

Title:

Perceived Role Strain Experienced by Clinical Nurse Faculty

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Session Title:

Rising Stars of Nursing Invited Posters - Group 2

Slot (superslotted):

RSG STR 2: Friday, September 26, 2014: 10:00 AM-10:30 AM

Slot (superslotted):

RSG STR 2: Friday, September 26, 2014: 11:45 AM-1:00 PM

Slot (superslotted):

RSG STR 2: Friday, September 26, 2014: 3:00 PM-3:30 PM

Keywords:

clinical nurse faculty and role strain

References:

Amicucci, B. (2012). What nurses have to say about clinical grading. *Teaching and Learning in Nursing*, 7(2), 51-55. doi.org/10.1016/j.teln.2011.09.002 Clark, C. L. (2013). A mixed-method study on the socialization process in clinical nursing. *Nursing Education Perspectives*, 34(2), 106-110. Cranford, J. S. (2013). Bridging the gap: Clinical practice nursing and the effect of role strain on successful role transition and intent to stay in academia. *International Journal of Nursing Education Scholarship*, 10(1), 1-7. <http://dx.doi.org/10.1515/ijnes-2012-0018> Gazza, E. A. (2009). The experience of being a full-time nursing faculty member in a Baccalaureate nursing education program. *Journal of Professional Nursing*, 25(4), 218-226. doi: org/10.1016/j.profnurs.2009.01.006 Goldenberg, D., & Waddell, J. (1990). Occupational stress and coping strategies among female baccalaureate nursing faculty. *Journal of Advanced Nursing*, 15(5), 531-543. Hrobsky, P.E., & Kersbergen, A.L. (2002). Preceptors' perception of clinical performance failure. *Journal of Nursing Education*, 41(12), 550-553. Langemo, D. V. (1988). Work-related stresses in baccalaureate nurse educators. *Western Journal of Nursing Research*, 10(3), 327-334. doi:10.1177/019394598801000308 Larocque, S., & Luhanga, F. L. (2013). Exploring the issue of failure to fail in a nursing program. *International Journal of Nursing Education Scholarship*, 10(1), 1-8. doi:10.1515/ijnes-2012-0037 Mobily, P. R. (1991). An examination of role strain for university nurse faculty and its relation to socialization experiences and personal characteristics. *Journal of Nursing Education*, 30(2), 73-80. Oermann, M. H. (1998a). Role strain of clinical nursing faculty. *Journal of Professional Nursing*, 14(6), 329-334. doi.org/10.1016/S8755-7223(98)80074-4 Oermann, M. H. (1998b). Work-related stress of clinical nursing faculty. *Journal of Nursing Education*, 37(7), 302-302. O'Shea, H. (1982). Role orientation and role strain of clinical nurse faculty in baccalaureate programs. *Nursing Research*, 31(5), 306-310. Smith, M., McCoy, Y.D., & Richardson, J. (2001). Legal issues related to dismissing students for clinical deficiencies. *Nurse Educator*, 26(1), 33-38. Tanicala, M. L., Scheffer, B. K., & Roberts, M. S. (2011). PASS/FAIL Nursing student clinical behaviors phase 1: Moving toward a culture of safety. *Nursing Education Perspectives*, 32(3), 155-161. doi:10.5480/1536-5026-32.3.155 Whalen, K. (2009). Work-related stressors experienced by part-time clinical affiliate nursing faculty in baccalaureate education. *International Journal of Nursing Education Scholarship*, 6(1), doi:10.2202/1548-923X.1813

Learning Activity:

LEARNING	EXPANDED CONTENT	TIME ALLOTTED	FACULTY/SPEAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
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OBJECTIVES	NT OUTLINE				
<p>Example</p> <p>Critique selected definition of the term, "curriculum"</p>	<p>Example</p> <p>Definitions of "curriculum"</p> <p>Course of study</p> <p>Arrangements of instructional materials</p> <p>The subject matter that is taught</p> <p>Cultural "training"</p> <p>Planned engagement of learners</p>	<p>Example</p> <p>20 minutes</p>	<p>Example</p> <p>Name, Credentials</p>	<p>Example</p> <p>Lecture</p> <p>PowerPoint presentation</p> <p>Participant feedback</p>	<p>Example</p> <p>Group discussion: What does cultural training mean to you?</p>
<p>The learner will be able to describe how Clinical Nurse Faculty (CNF) experience varying degrees of perceived role strain.</p>	<p>Outline perceived role strain</p>	<p>5 mins</p>	<p>Jeannie Couper, MSN, RN-BC</p>	<p>Discussion; Participant feedback</p> <p>Poster presentation</p>	<p>1:1 discussion: What has been your experience? Who do you seek out for advise?</p>

