

Outcomes of a Clinical Nurse Educator Initiative

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Objectives

- ❖ To describe the creation, development and results of a clinical nurse educator program, the Eastern Shore Faculty Academy Mentorship Initiative from its inception in 2011 to the present day.
- ❖ To assess the Academy and its outcomes as an approachable, feasible and successful initiative in creating future clinical nurse educators.

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Background

- Internationally, we are losing nurse faculty due to aging and future retirements (Fang & Kesten, 2017).
- The nursing faculty shortage affects our ability to educate nurses capable of meeting these needs (Daw, Mills & Ibarra, 2018).
- Eastern Shore Faculty Academy Mentorship Initiative (ES-FAMI) has a seven year history educating and transitioning expert clinicians to faculty roles. (Jarosinski, Seldomridge, Reid, & Hinderer, 2019).
- One critical problem confronting nursing today is the lack of qualified nursing faculty (Gazza, 2018).
- The American Association of Colleges of Nursing (AACN) notes nursing schools turned away 75,029 qualified applicants from baccalaureate/graduate programs in 2018 citing faculty shortages as the primary reason (AACN, 2019).
- AACN identified 1,715 faculty vacancies in a survey of 872 nursing schools with baccalaureate programs (2019).
- There are limited university resources for expanding nursing programs (Gleeson, 2019).

Description

In 2011, faculty from Salisbury University created the Eastern Shore Faculty Academy Mentorship Initiative (ES-FAMI), a hybrid educational program and collaboration between six nursing programs in Maryland, in order to: prepare expert clinicians as part-time clinical faculty; expand faculty numbers in difficult-to-fill areas; and increase diversity in terms of gender, ethnicity and culture.

ES-FAMI is 30 contact-hours with an initial face-to-face introductory session and two-weeks of intensive online instruction. The second face-to-face session includes simulation sessions depicting “real-life” clinical teaching encounters. Attendees receive a stipend and are expected to teach at least one clinical section/year for a two-year period. The Academy maintains an electronic database of graduates for use by partner schools seeking clinical instructors.

Expansion

- Across Maryland in 2015
- Physically located in Central and Western Maryland in 2018

ES-FAMI Departments and Schools of Nursing

Salisbury University	Chesapeake Community College
Towson University	Wor-Wic Community College
Hood College	Allegany College of Maryland
Frostburg State University	

Practice Partners

Atlantic General Hospital	Peninsula Regional Medical Center
University of Maryland Shore Regional Health	

Outcomes

Statewide Results

22 Academies
170 Graduates
82 Currently Teaching

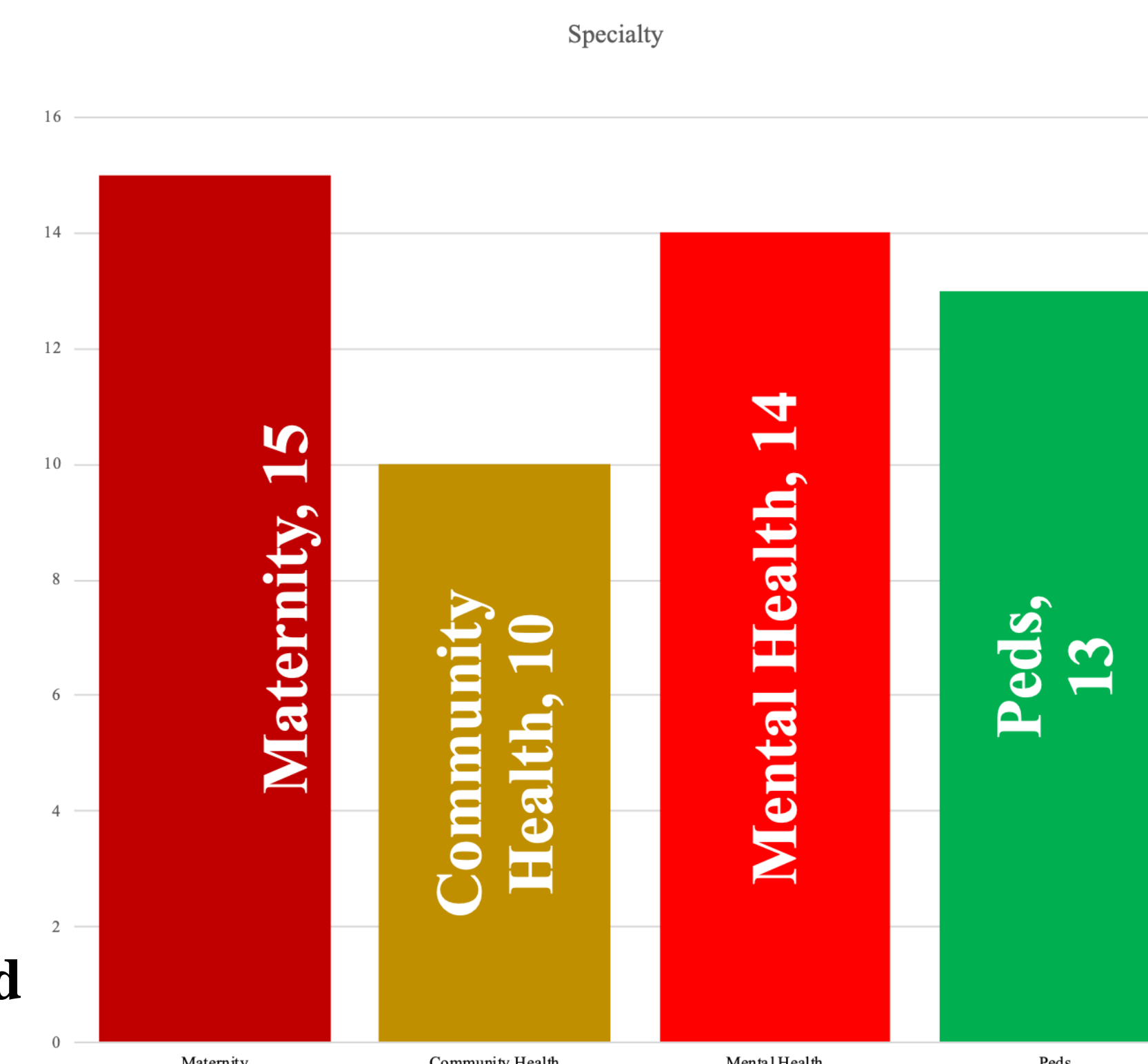
Diversity

120 White
32 Black
14 Asian
2 Hispanic
2 Indian/Pacific Islander
5 Males

Educational Background

76 Bachelor's degrees
81 Master's-prepared
13 Doctoral graduates

Clinical Specialties



Implications

Since it takes one full-time faculty to produce six graduates yearly, who in turn provide \$704,000 in annual health care services (Kowalski & Kelly, 2013), assuring a successful transition to the role of clinical teacher is a sensible investment. The preparation of expert clinicians transitioning as new nursing faculty and can be implemented in any nursing program.

Despite efforts to lessen the nurse faculty shortage, nursing programs continue to reject qualified applicants due to scarce faculty. Creative strategies and educational opportunities are needed to adequately address the growing need for faculty.

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