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Impact of Evidence Based Practice Resource Guide on Nursing Faculty's Report of Selfefficacy

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Abstract

Nurses transitioning from the clinical setting to the classroom are often experts in content but need mentoring for their role in the classroom. To help faculty proactively develop competency in their academic role, they were provided with an electronic resource guide based on the National League of Nursing (NLN) Nurse Educator Core Competencies. This quality improvement pilot project used a Qualtrics pre- and post-self-efficacy survey (Cronbach alpha 0.947) to measure if the use of the self-directed resource guide would make an impact. The pre-survey consisted of three demographic questions and 27 questions based on the NLN Nurse Educator Competency categories and Bandura's self-efficacy theory, and two open-ended reflective questions. Faculty then used the self-directed resource guide during the academic fall semester 2021 and at the start of spring semester 2022. A post-self-efficacy survey was then administered, duplicating the 27 questions in the pre-survey and one open-ended question to invite faculty to give additional insight on usefulness of resource guide and identify future needed support. The results were statistically significant (t=2.133, p=0.034), implying the intervention may have made a difference (<0.05). Common overarching themes from the reflective questions were mentorship, organizational processes and self-efficacy. The major limitation of the study was the sample size of 11 for pre-survey and six of the 11 participants took post-survey. Future studies with a larger sample are recommended to assess the value of using the resource guide to enhance nursing faculty self-efficacy.

Keywords: DNP Project, Novice Nurse Educator, Self-efficacy, Employee Satisfaction, Mentorship and Transitioning of Roles

Executive Summary

Problem

Experienced clinical nurses transitioning to the academic setting face challenges in acquiring educator skills and acclimating to their new role. There are experienced nurses that transition from the clinical setting to the classroom without the tools to be successful faculty (Brown & Sorrell, 2017). In the past three years, there have been three different Directors, one being an interim, at this project site's School of Nursing. Faculty turnover rate has been high, leaving unfilled positions and increased work demands. Changes in administration, the COVID-19 pandemic and major budget changes have added to the difficult challenge of building a faculty team.

Purpose

The main purpose of this quality improvement (QI) project was to create a self-directed nursing guide with a list of resources for novice faculty as well as experienced faculty to use for integrating the eight National League of Nursing (NLN) Nurse Educator Core Competencies in their academic practice setting. The DNP student also constructed a tool faculty can use to measure self-efficacy before and after using the self-guided nursing resource guide.

Goals

The major goal is to enhance self-efficacy of nursing faculty. In 1-3 years, the goal is for faculty to report a feeling of being supported in their progression in the role of Nurse Educator.

Objectives

Outcome objectives for the DNP project were: 1) There will be an improvement on the self-efficacy survey scores, comparing pre-and post-survey after one semester with the implementation of the self-directed resource-guide, and 2) pre-and post-intervention data will be collected from faculty using reflective questions to receive feedback on the efficacy of the resource guide and provide an opportunity for them to voice personal perspective of support needed.

Plan

Using Banduras' theory of self-efficacy and the core competencies of the NLN Nurse Educator examination, a pre and post self-efficacy survey was developed. Evidence-based resources were gathered and put into a self-directed resource guide. Faculty took a pre-self-efficacy survey. They used the self-directed resource guide over a semester and at the start of the next semester. They then took a post-self-efficacy survey to measure the impact of the guide. Data analysis was done using SPSS version 28 and a thematic analysis was performed on participant responses to open-ended questions in pre-post surveys.

Outcomes and Results

The Paired Samples T test result was statistically significant (t=2.133, p=0.034), implying that the use of the self-directed resource may have made an impact on faculty's report of self-efficacy in this small sample. Common themes from the open-ended questions included mentorship, organizational processes and self-efficacy.

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efficacy

The mission of the university is "to provide vital, sustainable services for students, faculty, staff and others in a safe environment". Its vision is to "create a workplace that develops our people and celebrates success. Provide a world-class customer experience to our students, staff, faculty and others" (UAA, 2021a). The aim of this project was to produce an evidence-based resource guide and establish a self-assessment tool to measure faculty perceptions of self-efficacy. This quality improvement (QI) project aligns with what the university has set forth as its mission and vision of supporting faculty and building a solid foundation for faculty. At this time, new faculty are given credit on their workload to participate in the sessions sponsored on campus by the Center for Advancing Faculty Excellence (Cafe). Cafe introduces new faculty to the tenure process, the use of Blackboard, their education platform and various resources that are available on campus. There is a broad spectrum of seminars throughout the semester that supports and empowers faculty to enhance their overall teaching skills. This project focused on teaching nursing objectives specifically. It narrows the scope of faculty development based on competencies of the National League of Nursing (NLN). The aim for this paper is to define the practice issue, present background and systematic review of literature that supports the Population-Intervention-Comparison-Outcome (PICO) of the DNP project and discuss market-risk analysis and project outcomes. This paper explains the impact the DNP project had at this university by including the methodology and evaluation processes and results of using the resource guide and self-efficacy tool. Project limitations, recommendations and implications are presented last.

Problem Recognition and Definition

Statement of Purpose

The main purpose of this quality improvement (QI) project was to establish a nursing guide with a list of resources for novice faculty as well as experienced faculty to use for integrating the eight National League of Nursing (NLN) Nurse Educator Core Competencies in their academic practice setting. The DNP student also designed a tool faculty can use to measure self-efficacy before and after using the self-guided nursing resource guide. The resource guide is based on the NLN Nurse Educator Core Competencies and the blueprint for the NLN Nurse Educator Certification exam (NLN, 2022a; NLN 2022b). The self-efficacy tool gives new, junior (3 years or less experience) and experienced faculty an opportunity to assess their areas of expertise as well as areas to concentrate on for growth. This project was not meant to develop new knowledge or be generalizable outside this university setting.

Problem Statement

The problem statement for this project is: clinical nurses transitioning to the academic setting face challenges in acquiring educator skills and acclimating to their new role. There are experienced nurses that transition from the clinical setting to the classroom without the tools to be successful faculty (Brown & Sorrell, 2017). They are nurses that are so passionate about nursing, they want to make an impact on future nurses and leave a legacy. Nursing is a calling, not just a profession, therefore, the nurses that come to teach in the classroom have stories to share (Emerson, 2017; Raaitikainen,1997). They are able to reference real life scenarios and relate what is in the textbooks to everyday routines and details. There is tremendous value of having an experienced clinical nurse transition from the bedside to the classroom, but there is also much to learn about how to be a valuable faculty member. It is often assumed that because

the nurse is seasoned, they know how to translate their knowledge into the classroom. The

criteria to be able to lecture in the classroom is having a master's degree (UAA, 2021b);

although it is encouraged to be in nursing education, it can be a variety of nursing degrees at that

level. So how does one know how to develop a course? Write test questions to prepare the

student to successfully pass the NCLEX test? How does a new faculty member become versed

in the many facets of education?

