

Advanced Educator Academy: Addressing the need for clinical educators, a diverse teaching faculty during COVID

Nicole Hall EdD, MBA, RN, CNE; Lisa Seldomridge, PhD, RN, CNE;
Judith Jarosinski, PhD, RN, CNE; Tina Reid, EdD, RN; Kayna Freda, DNP, RN
Salisbury University



Introduction

Clinical nursing faculty committed to growing their knowledge are well positioned to provide high quality instruction just as nurses committed to learning are better able to provide high quality, safe patient care (Hall & Mast, 2015).

The Maryland Advanced Faculty Academy and Mentorship Initiative (MA-FAMI), was created with the goals of developing a multicultural, multiethnic pool of nursing adjunct instructors who are prepared to handle the complexities inherent in the current clinical academic setting.

Objectives

Objective I: Identify factors influencing the nursing shortage

Objective II: Describe the use of an advanced academy to address the faculty shortage

Objective III: Discuss the benefits of an online academy for nursing faculty that teaches advanced content

Nursing Faculty

The nursing shortage is challenged by an increase in the number of nurses leaving the profession due to issues such as

- stress,
- inadequate staffing ,
- lack of job satisfaction,
- retirement (AACN, 2019b).

Insufficient instructors, impacts applicants with "more than 75, 000" turned away in 2018 (AACN, 2019b).

A related and equally urgent issue is the lack of a diverse faculty to teach (AACN, 2019a)

Methods

- Fully online format
- Synchronous sessions
- Builds on a well-established pre-requisite introductory program
- Quality Matters (QM) expectations guided course structure
- Topics guided by
 - the National League for Nursing (NLN) CNE@cl exam and (NLN, 2020)
 - feedback from Introductory Academy participants and facilitators

MA-FAMI Solution

Recruit Mentor & Train Clinical Nurse Faculty

Results: May 2020 Pilot Course

Successes:

- Full cohort of 11 participants
- Majority strongly agreed
 - simulated teaching encounters with actors helped prepare them,
 - synchronous sessions were effective,
 - modules were delivered in an organized manner,
 - the course met their expectations.

Challenges:

- moving the course to fully online due to COVID-19
- the pace of the course was too fast according to 30% of participants
- lack of racial and gender diversity among participants

Conclusions

The nursing profession is confronted by

- widespread faculty shortages
- limitations in the diversity of nurse educators.

These challenges limit growth in student enrollment, graduation, and entry into professional nursing practice.

MA-FAMI is an advanced educational program designed to address these issues.

Bibliography

American Association of Colleges of Nursing (2019a). *Fact sheet: Enhancing diversity in the nursing workforce*. <https://www.aacnursing.org/news-information/fact-sheets/enhancing-diversity>

American Association of Colleges of Nursing (2019b). *Nursing shortages*. <https://www.aacnursing.org/News-Information/Fact-Sheets/Nursing-Shortage>

Hall, N., Seldomridge, L., Freda, K., Jarosinski, J., & Reid, T. (2020). Salisbury University: Maryland advanced faculty academy and mentorship initiative. *The Maryland Nurse News and Journal*, 21(2), 10. <https://www.nursingald.com/publications/2012>

National League for Nursing (2020). *Certified academic clinical nurse educator (CNE@cl) 2020 candidate handbook*. <http://www.nln.org/docs/default-source/default-document->

MHEC Funded

Funded by a Maryland Higher Education Commission (MHEC) Nurse Support Program-II grant. Grant 21-208

Send comments/questions to: njhall@salisbury.edu