The learner will be able to identify several sources and experiences which trigger perceived role strain.	Discuss potential triggers	5 mins	Jeannie Couper, MSN, RN-BC	Poster presentation; Discussion Participant feedback	1:1 discussion: What are some ideas to prevent significant role strain?
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Abstract Text:

Background

Clinical Nurse Faculty act as the gatekeepers to the nursing profession, ensuring graduating students are competent upon completion of the nursing program (Gazza, 2009; Hrobsky & Kersbergen, 2002). Clinical Nurse Faculty are responsible ultimately for assigning a grade indicating that a student successfully met or failed to meet the clinical course outcomes and standards of safe practice required to progress to the next level or graduate (Amicucci, 2012; Larocque & Luhanga, 2013). Evaluation of students' clinical performance is complex, and inherently subjective (Amicucci, 2012; Tanicala, Scheffer, and Roberts, 2011). This contributes to faculty anxiety, self-doubt, and hesitancy particularly when faced with the decision to assign a failing grade, as students tend to seek recourse via the legal system (Smith, McCoy, & Richardson, 2001). Perceived role strain is inherently related to the Clinical Nurse Faculty's interactions with students and evaluation of the attainment of the required learning outcomes or competencies.

Method

This poster provides an overview of the literature that explores role strain experienced by Clinical Nurse Faculty. The purpose of the integrative literature review of primary English peer-reviewed sources published within 1982-2013 was to determine the evidence, the current state of knowledge, expose the gaps in the evidence, and lastly identify areas where future research is necessary concerning role strain perceived by Clinical Nurse Faculty. Data sources include: CINHALL, PubMed, MEDLINE, ScienceDirect, SAGE, and ProQuest.

Results

Several studies confirmed Clinical Nurse Faculty experience varying degrees of perceived role strain. An increased workload, specifically identified as a heavy workload with its clinical component, was perceived by Clinical Nurse Faculty as most stressful; additionally, job expectations including self-imposed expectations and time constraints contributed appreciably to Clinical Nurse Faculty perceived role strain (Clark, 2013; Cranford, 2013; Oermann, 1998a, 1998b; O'Shea, 1982; Whalen, 2009).

Researchers reported the most frequent perceived role strain incidents involved students and student performance or inability to provide patient care. Specific examples included retaining failing students, providing individual clinical supervision, dealing with and failing clinically unsafe students, managing

student problems such as working with unprepared or poorly students, the number of clinical students, student evaluations, and grading clinical papers (Oermann, 1998b; O'Shea, 1982; Whalen, 2009).

Conclusion

Clinical Nurse Faculty experience varying degrees of perceived role strain. Fulfilling research requirements, role overload and time constraints were identified as major sources and primary areas contributing to Clinical Nurse Faculty's perceived role strain in addition to student interactions (Cranford, 2013; Goldenberg & Waddell, 1990; Langemo, 1988; Mobily, 1991; Oermann, 1998a, 1998b; O'Shea, 1982). Several researchers identified an association between perceived role strain and failing clinical students (Oermann, 1998a; O'Shea, 1982; Whalen, 2009) whereas others identified an association between perceived role strain and perceived support (Clark, 2013; Cranford, 2013); neither finding was quantified. While a variety of undergraduate programs are represented in the literature, graduate programs are not specifically addressed. Studies are limited to small homogenous samples with limited generalizability.

The studies cited confirmed Clinical Nurse Faculty experience varying degrees of perceived role strain. However, the literature review failed to identify differences or similarities for faculty based on undergraduate compared to graduate programs, nor if the degree of role strain experienced by Clinical Nurse Faculty differed based on Clinical Nurse Faculty preparation methods, gender, support, or geographical locations.