The nursing process has five steps: assess, diagnose, planning, implementing, and

evaluation (Smith, 2017). This process that is used often in nursing can be applied to faculty.

Assess, using the self-efficacy tool, which will allow faculty to "diagnose" or see strengths and

areas needed for growth related to the NLN Nurse Educator Core Competencies. Faculty will be

able to use the self-directed resource guide to plan learning strategies and implement new

techniques. By repeating the self-efficacy tool at the end of each semester, the faculty member

will be able to evaluate and continue to grow in their faculty role with the use of both campus-

wide resources and ones that are specific to nursing, Currently, at the School of Nursing, there is

not a formal mentoring program. Research has proven that a mentoring program leads to

employee satisfaction and faculty report feeling supported in their role (Brooks et al. 2014).

In the past three years, there have been three different Directors, one being an interim, in

the School of Nursing. Faculty turnover rate is high, leaving unfilled positions and increased

work demands. Changes in Administration, the COVID-19 pandemic and major budget changes

have added to the difficult challenge of sustaining a consistent faculty team. There are only a

few seasoned nursing faculty members to fill the many leadership roles and mentor new faculty.

A great amount of effort has been made to recruit new faculty and rebuild the team. It is crucial

that the School of Nursing empowers new and seasoned faculty to use the tools and resources available to them to create a solid foundation.

PICO

The capstone project utilizes the "PICO" question format rather than a formal research hypothesis. The PICO acronym stands for: Population or Patient (P), Intervention (I), Comparative Intervention (C), and Outcome (O) (Houser & Oman, 2011). The following PICO statement of this DNP project was used to describe the four elements:

P: Nursing faculty at the University

I: Development and implementation of a nursing faculty resource guide based on the s National League for Nursing (NLN) Nurse Educator certification program

C: Pre-self-efficacy survey and a post-self-efficacy survey that included quantitative and open-ended questions

O: Enhance self-efficacy of the faculty

The PICO question for this project was as follows: Does having a self-directed resource guide enhance self-efficacy, as evidenced by the improvement of scores over a semester, reflected in the self-efficacy tool?

Project Significance, Scope and Rationale

DNP Essential II Organizational and Systems Leadership for Quality Improvement served as a basis for this QI project (Zaccagnini & Pachacek, 2021). This DNP investigator's intent was to lead the way in improving the orientation and ongoing education of faculty within the nursing academic organizational setting. This project is significant to the University and School of Nursing as it increases available resources to faculty and promotes faculty satisfaction and potentially increased faculty retention. As the experienced clinician transitions into the role

of educator, these tools can help guide them to establish a more focused orientation and seek out resources available to them. Each semester the faculty member can use the self-efficacy tool to reflect on their growth and areas they need to focus on. This can also be referenced in their e-portfolio (electronic platform) used for tenure and promotion.

The scope of this DNP project was a pilot program with a small convenience sample of nursing faculty at the project site university. It is a quality improvement initiative that used a quantitative design and reflective questions.

Theoretical Foundation

A theoretical framework keeps the project aligned with the vision and goals. It guides the project to achieve the goals in a clear and concise manner. In nursing, theories are often used to provide a basis for collecting data and improving patient outcomes. From the beginning of nursing education, nurses learn through theory and used evidence-based outcomes to guide their practice.

The first theoretical framework that is applicable to this project is the *Adult Learning Principles Theor*y by Malcom S. Knowles. "An essential aspect of maturing is developing the ability to take increasing responsibility for our own lives-to become increasingly self-directed" (Knowles, 1978). This project promotes the enhancement of self-efficacy by assessment and pursuit of resources by the learner. Knowles Four Principles of Adult Learning include:

1. Adults need to be involved in the planning and evaluation of their instruction.

2. Experience, including the faculty making mistakes, provides the basis for the learning activities.

3. Adults are most interested in learning subjects that have relevance and impact to their job, in which this project will use the National League of Nursing (NLN) eight main domains discussed later in this paper.

4. And lastly, adults are driven by self-concept and the motivation to learn (Knowles et al., 2012).

Faculty have access, via Qualtrics to take an assessment each semester to measure self-efficacy. They will also continue to have access to the resource guide that will include seminars, resources, campus orientation available on campus, as well as online resources of national organizations that support evidence-based practice for each of the concepts addressed by the NLN.

Albert Bandura defines *self-efficacy* as "people's beliefs in their capabilities to exercise control over their functioning and over events that affect their lives" (Bandura, 2019 pg. 89). From this theorist, it is learned that the most influential source is the interpreted result of one's previous performance, or mastery experience. "Mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. Success enhances a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established" (Bandura, 2019 pg. 128). Bandura's theory reinforces the self-directed resource guide. Empowering faculty to use resources available to them for role transition helps them to be in control of their own learning. By repeating the self-efficacy tool, they will be able to assess the mastery of their experiences and be successful. His theory is about human development, adaptation, and change. In many of Bandura's publications, this theory of self-efficacy is evident that there are patterns of either self-aiding or self-hindering that influence behaviors. As

it relates to this project, it encourages the accountability to be more on the faculty member than that of administration. The ability to see the improvement over each semester will provide the faculty member with satisfaction and accomplishment.

Patricia Benner's (1984) legacy to nursing is her *Theory of Novice to Expert*. It has been widely adopted in nursing as the framework that guides the understanding of the transformation of clinical practice. Her theory embraces the value of the experienced nurse, and the importance of being able to evaluate one's own expertise. Benner's theory also includes that one does not need to understand theory in order to master a skill (Benner, 1984). Although this is an older theory, it is being utilized today to understand the challenges that faculty are facing in transitioning from practice to the classroom (Brown & Sorrell, 2017). Benner's theory is common language in the nursing profession, it is understood when a nurse references her novice to expert, giving the language that is needed to express the comfort and expertise a nurse has in a certain area, including when it comes to being new at curriculum design or delivering a nursing program. Benner's theory can be applied in the necessity of individualizing education and care, as this is a significant indicator of quality (Ozdemir, 2019).

