From Bedside Care Expert to Novice Educator: Perceptions of New Nurse Educators

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• Objective 1: The learner will be able to describe the perceptions of new nurse educators regarding their transition from the role of staff nurse to nurse educator.

• Objective 2: The learner will be able to identify strategies to improve the transition from the role of staff nurse to the role of nurse educator.
Problem Statement

• Few studies address nurses’ perceptions of the transition from the role of staff nurse to the role of nurse educator in an academic setting.
Research Purposes

• Explore the perceptions of newly employed nurse educators
• Transitioning from the role of staff nurse to the role of nurse educator in an academic setting
• Contribute to an improvement in this transition
Research Question

• What are the perceptions of nurses who have become nurse educators in the last three years regarding the transition from the role of staff nurse to the role of nurse educator in an academic setting?
Organizing Framework

• Novice to expert by Benner (1982)
Review of Literature

• Preparation Prior to the Role of Nurse Educator
• Feelings During Transition
• Overwhelming Workload/Obstacle of Time
• Need for Mentoring
• Balance Between Work and Life
Design and Methodology

• Qualitative Phenomenology Research Design

• Sample of six nurse educators who had transitioned to the role within the last three years and worked at least 30 hours per week
Design and Methodology

- IRB approval obtained from the University of Mary
- One-on-one semi-structured interviews
- Data analyzed through collaboration with an experienced researcher for codes, conceptual categories, and themes
Findings
Category 1

The Interest Is Sparked

• Educating students and acting as preceptors
Category 1

Theme: Most of the interviewees implied that as staff nurses they were willing to precept students who were on their clinical units. They stated that they became interested in becoming nurse educators because of these experiences when they witnessed students’ discoveries of knowledge; this led to their desires to impact future students’ learning experiences.
Category 2
Realities of the Nurse Educator Role
  • Positive Aspects
  • Challenges of the Role
Category 2

**Theme:** The interviewees stated that they experienced both positive aspects and challenges during their transitions into the role of nurse educator that included student experiences, role change, increased time commitments, and perceptions of low pay for their efforts. The challenges that were stated by the participants greatly outnumbered the positive aspects that they experienced as educators.
Category 3

Recommendations for Success for Others Who Become Nurse Educators in Academic Settings

- Graduate Education
- Academic Work
Theme: All of the interviewees readily gave numerous recommendations for improving the transition into the role of nurse educator in academic settings that were based on their personal experiences. These recommendations included curricular changes in graduate nurse educator programs that would give students a more holistic exposure to role expectations as well as the use of orientation and ongoing mentoring practices in academic setting workplaces.
Final Assertion

• Educating students and acting as preceptors
• Positive aspects and challenges of the nurse educator role
• Recommendations for improvements for nurse educator graduate curricula and for employers
Implications for Nursing Practice

- Graduate Education Programs
  - Student spend more time in a classroom setting
  - Job shadowing experience
  - Educate on professional aspects of the job
  - Other requirements of the faculty role
Implications for Nursing Practice

- Academic Setting
  - Orientation
  - Mentoring experience
  - Ability to teach material that is comfortable
  - Teach the same material each year
Implications for Nursing Practice

• Novice to expert by Benner (1982)
Recommendations for Further Study

- More research is needed
  - Study sample limited
  - Nurses who had transitioned within the last three years
  - Qualitative study
References


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Questions or Comments?

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