

Title:

Transition to Academic Nurse Educator: How Does Readiness, Confidence, and Number of Children Impact Career Change?

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Session Title:

Transition to the Faculty Role

Slot:

4B: Friday, April 4, 2014: 3:30 PM-4:45 PM

Scheduled Time:

4:10 PM

Keywords:

Academic nurse educator, Academic role expectations and Career transition

References:

References Aiken, L., Cheung, R., and Olds, D. (2009). Education policy initiatives to address the nurse shortage in the United States. *Health Affairs*, 28(4), w646-w656. doi: 10.1377/hlthaff.28.4.w.646 Allen, L. (2008). The nursing shortage continues as the faculty shortage grows. *Nursing Economic\$,* 26(1), 35-40. American Association of Colleges of Nursing (2010). Shortage of faculty and resource constraints hinder growth in U.S. nursing schools according to the latest AACN data [Press release]. Retrieved from <http://www.aacn.nche.edu/Media/NewsReleases/2010/facshortage.html> Anderson, J. (2009) The work-role transition of expert clinician to novice academic educator. *Journal of Nursing Education*, 48(4), 203-208. Bartels, J. (2007). Preparing nursing faculty for baccalaureate-level and graduate-level nursing programs: Role preparation for the academy. *Journal of Nursing Education*, 46(4), 154-158. Blascovich, J. and Tomaka, J. (1991). Measures of self esteem. In J. Robinson, P. Shaver, & L. Wrightsman (Eds.), *Measures of personality and social psychological attitudes: Volume 1 of measures of social psychological attitudes* (pp. 115-123). New York: Academic Press. Cangelosi, P., Crocker, S., & Sorrell, J. (2009). Expert to novice: Clinicians learning new roles as clinical nurse educators. *Nursing Education Perspectives*, 30(6), 367-371. Chick, N., & Meleis, A. (1986). Transitions: A nursing concern. In R. Chinn (Ed.), *Nursing research methodology: Issues and implementation* (pp. 237-257). Rockville, MD: Aspen. Cleary, B., McBride, A., McClure, M., and Reinhard, S. (2009). Expanding the capacity of nursing education. *Health Affairs*, 28(4), w634-w645. doi: 10.1377/hlthaff.28.4.w634 Dempsey, L. (2007). The experiences of Irish nurse lecturers role transition from clinician to educator. *International Journal of Nursing Education scholarship*, 4(1), 1-12. Drummond, R. (2004). [Review of the Career Transitions Inventory]. In *The mental measurements yearbook*. Available from <http://www.unl.edu/buros/> Gazza, E. (2009). The experience of being a full-time nursing faculty in a baccalaureate nursing education program. *Journal of Professional Nursing*, 25(4), 218-225. Heppner, M. (1991). Career Transitions Inventory. Copyrighted instrument. Retrieved and reprinted from author. Heppner, M. (1998). The career transitions inventory: measuring internal resources in adulthood. *Journal of Career Assessment*, 6(2), 135-145. Heppner, M., Moulton, K., & Johnston, J. (1994). Assessing psychological resources during career change: Development of the career transitions inventory. *Journal of Vocational Behavior*, 44, 55-74. Kirnan, J. (2004). [Review of the Career Transitions Inventory]. In *The mental measurements yearbook*. Available from <http://www.unl.edu/buros/> Meleis, A. (2010). Transitions theory: Middle-range and situation-specific theories in nursing research and practice. New York: Springer. Meleis, A., Sawyer, L., Im, E., Messias, D., & Schumacher, K. (2000). Experiencing transitions: An emerging middle-range theory. *Advanced Nursing Science*, 23(1), 12-28. McCluskey-Titus, P., & Cawthon, T. (2004). The grass is always greener on the other side of the fence: Making a transition from student affairs administrator to full-time faculty. *NASPA Journal*, 41(2), 317-335. Murray, J. (2008). New faculty members' perceptions of the academic work life. *Journal of Human Behavior in the Social Sciences*, 17(1/2), 107-128. doi:

10.1080/10911350802168886 Penn, B., Wilson, L., and Rosseter, R. (2008). Transitioning from nursing practice to a teaching role. OJIN: The Online Journal of Issues in Nursing, 13(3). Retrieved from <http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/vol132008/No3Sept08/NursingPracticetoNursingEducation.aspx> Rosenberg, M. (1989). Society and the adolescent self-image. Revised edition. Middletown, CT: Wesleyan University Press. Spector, P. (1988). Development of the work locus of control scale. Journal of Occupational Psychology, 61, 335-340. Spector, P. (2004). Overview of the work locus of control scale. Retrieved from University of South Florida, Department of Psychology: <http://shell.cas.usf.edu/~pspector/scales/wlcsover.html> University of Maryland (nd). The Rosenberg Self-Esteem Scale. Retrieved from <http://www.bsos.umd.edu/soc/research/rosenberg.htm>

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SP EAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Example Critique selected definition of the term, "curriculum"	Example Definitions of "curriculum" <ul style="list-style-type: none"> • Course of study • Arrangements of instructional materials • The subject matter that is taught • Cultural "training" • Planned engagement of 	Example 20 minutes	Example Name, Credentials	Example Lecture PowerPoint presentation Participant feedback	Example Group discussion: What does cultural training mean to you?

	learners				
Examine the current state of nurses transition to entering the academic setting	Reasons nurses enter the academic setting Academic role expectations Nursing faculty shortage Role change Role transition Current process and competencies of transition to the educator role	20 minutes	Robin Goodrich, EdD, RN	Lecture Power Point Participant feedback	Group discussion: Why do nurses enter the academic setting/ What are the barriers to entering the higher education setting for nurses? Why is it important that nurses enter the higher education setting?
Investigating psychological variables supportive of a successful career transition	Transition theory as a framework. Psychological variables of; readiness, confidence, personal control, support, independence, self-esteem, and work locus of control. Target population and sample of academic nurse educators. Characteristics of the sample	20 minutes	Robin Goodrich, EdD, RN	Lecture Power Point Participant feedback	What are the variations in career transition for academic nurse educators? What were the psychological variables supportive of a healthy career transitions for academic nurse educators? Why is it important to examine psychological variables that adults bring to the career transition process?

	Results/findings				
Formulate and appraise strategies supportive of healthy transition for academic nurse educators	Relationships among the subscales and the demographic data Role supplementation supportive of a healthy transition outcome Process and outcome indicators of healthy transition Recommendations	20 Minutes	Robin Goodrich, EdD, RN	Lecture Power Point Participant feedback	What current and future support is available to support healthy career transition for nurse educators? What is the role of the nurse leader in advocating for support of novice academic nurse educators?

Abstract Text:

The nursing faculty shortage dictates the need to recruit and retain excellence in the academic nurse educator role. This study investigated the relationships among academic nurse educator's levels of readiness, confidence, personal control, support, perceived independence, general self-esteem, level of locus of control in the work settings, and demographic information. This research applies the theory of Experiencing Transitions (Meleis, Sawyer, Im, Messias, & Schumacher 2000) as it relates to nurses' transition to academic nurse educator.

A convenience sample of registered nurses in the United States who hold current full-time employment at an accredited nursing program granting Baccalaureate and/or higher degrees (N= 541) was utilized. Study participants completed four self-report electronic survey instruments measuring psychological variables of career transition, as well as a demographic survey with additional questions to assess overall satisfaction and intention to stay in the role.

The results indicated significant, positive relationships among all the variables except readiness and personal control ($p = .01$). Novice nurse educators scored higher in readiness versus more experienced nurse educators who scored higher in personal control. Nurses who had no children scored higher in independence, and nurses who had one to two children scored higher in work locus of control. Nurses who were single, never married scored higher in decision independence. Nurses who held an Academic/Research Doctorate, Non-Nursing scored higher in personal control and work locus of control.

The results of this study provide evidence to support and enhance processes designed to develop and retain nurse academicians. Identification of, and investment of financial and human capital support of academic nurse educators is critical to building and maintaining the faculty pipeline. Advocacy for the Academic/Research Doctorate in Nursing as a terminal degree for academic nurse educators is necessary to advance the science and practice of the profession.