<div align="center">**Review of Evidence**</div>

Literature Selection/Systematic Process

A systematic review of the literature was completed to support this project's PICO question that investigated the impact of a resource guide on faculty self-efficacy.   Databases searched were Cochrane, CINAHL, PubMed, MEDLINE and the Nursing and Allied Health Data Base. The key search terms included: "Novice", "Nurse educator", "Novice nurse educators", "Academia", "self-efficacy", "employee satisfaction", "nurse burn out", "Transition", and "Mentoring". The PICO for this project changed during the research of the

practice issue, giving it more of a narrow scope on self-efficacy. Articles that focused on

mentorship were included as they applied to this project's PICO. An initial literature review of

50 articles was completed, with 21 articles/scholarly references selected as final resource

documents for literature review section of this paper. The self-efficacy research articles included

articles outside the nursing profession. This investigator chose to use articles that were out of the

five-year boundary to reflect the importance of the established nursing theory. Only articles in

English that were peer reviewed were included and those most applicable to the PICO question.

Articles that were of low-quality were excluded. However, opinion articles/resources were

included if written by professional organizations or provided further analysis of theories used in

this project of if in peer-reviewed journals.

Background of Problem and Systematic Review of the Literature

Three themes were identified in the literature review: mentorship, recruitment and

retention, assessment and evaluation of self-efficacy and competencies.

Mentorship

Several mentoring models were found throughout the literature review including dyad

mentorship, peer mentorship, group mentorship, distance mentorship, learning partnership

mentorship, highly relevant mentorship, and constellation mentorship. Some key components

from these articles included purposeful goals, socialization, workshops, and administration

support. Several of these components in the mentorship theme can also be identified in the

theme on competency and supports the questions used in this DNP project's self-efficacy survey

and self-directed resource guide.

The problem statement for this project reflects on the expectations of experienced

clinicians transitioning into faculty positions. Cooley and De Gagne (2016) published an article

studying how the nursing faculty shortage has led to an increasing number of master's-prepared clinical nurse experts transitioning to nursing faculty positions. A qualitative study was completed at a private, religious based, 4-year college. The focus of the study was to gain insight from novice nurses on their experience with transitioning to academia, their perceptions of facilitators and barriers to becoming competent faculty. The participants characterized the experience as having a wide range of challenges, and as "exciting" and "yet terrifying" and "a little overwhelming", "but intriguing" (Cooley & De Gagne, 2016).   Brown and Sorrell (2017), studied the challenges of novice nurse educator's transition from practice to classroom. Many of the perceptions that Cooley and De Gagne discussed were affirmed by Brown and Sorrell, and are noted in the comments that were made by faculty that participated in this DNP project.

It is imperative that novice nursing faculty are given the tools to become successful. Their experiences in this new setting are likely minimal, come with unexpected challenges and require a wealth of new knowledge and needing much time, support and guidance to be successful.   A combination of facilitating factors that include a resource guide, mentorship and internship programs is needed. It is the necessary link in creating academic environments that contribute to the evolution of competent nursing faculty.

Anne Schoening (2013) conducted a qualitive study that describes the social process during the role transition from nurse-to-nurse educator. The population included 24 tenured track nurse educators teaching in baccalaureate programs. Nurse educators with varied levels of backgrounds participated.   It resulted in what is known as "The Nurse Educator Transition (NET) model". This model identifies four phases in the role transition from nurse-to-nurse educator, which is important to recognize in the new faculty member. The four phases include:

1. The Anticipatory/Expectation Phase

2. The Disorientation Phase

3. The Information Seeking Phase and,

4. Identity Formation Phase (Schoening, 2013).

This study supports this DNP project and the importance of having an evidence-based resource guide to help guide faculty and meets the essential onboarding and ongoing needs of novice faculty members.

Chen et al. (2016) reviewed mentorship measurement tools in various fields to assist on choosing supportive evidence-based resources. Twenty-eight papers were linked to 22 scales, seven from the business industry, one from education, three from health sciences and one on research mentoring. In this DNP project, the Likert scale was used to measure self-efficacy. The resource guide was used as a mentorship tool. The concept of mentorship is widely used and conceptualized differently in different fields but is a newer concept in nursing per Chen et al.'s article. This review showed that most mentorship tools were pioneered by the business discipline and universally accepted by theoretical frameworks (Chen, et al, 2016). Smith (2018) stressed the importance of assessment and evaluation. One of the purposes of this project was the creation of a pre and post self-efficacy survey. The resource guide was the tool that participants could reference throughout the semester. Without the pre and post survey, the efficacy of the project could not be evaluated.

Timothy Clapper (2010) explored the adult learning theories that concentrated on how adult learners perceived learning and expertise. He used information based on descriptive studies, the opinions of experts, or the reports of expert committees. The Malcom Knowles theory looked at 16 trends that education will face, the most applicable one to nursing being technology. Background of Malcolm Knowles theory of adult learning and that of Marx will

direct health care professionals to be self-directed and lifelong learners. Considering that faculty

are adult learners, understanding the different conditions that will maximize learning and

understanding supports the development of new faculty (Knowles et al., 2012).   One of the core

competencies of the Nurse educator (National League of Nursing, 2022b), emphasizes the

importance of creating a safe, active, and collaborative learning environment, which aligns with

this theory and study. The experienced clinician can engage in teaching by using experiences

about the subject matter they are teaching. The self-efficacy tool allows the faculty to focus on

assessing teaching skills and enhancing their maturity in the faculty role. The tools and process

of self-direction promotes faculty success using the adult learning approach.

   "Research on Faculty Orientation Programs: Guidelines and Directions for Nurse

Educators" by Morin et al. (2004), investigated sources of stress on a college faculty and

strategies for its management. Nineteen reports of research from different journals were

reviewed as a case study. In this case study, the majority used one of three approaches for data

collection: administration of structured questionnaires, face to face unstructured interviews and

observation. The conclusion drawn from this review supports the importance of establishing a

mentorship program.   Because nursing is a practice profession, nurse faculty need to become

familiar not only with the academic environment but also with the clinical environment in which

their students will gain experience in. This article highlights the importance of including

orientation of the clinical setting as well as the academic setting.

