

# Experiences of ADN Faculty Transitioning to Teaching in a BSN Program

Carleen Graham, PhD (c), MSN, RN, NY-SAFE

Phillips School of Nursing @ Mount Sinai Beth Israel

## Introduction

A broad problem impacting the ability of schools of nursing to keep pace with the increasing demands and changes in the healthcare landscape is faculty's capacity to transition to teaching at advanced levels of nursing education.

- How does faculty transition from teaching at the associate degree level to teaching at the baccalaureate level?
- How can this process be facilitated?

Current trends in nursing education indicate that nursing curricula is being reformed and nurses are being pushed to seek advanced levels of education.

Two major influences make this transition important:

- BSN has become the minimum required education for nurses entering into practice.
- Many new graduates of ADN programs have difficulty finding employment.

In light of these trends, transitioning to teaching at advanced levels of education may be unavoidable for many faculty members of ADN programs.

## Methods

### Purpose:

- The purpose of this study is to explore, capture, and understand the experiences of ADN faculty as they transition to teaching in a baccalaureate-nursing program.
- The goal is to uncover and appreciate how ADN faculty cope and thrive during the transition, as well as, identify barriers to the transition process.

### Methodology:

- A basic qualitative research methodology will be used to conduct this study.
- Data collection for this study will include in-depth, open-ended interviews.

### Research Question:

*"What are the experiences of associate degree nursing faculty as they transition to teaching in a baccalaureate-nursing program?"*

### Secondary Questions:

- How do ADN faculty members perceive their ability to meet new role expectations for teaching at the baccalaureate level?
- What do ADN faculty members perceive as barriers as they build their capacity to transition to teaching in a baccalaureate program?
- What processes do ADN faculty members perceive as helpful as they build their capacity to transition to teaching in a baccalaureate program?

### Theoretical Framework:

Two conceptual frameworks were chosen as the lens for this study,

- Meleis's (2010) transition theory
- Taylor-Powell & Boyd's (2008) three-component framework for capacity building.

## Results

- Expected results of the study include getting a better understanding of strategies that facilitate and barriers that hinder faculty while transitioning from teaching at the associate degree level to teaching at the baccalaureate level in nursing education.
- Additionally, transition theory has been applied successfully to facilitate healthy transitions in patient care, transition from clinical practice to academia, and transition from new graduate into the professional role.
- The exploration of those barriers encountered by ADN faculty, who transition to teaching in baccalaureate programs, may provide information on how nursing programs can better support faculty during their transition. Implications also include identifying these barriers to either remove or decrease them

### Theoretical Implications:

- Identify gaps in our knowledge and determine strategies to better facilitate the transition process.
- Confirm that interventions grounded in transition theory are essential in building faculty capacity to teach at advanced levels of nursing education.
- In the context of this study, transition and capacity building theories will be applied in a new domain of nursing education in that it will be applied to nurse educators who are transitioning to teaching at advanced levels of nursing education.

### Practical Implications:

Building faculty's capacity and competence based on this information has the potential to:

- Improve student achievement and graduate nurse outcomes
- Decrease attrition rates for students and faculty.
- The exploration of those barriers encountered by ADN faculty, who transition to teaching in baccalaureate programs may provide:
  - Information on how nursing programs can better facilitate the process.
- Implications also include identifying these barriers to either remove or decrease them.

## Conclusions

- Anecdotally, faculty members transitioning to teaching at advanced levels of nursing education report feelings of inadequacy, are often overwhelmed with the added responsibilities of their new roles, and question their ability to meet expectations.
- Subsequently, inadequate preparation for the new roles and responsibilities contributes to poor student achievement, graduate outcomes, as well as high attrition rates for both faculty and students. Hence, whether transitioning from clinical practice to or within academia, the process requires the development of new skills and acclimatization of existing skills to new environments. In fact, even experienced faculty transitioning from one setting to the next must not only adapt to new role expectations, they also become novices in the new faculty role. As such, nurse educators who transition to teaching at advanced levels of nursing education should have their new roles clearly defined and intentionally guided to the specific skills needed for the role.
- Finally, study may identify gaps in our knowledge and determine strategies to better facilitate the transition process. An understanding of faculty's perceptions and experiences as they transition to teaching at advanced levels of education may help schools of nursing adopt and implement supportive strategies and policies that will enhance the transition process.

## Bibliography

1. Blaine, S. (2015). Transitioning from clinical practice to academia: A qualitative study of benefits, barriers. (Doctoral dissertation). Retrieved from CINAHL (3732525)
2. Cooley, S. S. (2013). The lived experience of novice nursing faculty in academia (Doctoral dissertation). Retrieved from ProQuest. UMI 3602782
3. Fontenelle, M. (2013). Experiences and perceptions of novice associate degree faculty assuming a classroom instructors role. Theses and Dissertation University of New Orleans UMI Number 3586665 ProQuest
4. Meleis, A. I. (2010). *Transitions theory: Middle-range and situation specific theories in nursing research and practice*. New York, NY: Springer Publishing Company
5. Taylor-Powell, E. & Boyd, H. (2008). Evaluation capacity building in complex organizations. *New Directions for Evaluation*, 120, 55-69. doi 10.1002/ev.276