ADJUNCT FACULTY MENTORING IN AN ACCELERATED RN-BSN PROGRAM

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WU Curriculum

» Cohort
» 16 months
» 5-week courses
  > 20 hours live
  > 22 hours on-line
» 15 week online
» Classroom
Percentage Change in Enrollments in Entry-Level Baccalaureate Nursing Programs: 1994-2010

SOURCE: American Association of Colleges of Nursing, Research and Data Center, 2002-2010
AACN is not responsible for reporting errors by respondent institutions.
Waynesburg University
RN-BSN Stats

• Total Active Students: 280

• Average Enrollment per Semester: 70

• Total Cohorts: 25
  • 4 Regional Centers
  • Multiple hospital locations

• Total Adjunct Faculty: 82
Faculty Shortage

» In 2009-10, US nursing schools 54,991 qualified applicants

» Insufficient
  > Number of faculty*
  > Clinical sites
  > Classroom space
  > Clinical preceptors
  > Budget constraints

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Aging Faculty

» Doctoral preparation
  > Professor: 59.1 yr
  > Asso Prof: 56.1 yr
  > Asst Prof: 51.7 yr

» Master’s preparation
  > Professor: 58.9 yr
  > Asso Prof: 55.2 yr
  > Asst Prof: 50.1 yr

Average age of nurse faculty at retirement:
62.5

Berlin&Sechrist, 2002

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Adjunct Faculty Mentoring Initiative

Purpose: Provide MSN-prepared nurses with teaching experience in the clinical setting a supportive entry into the academic classroom


- Clearly inform expectation and values
- Educate on how to be an educator
- Mentoring
Literature:


Adjunct Faculty Needs

» Infrastructure for adjunct faculty needs

» Understand mission and philosophy

» Faculty manual

» Formal orientation

» Staff support

» Method for networking
Description of Intervention

» WU IRB approval: exempt
» Fall 2010
» 12 MSN prepared RN
» 100% teaching experience in hospital
» 83% (n = 10) no academic teaching experience
Description of Intervention: Orientation

» Targeted orientation
  > One-on-one by program coordinators
  > Day long continuing education
    + Topics
    + Needs assessment
Orientation Topics

» Faculty Handbook
» BSN Essentials
» WU Curriculum
» Principles of Adult Learning
» Library
» Grading
» Blackboard™
» Jump Drive
» Networking
Needs Assessment

» 36 item
» Likert scale
» Questions based on expectations of facilitators at WU
  > Preparation for teaching
  > Teaching strategies
  > Classroom Management
  > Evaluation and grading
Description of Intervention: Support

» Ongoing support
  > Experienced faculty partner
  > Pre-teaching checklist
  > Program coordinator
  > Blackboard expert
  > Blackboard RN to BSN site
  > Site orientation
Evaluation: Needs Assessment
No experience (n=10)

» Develop grading rubric for new learning activities (2.88)
» Use newsprint and whiteboard to focus student’s attention (3.0)
» Evaluate student participation in classroom learning activities (3.12)
» Manage dependent, needy student who requires near constant reassurance and feedback. (3.25)
» Identify students whose personal issues are interfering with ability to learn (3.27)
» Use the notebook computer and projector as support for teaching (3.45)
Evaluation: Needs Assessment

Some experience (n = 2)

» Sequence learning activities for a four-hour class (3.0)
» Sequence learning activities for a five-week course (3.0)
» Develop skill practice exercises to help students use content (3.0)
» Orientation program evaluations were positive with participants verbalizing readiness for the classroom

» 12 nurses completed program
  > 6 taught in Fall 2010
  > 3 beginning teaching in Spring 2011
  > 3 accepted full-time jobs elsewhere without teaching
Evaluation

» Student ratings of new adjunct faculty
  > 4.48 out of 5 (range 3.7 to 5)
» Retention rate of adjunct faculty who accepted teaching assignments 100%
» One participant recruited a friend to apply for a position
» Needs assessment at end of orientation will be used to plan adjunct faculty CE
Limitations

» Non-experimental design
» Assessment tool
» Small sample
Implications

» MSN prepared RN who teach in the clinical setting may increase nursing faculty

» Program of targeted orientation and ongoing support can help new adjunct faculty transition to the academic classroom
References

» http://www.aacn.nche.edu/media/shortagere sources.htm
Questions