   Nelson et al. (2016) used peer discussion and case studies in their study. The topics that

were addressed included the areas of cultural competency, sexual victimization, and

unprofessional student behaviors. Case scenarios provide a framework in which experienced

educators can provide input from their experiences. The goal of using case studies was to teach

new educators how to promote inclusiveness, to help faculty identify and assist victims of sexual abuse, and to teach new faculty members strategies to remediate unprofessional student behaviors. This approach is an innovative way to be creative and encourage the involvement of experienced faculty. The case scenarios can be designed to focus on the needs of the new faculty and perhaps difficult topics.

It is evident that a well-organized mentorship program is essential to sustainability of a faculty team. An alternative, such as a self-directed resource guide, is the innovative idea in a setting that has limited experienced faculty and not a formal orientation or mentoring program.

Recruitment and Retention

The study site university is currently recruiting new faculty. It is evident that as discussed under theme one, a well-built mentorship and orientation program specific to the School of Nursing is imperative to retaining faculty. Bandura and Knowles theories both support this theme. The Director of Nursing has stated that this project is in line with the goals of creating an orientation program. The pandemic will cause another level of difficulty as the university is still trying to reorient to the changes that had to be implemented and that are a threat going into the upcoming school year.

Hessler and Ritchie (2005) wrote an article that was written to stimulate discussion and offer 10 suggestions for schools of nursing in the recruitment and retention of new faculty. They completed this study by doing a literature review and implementing a questionnaire. The main concept was the importance of keeping up with modern ways of recruiting faculty. Nursing education has opened new doors, leading to unique job satisfaction and flexibility different than the role of the bedside nurse. The suggestions that were made could influence a mentorship program. They include:

1. Provided Guidance

2. Foster socialization

3. Encourage flexibility

4. Conduct orientation

5. Provide support

6. Facilitate collaboration

7. Allow for mistakes

8. Coordinate teaching assignments

9. Grow your own

10. Offer rewards (Hessler & Ritchie, 2005).

These are excellent guidelines that should be taken in consideration when creating or improving

a new faculty orientation. It includes platforms being used, language and what attracts potential

faculty to join a team. For a setting, such as at this study site, these guidelines could be helpful.

The article, "Cultivating adjunct faculty: Strategies beyond orientation" by Santisteban

and Egues (2014), was a literature review focused on training methods and orientation of adjunct

faculty. Role transition needs and creative approaches to orientation and mentorship lead to

retention, per Santisteban.   Snowden et al. (2015), support the use of survey and tools in

measuring satisfaction and focus on the concept of emotional intelligence. Combined with other

articles and the approach to adult learning, this study addresses using different scales to measure

personal growth and satisfaction.

In the article by Dannish et al. (2020), the research looks at how to recruit and retain

physicians. The article supports the importance of creating policies and the importance of

modelling the policies. As learned by the feedback from faculty with the open-ended questions,

having policies/guidelines can help guide the learning process. This article focused on rural organizations; the study site university contributing to rural areas, throughout the state, can emulate this practice to recruit and retain faculty. Fox and Abrahamson (2009) examined the reasons why there is a nursing shortage and the difficulty of recruiting nurses. In this critical time of healthcare reform and post-pandemic, organizations can take this as an opportunity for change and write policies, which is supported by Fox and Abrahamson's study. In the study done by Smith et al. (2018), they explored the DNP essential that outlines the importance of the DNP prepared nurse to lead the way in expanding processes and programs to support the future of nursing.

Assessment and Evaluation of Self-Efficacy and Competencies

Nurses have an ongoing purpose and commitment for ongoing professional education to keep in line with the most recent evidenced-based practice. Assessment and evaluation measures competency which ensures the best outcomes. The pre- and post-self-efficacy tool conceived by this investigator is a tool that can be used ongoing. Benner (1984) provided the language for nurses to articulate their competency level from novice to expert.

In Bandura's et al. (1997) study on "Self-efficacy: The Exercise of Control", the authors organize and sum up the over 2500 articles written on self-efficacy. Bandura has mastered the theory of self-efficacy, the model in which this project was built on. Lopez-Garrido (2020) concluded that "high self-efficacy has been linked with numerous benefits of daily life, such as resilience to adversity and stress, healthy lifestyle habits, improved employees' performance, and educational achievement" (Cited from Take-home message box). Lopez-Garrido also emphasized the importance of receiving feedback to provide the individual with an opportunity to improve their performance. This is a key concept for creating a self-efficacy tool for

evaluation of faculty's progression in achieving core educator competencies. Bandura is

recognized for providing measurement instruments to assess self-efficacy in a variety of groups

and published a detailed guide in 2006 on how to write self-efficacy scales. Key elements to

include when drafting a self-efficacy measurement tool are assessment of content/face validity,

domain specifics, challenges in meeting a task, rating task demands, decreasing bias and doing a

pretest on items, and assessing a group's perceived efficacy (Bandura, 2006). These factors were

taking into consideration when crating a self-efficacy tool for this study.

      The NLN (2022a) has published eight core competencies of the Nurse Educator. For this

project, the blueprint of the certification exam which combines it into six competencies were

used. These competencies are evidence-based and are needed for faculty role progression. In

1998, Morin and Ashton conducted a descriptive survey study to assess different elements of

faculty orientation programs and participant's perceived needs for transition to the new faculty

role. Orientation to the educational and academic environments with emphasis on the faculty

role/expectations was ranked as a high priority by the participants. Many of the items listed as

being covered in orientation programs align with NLN Core Educator competencies. In a

national study, Poindexter (2013) wrote a survey using the Novice Educator Competencies and

Benner's theory of Novice to Expert, to identify competencies expected of new nursing

educators. Her study supports the integration of the NLN nurse educator core competencies into

the orientation of clinicians to the academic setting. As noted by Kinneary and Sutton (2021)

using these competencies lays the groundwork for faculty to pursue certification as a Nurse

Educator and helps novice faculty gain the confidence needed in their new faculty role.

Fitzgerald et al. (2020) recognized in their descriptive study that academic nurse educator

programs did not consistently include the NLN core competencies in master's level nurse

educator programs. The core competencies are considered to be the gold standard for preparing

faculty to assume an academic teaching role, thus nursing programs should review courses

ensuring that these competences are included.

