute to research by giving a method for better transition into academia since the results determined that improved faculty orientation did in fact change teaching self-efficacy.

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**Professional Experience:** 2013-present Colorado State University-Pueblo Assistant Professor of Nursing 2016 Developed Quality Improvement Project of improved orientation for adjunct nursing faculty 2016 Successfully completed proposal defense for DNP research on “Expanding Self-Efficacy of Nursing Faculty with Improved Orientation” 2017 Oral Presenter at the Third Annual Evidence-Based Nursing Conference 2017 Involved in CSU-Pueblo’s Social Impact Study with research focusing on Public Health & Health Care System 2017 Successfully defended DNP research “Expanding Self-Efficacy of Nursing Faculty with Improved Orientation”

**Author Summary:** Jacinda Heintzelman will be graduating with her DNP in October of 2017 from American Sentinel University. She is currently an Assistant Professor of Nursing at Colorado State University-Pueblo. Her other research experience includes principle investigator for CSU-Pueblo Social Impact Study and co-investigator for Impact Study on Polysubstance abuse during pregnancy.