Transition success of nurses from clinical settings to academia: An integrative review

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INTRODUCTION

- There is a lack of suitability-qualified nurse faculty to bridge the growing worldwide need of retired nurses from the workforce and increasing student enrollments. (Nardt & Ouyang, 2015)
- One strategy to overcome this shortfall is to recruit nurse academics from the pool of clinical staff.
- For expert nurses clinicians, having vast knowledge and specialist skills does not ensure success transition and development into academia, as reflected by reports of role strain and high stress levels of new academics, which negatively impact retention (Chung & Kowalik, 2012). These issues are further aggravated by the increasing expectation and pressure to expand research capacity (Goodwin, 2015).
- Early career development including effective on-boarding and mentorship programs are strategies that have been used to promote transition success of clinical nurses who are transitioning to the academy (Gardner, 2014).

PURPOSE and DESIGN

- This integrative review aimed to synthesize both quantitative and qualitative evidence of academic development programs that have been shown to be effective in facilitating the successful transition of expert nurses clinicians into the academy.

METHODS

- Databases searched: MEDLINE, Cumulative Index to Nursing and Allied Health Literature (CINAHL), EMBASE, ERIC, and Scopus.
- Keywords: clinicians, new or junior or novice academic or faculty, transition, orientation, mentorship.
- Papers published from 2012-2017 were included.
- Inclusion criteria: (1) peer-reviewed journal articles and (2) discussed effective support strategies or interventions that assisted in the transition of new or review nursing academics coming from clinical backgrounds.

FINDINGS

- Peer mentorship from academic leaders and researchers.
- Structured internship which provided new academics with on-the-job educational advice, guidance, and feedback on teaching.
- Intensive on-boarding with assigned mentor support, especially for the first 12 months.

CONCLUSION

- There is a need for career development programs for new academics that move beyond orientation and include intensive on-boarding.
- While mentorship by experienced teaching faculty was identified as helpful to support new faculty in teaching and learning, more than one mentor may be needed to provide specific support, particularly in relation to developing a research profile and planning for career progression.

REFERENCES


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