The NLN nursing educator core competencies can be accessed at

https://www.nln.org/awards-recognition/cne/Certification-for-Nurse-Educatorscne/cne-

handbook, and include the following domains:

- Facilitate Learning

- Facilitate Learner Development and Socialization

- Use Assessment and Evaluation Strategies

- Participate in Curriculum Design and Evaluation of Program Outcomes

- Pursue Continuous Quality Improvement in the Academic Nurse Educator Role

- Engage in Scholarship, Service and Leadership

- Function as a Change Agent and Leader

- Engage in Scholarship of Teaching

- Function Effectively within the Institutional Environment and the Academic Community

    (NLN, 2022a)

Summary of Scope and Quality of Evidence

Articles were systematically reviewed by using the Melnyk and Fineout-Overholt Levels

of Evidence (2018). One article was at level 4. Three articles were level 5, that are systematic

review of descriptive and qualitative studies. Eight articles were found to be a level 6, which are

single descriptive or qualitative studies. Ten articles are categorized as level 7, expert opinion.

There was much evidence published on mentorship of faculty and other research was

discovered that directly related to the transition of the role from clinician to educator. The NLN

established requirements for certification of the nurse educator, concentrating on knowledge

attainment of nurse educator competencies, not so much on a self-efficacy tool used to measure

faculty beliefs about being successful in meeting the expectations of the nursing faculty role.

Table 1

Scope of Evidence

Levels of Evidence	Number of Articles	Authors and Dates
I Systematic review & metanalysis of RCT; clinical guidelines based on systematic reviews or meta-analyses	0	
II One or more RCT	0	
III Controlled Trial without Randomization	0	
IV Case-control or Cohort Study	1	Smith, 2018
V Systematic review of descriptive or qualitative studies	3	Chen et al., 2016; Morin & Ashton, 2004; Santisteban & Egues, 2014
VI Single descriptive or qualitative study	8	Brown & Sorrell, 2017; Cooley & Gagne, 2016; Dannish et al., 2020; Fitzgerald, et al., 2020; Morin & Ashton, 1998; Poindexter, 2013; Schoening, 2013; Snowden et al., 2015
VII Expert opinion	10	Bandura et al., 1997; Bandura, 2006 (Self-efficacy tool design); Clapper, 2010 (Discussion of theories); Fox & Abrahamson, 2009 (critical exam of nursing shortage); Hessler & Ritchie, 2006 (non-research); Kinneary & Sutton (2021) (expert opinion); Knowles, et al. (2012); Nelson et al., 2016 (non-research); Professional organizations: Nurse Educator Core Competencies (NLN, 2022); Self-efficacy Theoretical Discussion: Lopez-Garrido (2020)

Melnyk & Fineout-Overholt (2018)

Project Plan and Evaluation

Market Risk Analysis

Strengths, Weaknesses, Opportunities and Threats (SWOT)

A SWOT analysis is a tool that can be used for planning or the analysis of an activity which could impact future finance, planning and management decisions. It can be used to gain perspective on internal and external factors that can affect the outcome of this project (Longhurst et al., 2020).

Strengths. The investigator of this project is a university faculty member at the study site and therefore will have access to resources and other faculty members. The study site university has an eclectic library and Center for Advancing Faculty (CAFÉ) for faculty use.   There has been a task force assigned over the summer of 2021 to recruit new faculty. The new Director of the School of Nursing recognizes the significance of a robust faculty orientation and continuity of faculty self-assessment and growth. The university has a survey platform called Qualtrics that is in place and available for delivery of project self-efficacy survey.

Weaknesses. Recent elimination and the combination of support staff throughout the university, has led to an increase in task for faculty and/or for task to be missed. The COVID-19 pandemic had caused a restructuring of processes in the past year which presented unique challenges to the School of Nursing. There were an increased number of new or junior faculty throughout the School of Nursing, which limited the resources available for additional mentorship. The main campus is the primary place that education seminars and resources can be found. Faculty are at eight other sites and only have access to university programs via internet, thus limiting their access to some educational opportunities and resources on the main campus.

Opportunities. This project has opened opportunities to communicate and network with other departments on campus and has encouraged sharing of resources. The implementation of a resource guide has become one of the building blocks for a mentorship program in the School of Nursing. Faculty will be able to use the Self-efficacy and self-guided Resource Guide ongoing, which will give them guidance as they strengthen their portfolio and demonstrate growth in the evidence-based core competencies. The Resource Guide will be accessible online and updated by investigator, which will aid in its sustainability. Since it is based on the core competencies of the NLN, it will also lay the groundwork for encouraging faculty to gain certification.

Threats. Faculty's resistance to participating in anything outside their workload can be a threat to this project. Faculty have been in a "survival" mode and are exhausted. The pandemic continues to limit opportunities for socialization and seminars.

Driving and Restraining Forces

Driving Forces. There are several driving forces behind this project. Starting summer 2021 there had been much effort towards recruiting new faculty. As reflected in the literature review, it is imperative that an orientation and mentoring program becomes a priority. Experienced nurses that transition to the role of educator have a desire to share their passion for nursing. This continues to be evident in the faculty's commitment to serve the students and their efforts of self-improvement through seminars and seeking higher degrees. Ultimately, improving self-efficacy could improve job satisfaction and lead to more stable retention rates.

Restraining forces. Faculty have experienced some unprecedented situations and are being stretched in many ways personally and professionally. The last couple of years has brought not only a change in administration, but the challenges of a pandemic. With the turnover rate that the department has faced, there are newer and more junior (less than 3 years'

experience) than there are seasoned faculty. The experienced faculty are burdened by the

additional work that is needed to meet accreditation standards. Also, a delay in achieving IRB

approval at both Regis University and the study site university could have potentially delayed the

implementation of this project.

Needs, Resources and Sustainability

There was a need to enhance self-efficacy and stabilize retention rates. In conversation

with the Director of Nursing, this project aligned with the short-term and long-term goals of the

School of Nursing. The time involved included the multitude of hours dedicated to this project,

it included time at all faculty meetings, time spent by faculty completing surveys and using self-

directed resource guide. All material was accessible online, and it was the individual's

preference to print the guide. Faculty have access to Qualtrics and can complete pre-post survey

each semester.

The goal of this project and the need for such tools makes this a sustainable project. By

collaborating with the instructional designer, the DNP investigator built and implemented project

information into the online resources that are available to faculty. It is the recommendation of

this investigator, that the collaboration continue, and the feedback received from the project be

integrated into the Resource Guide. This project can be used to rebuild the nursing program and

generate an organized mentoring program. It is just the beginning of forming a new structure.

