THE LIVED EXPERIENCE OF NURSE EDUCATORS AND NURSE PRACTITIONERS AS THEY PROGRESS FROM BEDSIDE PRACTICE INTO TEACHING
Poster Presentation Application
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Background/Significance: The Bureau of Labor Statistics projects a 23 percent increase in available nursing jobs by 2016, the largest increase for any occupation (Dohm & Shniper, 2007). The predicted nursing shortage has recently fueled a renewed interest in the profession; students are coming in record numbers to enroll in our nation’s nursing schools. To meet the current and projected shortages of nurses, it has been estimated that U.S. nursing education programs need to increase their capacity by approximately 90 percent (Health Resources and Services Administration/Bureau of Health Professions (HRSA/BHP), 2006). While such numbers give hope of recovery from the nation’s nursing shortage, a different threat of shortage is occurring simultaneously related to the question of who will be teaching in nursing programs?

Purpose of the Study: The purpose of this study was to explore the lived experience of nursing educators and nurse practitioners as they transition from bedside practice into teaching. Understanding the challenges and setbacks which new nursing instructors face in their early years of teaching will help schools of nursing in making that transition smoother.

Conceptual Framework: This study was based on Benner’s (1984) practice development theory which proposes that within individual nursing practice or a change in nursing role, one moves from an initial stage of “novice” to that of “expert” through a series of developmental phases.

Sample Description/Population: The target population for research was nursing faculty who had practiced as a bedside nurse or nurse practitioner prior to their role in education. Participants were recruited through person-to-person solicitation.

Setting: This research was conducted at a private, four-year, liberal arts college in the Midwest.

Method/Design & Procedure: This was a phenomenological, naturalistic, qualitative study. Data collection focused on interpreting life stories and analyzing themes through data reduction.

Results/Outcomes: Eight interviewees who met eligibility requirements consented to participate and interviews were conducted. Their experience in nursing practice ranged from 2.5 to 25 years, and teaching experience ranged from 5 to 29 years. Further results are currently in process of analysis.

Conclusions/Implications: To be discussed with poster presentation.