

Transition success of nurses from clinical settings to academia:

An integrative review

Dion Candelaria, RN, MN¹, Bronwyn Everett, RN, PhD^{2,3}, Yenna Salamonson, RN, PhD^{2,3}

¹The University of Sydney Susan Wakil School of Nursing and Midwifery, Western Sydney University, Centre for Applied Nursing Research, Ingham Institute for Applied Medical Research



- There is a lack of suitably qualified nurse faculty to bridge the looming worldwide mass exit of retiring nurses from the workforce and increasing student enrolments. (Nardi & Gyurko, 2013).
- One strategy to overcome this shortfall is to recruit nurse academics from the pool of clinical staff.
- For expert nurse clinicians, having vast knowledge and specialist skills does not ensure successful transition and enculturation into academia, as reflected by reports of role strain and high stress levels of new academics, which negatively impact retention (Chung & Kowalski, 2012). These issues are further aggravated by the increasing expectation and pressure to expand research capacity (Cacchione, 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 nurse clinicians into the academia.



- Databases searched: MEDLINE, Cumulative Index to Nursing and Allied Health Literature (CINAHL), EMBASE, ERIC, and Scopus
- Meywords: 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 article and (2) discussed effective support strategies or interventions that assisted in the transition of new or novice nursing academics coming from clinical backgrounds.



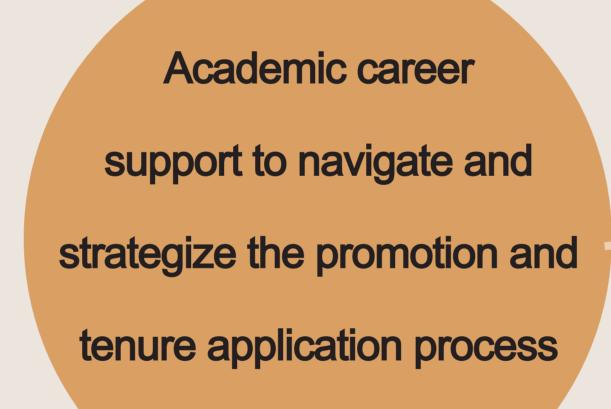






Intensive on-boarding with assigned mentor support, especially for

the first 12 months







Structured internship which provided new academics with on-the-job educational advice, guidance, and feedback on teaching







- 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 staff 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

- Brody, A. A., Edelman, L., Siegel, E. O., Foster, V., Bailey, J., Donald E, Bryant, A. L., & Bond, S. M. (2016). Evaluation of a peer mentoring program for early career gerontological nursing faculty and its potential for application to other fields in nursing and health sciences. Nursing Outlook, 64(4), 332-338. doi:10.1016/j.outlook.2016.03.004
- Cacchione, P. Z. (2015). Publishing considerations for new academic nursing faculty. Clinical Nursing Research, 24(1), 3-6. doi:10.1177/1054773814566357
- Chung, C. E. & Kowalski, S. (2012). Job stress, mentoring, psychological empowerment, and job satisfaction among nursing faculty. The Journal of Nursing Education, 51(7), 381. doi:10.3928/01484834-20120509-03
- Cooley, S. S. & De Gagne, J. C. (2016). Transformative experience: Developing competence in novice nursing faculty. Journal of Nursing Education, 55(2), 96. doi:10.3928/01484834-20160114-07 Feldman, H. R., Greenberg, M. J., Jaffe-Ruiz, M., Kaufman, S. R., & Cignarale, S. (2015). Hitting the nursing faculty shortage head on: Strategies to
- recruit, retain, and develop nursing faculty. Journal of Professional Nursing: Official Journal of the American Association of Colleges of Nursing, 31(3), 170. doi:10.1016/j.profnurs.2015.01.007
- Gardner, S. S. (2014). From learning to teach to teaching effectiveness: Nurse educators describe their experiences. Nursing Education Perspectives, 35(2), 106. doi:10.5480/12-821.1 Hickey, K. T., Hodges, E. A., Thomas, T. L., Coffman, M. J., Taylor-Piliae, R. E., Johnson-Mallard, V. M., · · Casida, J. M. (2014). Initial evaluation of
- the Robert Wood Johnson Foundation Nurse Faculty Scholars program. Nursing Outlook, 62(6), 394-401. doi:10.1016/j.outlook.2014.06.004 Jeffers, S. & Mariani, B. (2017). The effect of a formal mentoring program on career satisfaction and intent to stay in the faculty role for novice nurse faculty. Nursing Education Perspectives, 38(1), 18. doi:10.1097/01.NEP.00000000000104
- Kersey, P. (2012). From the hospital room to the classroom: Recruiting and supporting new nursing faculty. Journal of Applied Research in the Community College, 19(2), 17.
- McDermid, F., Peters, K., Daly, J., & Jackson, D. (2016). Developing resilience: Stories from novice nurse academics. Nurse Education Today, 38, 29. doi:10.1016/j.nedt.2016.01.002
- Nardi, D. A., & Gyurko, C. C. (2013). The global nursing faculty shortage: Status and solutions for change. Journal of Nursing Scholarship, 45(3), 317-326. doi:10.1111/jnu.12030
- Specht, J. A. (2013). Mentoring relationships and the levels of role conflict and role ambiguity experienced by novice nursing faculty. Journal of Professional Nursing: Official Journal of the American Association of Colleges of Nursing, 29(5), e25. doi:10.1016/j.profnurs.2013.06.006