This investigator has been asked to consider continuing work on the foundation this project has

created. It is already being implemented into the new faculty orientation.

Feasibility, Risks, and Unintended Consequences

This project was feasible as the DNP investigator not only worked at this site but had

strong support and encouragement from the school of nursing leadership and mentor. The project

was timely due to the faculty turnover rates and the need for innovative orientation resources.

There were no risks to the participants in this project. The most significant unintended

consequences were: 1) the resource guide was placed in an online central university location for

easy access, and 2) the guide has been integrated into the school of nursing's orientation

programs. In addition, on a personal level, the DNP investigator collaborated with a gifted

instructional design specialist who helped the investigator gain much knowledge about Qualtrics

and learn best practices for creating a website for online faculty resources.

Stakeholders and Project Team

The project team includes this DNP student, campus mentor, the DNP project chair,

faculty that participated in this project, the Administration of the College of Health, Center for

Advancing Faculty Excellence (Café), and the instructional designer, program support and

technology personnel.

The stakeholders included the nursing faculty, the School of Nursing and the university,

and communities throughout the state. As the faculty grow in their role, students will benefit

from their transitions.

Cost-Benefit Analysis

The cost of hiring and training new faculty is expensive, with the annual mean wage of

nursing faculty (instructors) in the study site state estimated at $86, 970 (U.S. Bureau of Labor

Statistics, 2020). Historically, new faculty are given the credit of teaching one class per semester

for two semesters as orientation. This is significant because of the turnover rate that has

occurred over the last three years. It also takes away from coverage of courses and puts the

burden on the more seasoned faculty to cover classes as an overload and take time to participate

in new faculty interviews. For this project, the faculty involved received information during time

they were already scheduled to be on campus. They were encouraged to use the resource guide,

but it was not mandatory. The pre- and post-survey could also be done during their faculty time.

The time the DNP investigator invested in the project was part of the DNP clinical hours

or part of course work. The DNP investigator spent $50.00 on the SPSS Version 28 program. As

an incentive to complete the pre and post survey, this investigator offered a $50.00 gift card. A

gift card of the same amount was gifted to the administration assistant that supported this project

and organized getting these thank you gift cards to participants. A gift card of the same amount

was gifted to the instructional designer for all of her support with Qualtrics and input on the

accessibility of both the surveys and guide. This was at the expense of the investigator. The

investigator wrote a thank you note and inserted each card into the envelope. Stamps were

applied at 58 cents a card. This was organized and given to the administration assistant to mail

out to participants. The costs of working with an instructional designer and the use of Qualtrics

and online platform for resource guide were absorbed by the university. Refer to Appendix A for

project budget.

The potential impact of this project on the future of the university is immeasurable.

Potential benefits of the project are improved faculty retention, increase in self-efficacy, and job

satisfaction. The School of Nursing will be recognized in its efforts of creating a formal

orientation program with easily accessible faculty resources, which could serve as a benchmark

for other university departments. Faculty retention could impact student enrollments and

increase number of registered nurse graduates in the community. The American Association of

Colleges of Nursing (AACN, 2021) reported that the shortage of faculty was the most important

reason for fewer students entering nursing program, with the study site state having one of the

greatest faculty vacancy rates at 30%. The benefits outweigh the cost of this project, especially

when considering its alignment with the goals of the current administration and the opportunity

to meet the needs of stakeholders.

Mission, Vision and Goals

The mission of this project is to successfully create a self-directed and self-paced

resource guide based on the NLN Nurse Educator competencies for the nursing faculty. The

vision of the project is to make an impact on faculty retention and support faculty in their

progression of becoming excellent educators of nursing. The primary goal of this project is to

enhance self-efficacy of nursing faculty members at the university.

Outcome Objectives

Outcome objectives for the DNP project are:

1. There will be an improvement on the self-efficacy survey scores, comparing pre-
   and post-survey after one semester with the implementation of the self-directed
   resource-guide.

2. Pre- and post-intervention data will be collected from faculty using reflective
   questions to receive feedback on the efficacy of the resource guide and provide an
   opportunity for them to voice personal perspective of support needed.

Logic Model

As shown in Appendix B, the Logic Model guided this DNP student in planning for this

QI project (W.K. Kellogg Foundation, 2004). In 1-3 years, the goal is for faculty to report a

feeling of being supported in their progression in the role of Nurse Educator. As the orientation

program is created, the tools will become an intricate part of the process. In 4-6 years, recruiting

faculty and retaining them will stabilize. The university will have the reputation of having a

culture that supports and transforms faculty. Ultimately the goal is to have tools, such as the

Resources Guide, as a standard of practice throughout the University, with the School of Nursing

leading the way. Refer to Appendix C to view project timeline DNP investigator followed.

Population and Sampling Parameters

A convenience or purposive sample of 24 potential participants from main and remote

campuses were asked to participate in this project. According to Schellenbarger (2018), this

sampling technique will provide data that is easily collected. The project has a proposed n of 19

based on the power analysis of 0.8 with an alpha of 0.05. The questionnaire was distributed to all

faculty members that lecture in the classroom. It included full-time faculty and faculty that are

contracted with an MSN degree, the difference being that they are not on a tenure track.

Exclusion criteria are faculty that are contracted for the clinical rotations and working in the lab.

Out of the 24 targeted faculty, eleven participants completed the pre-survey and six completed

the post-survey, with response rates of 45% and 25% respectively. Fifty-five percent of the 11

faculty who completed the pre-survey, submitted the post-survey (n =6).

Setting

The University of Alaska, Anchorage is the only state university in Alaska, and is where

this project was implemented. Anchorage is the base campus with eight outreach campuses

located throughout Alaska. The sites are located in Homer, Kenai, Ketchikan, Fairbanks,

Valdez, Petersburg, Nome and Kodiak. At each campus, there is a faculty member that

facilitates the cohort of students. Outreach campuses are main source of recruitment for

hospitals in those areas. Historically, faculty from Anchorage would lecture in the classroom to

the Anchorage students, and then repeat the lecture online. Due to faculty shortage and the

online presence secondary to the pandemic, faculty can be located anywhere throughout the

state. Nursing programs include an Associate program, Baccalaureate program, and Graduate

programs. In the Associate program, the university admits approximately 36 students each

semester and 40 into the Baccalaureate program. Delivery methods include in person, hybrid

and online. The School of Nursing simulation lab located in Anchorage is the main center for

medical/nursing simulation training.

QI Project Methodology and Study Design

This project is a quality improvement initiative that ran as a pilot study. The design

included a pre-post-survey with the collection of both quantitative data as reflected in the self-

efficacy questions (Chyung et al., 2017), and qualitative data by use of open-ended/reflective

questions. Open-ended questions provided faculty with the opportunity to reflect and provide

input on the implementation of the resource guide (Willemsen et al., 2018). The study variables

are:

- Independent: Self-directed resource guide

- Dependent: Score on self-efficacy instrument

- Extraneous: Work stress, life-work balance, faculty access to other educational

  resources/mentors at the university, some faculty more experienced than others

Protection of Human Rights

A site approval letter was signed by the Director of the School of Nursing. The DNP

investigator submitted an application for QI project in the form of an IRB Authorization

Agreement in alliance with the project site university and Regis University. The QI project was

determined to be an exempt study # 1790429-2 and fell under the following exemption

categories: 104 (d)1-4. See Appendix D for IRB approvals. Participation in this project was

voluntary, participants could withdraw at any time, and it would not influence their position in

any way. See Appendix E for consent and information email that was distributed to participants

as well as written instructions with the resource guide. Consent for participation was implied by

participants' use of resource guide and submission of pre-post surveys in Qualtrics. There were

no risks to participants or to the university. The tools can be used ongoing and introduced in a

formal orientation. Participants had the option of receiving a gift card at the end of the QI

project and completion of both pre- and post-survey. Gift cards were distributed by a neutral

party. Non-identifiable data was collected through Qualtrics program. Results were not

associated with any faculty identifiers. The PI practiced due diligence to uphold confidentiality.

De-identified aggregate data will be stored for up to three years in a password protected

computer file. As noted in Appendix F this investigator completed the CITI course work on

social-behavioral education on February 10, 2021.

Description of Intervention and Measurement Tools, Reliability and Validity

Self-Directed Resource Guide

A self-directed resource guide that includes both campus and specific nursing resources

was distributed electronically to nursing faculty. As stated previously, the resource guide was

organized according to the NLN CNE blue- print, which aligns with the eight NLN core nursing

educator competencies. Faculty were encouraged to use the guide throughout the semester.

Faculty were given access via links to a variety of educational resources under each of the six

major content areas. This guide was created by the DNP student with feedback from mentor and

DNP Chair. See Appendix G for partial list of online resources nursing faculty could access.

There is one platform for educator development for the College of Health that includes general

resources that nursing can also access. The major topics shared in online resource guide are listed below:

- Key Nursing Resources
    - Transitioning from Clinical Nursing to Nursing Faculty
    - AACN Toolkits
- Simulation Resources
- Faculty Development and Instructional Support
- Course Learning Outcomes
    - Core Competencies
    - University Curriculum Management System
- Exams: Writing Test Questions
- Tenure and Promotion
- Self-Care
- Deadlines to be Mindful of Each Year

Self-Efficacy Survey: Likert Scale and Open-ended Questions

The self-efficacy survey included three parts: Demographics, Self-Appraisal (self-efficacy) items, and open-ended questions. See Appendix H to view pre-survey tool (partial view only). Pre-survey demographics include nominal, ratio and ordinal questions that ask about where faculty teach, faculty status, and their highest level of education.

The self-efficacy section of the tool assesses confidence levels of faculty in meeting certain tasks associated with the NLN core educator competencies and includes 27 questions. A 5-point Likert scale where 1 = none of the time and 5= all of the time was used. The level of measurement is interval as the data items were measured pre-and post-intervention. The survey

was created by the DNP student based on Bandura's theory of self-efficacy and his guide for

constructing self-efficacy scales (Bandura, 2006).

In addition to the Likert scale items, the DNP added the following open-ended questions:

The first two questions were on the pre-survey:

1. What is your biggest challenge in transitioning from the clinical to academia setting?

2. What do you hope to gain in reference to role progression over the next semester?

Post-survey third question was:

3. What else would be helpful to include in the Nursing Faculty Resource Guide to

   support you in your development of the faculty role.

Face validity of the tool was originally assessed by faculty from the study site university

and Regis University prior to implementation of the QI project. Since this was a newly

constructed survey, reliability of the self-efficacy tool was first assessed using Cronbach alpha

during this study. The surveys were delivered via Qualtrics and took approximately 15-20

minutes for participants to complete each one. Coding was used, without personal identifiers,

including names. This DNP student collaborated with the School of Nursing instructional

designer to ensure that surveys and the resource guide met all standards of practice as outlined by

the university for access and accessibility.

Data Collection and Treatment (Intervention) Protocol

The DNP student followed the steps below when implementing this project:

1. Introduction of overall project at the back-to-school faculty retreat (no tools were

   shared) (Fall 2021).

2. After IRB approval, recruited faculty and provided information sheet in October

   2021 at the all-faculty meeting.

3. Administered the survey via Qualtrics platform that includes demographics, pre-
   self-efficacy and 2 pre-reflective questions. (Fall 2021)

4. Distributed resource guide via Qualtrics. (Fall 2021)

5. Touch points throughout semester which included time on the agenda at monthly
   all-faculty meetings, encouragement from the School of Nursing Director of
   Nursing, and PI was available for questions about resource guide throughout the
   fall semester. (Fall 2021 and Early spring 2022)

6. Administered Qualtrics post-survey that included self-efficacy survey and 1
   reflective question. The timeline was extended to allow faculty to use the
   Resource Guide at the start of the spring semester 2022 and development of
   classes on their workload. (Early spring 2022)

7. Administrative assistant, a neutral party (following university guidelines) gave
   gift cards to participants who completed pre- and post-surveys (DNP student was
   not privileged to names of participants). (Spring 2022)

8. Performed quantitative data analysis and a comparative thematic analysis spring
   2022 semester.

Intended Analysis of Data

The data analysis that was planned was both descriptive and inferential with a p value of < 0.05 to determine significance. Bandura, the author of many self-efficacy tools has often organized his data in the same way. This investigator worked with faculty from Regis University to perform data analysis using SPSS, version 28 software.

Polit (2010) defines reliability as "the degree of consistency or dependability with which an instrument measures the attribute it is designed to measure". In order to assess for reliability,

a Cronbach's Alpha test was planned, and this project obtained a score of 0.947 on the Self-Efficacy scale, which is a high reliability coefficient. The Cronbach's Alpha test is a reliability coefficient which indicates the items on the scale are measuring the same underlying dimension (Polit, 2010).

In addition, the DNP investigator collected participant responses to open-ended questions on the pre-post Self-Efficacy surveys. As stated previously, these questions gave faculty an opportunity to share their thoughts about the resource guide and other faculty development needs. The PI performed a thematic analysis of their replies. The next section of this paper presents project findings and results.

Project Findings and Results

To answer the study question for this project, the PI considered two related outcome objectives: improvement on self-efficacy survey scores and obtaining faculty feedback on the efficacy of the resource guide and support needed.

Outcome Objective 1: Improvement on Self-efficacy Survey Scores with Implementation of Self-directed Resource Guide

Paired Samples T Test

To address the first outcome objective regarding an improvement on self-efficacy scores pre- and post- survey, a Paired Sample t-test was performed. First the aggregated data was run to compare Self-efficacy survey mean scores pre-post intervention. As shown in Table 2, pre aggregated mean score was 3.77 and the post aggregated mean score was 3.97, indicating an improvement in the mean score. The Paired Samples T test is the preferred test to use when comparing such data. The results were statistically significant (t=2.133, p=0.034), implying the intervention may have made a difference (<0.05).

Table 2

Comparing Pre and Post Aggregate Mean Scores

Mean Scores

Preaggregate	3.77
Postaggregate	3.97

There were 27 questions on the Self-Efficacy Survey, paired as pre and post. As shown in Appendix I, only three of the pairs had significant correlations. Individually, they did not make a big impact or shift the data. The questions proposed were strategically asked in such a way that the aggregate score tells the true story. The three pairs questioned self-efficacy pertaining to participating in curriculum design and the revision based on program outcomes and stakeholder feedback, use of a program assessment plan that promotes ongoing quality improvement, and participation in quality improvement projects or research studies related to nursing education.

Demographics

The three main demographics included education level of participants, faculty status and if they were located on the main campus. Tables 3-5 and Figures 1-3 below display the pilot project demographic findings of the participants.

Table 3

Descriptive Statistics- Education

Level of Education	Frequency	Percent
1 (BSN)	2	18.2
2 (MSN)	7	63.6
3 (Doctorate	2	18.2
Total	11	100.0

Figure 1

Comparison of Educational Level
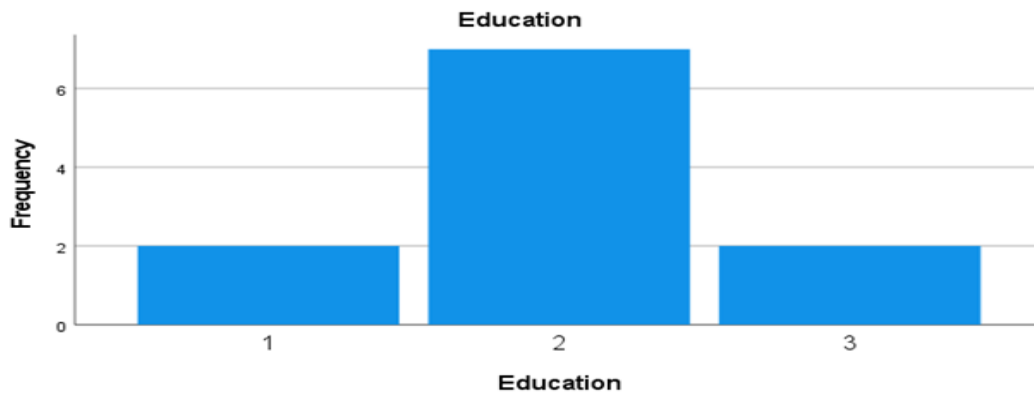

Table 4

Descriptive Statistics: Faculty Status

	Frequency	Percentage
1 (Part-time)	2	18.2
2 (Full-time)	9	81.8
Total	11	100.0

Figure 2

Faculty Employment Status
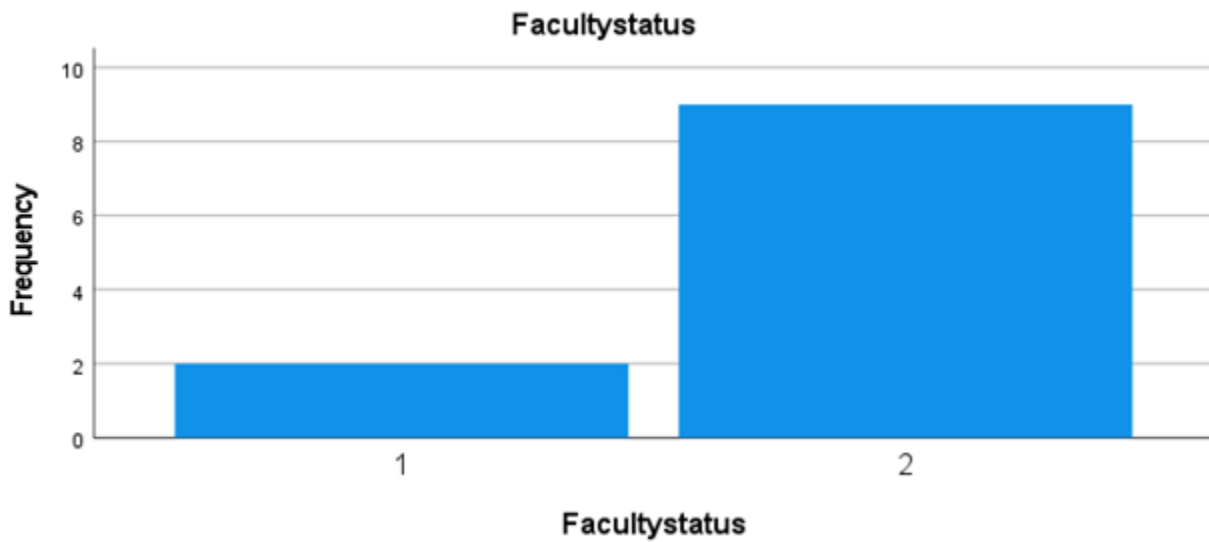
Table 5

Descriptive Statistics Teach on Main Campus

	Frequency	Percentage
1 (No)	7	63.6
2 (Yes)	4	36.4
Total	11	100

Figure 3

Teaching on Main Campus Versus Outreach
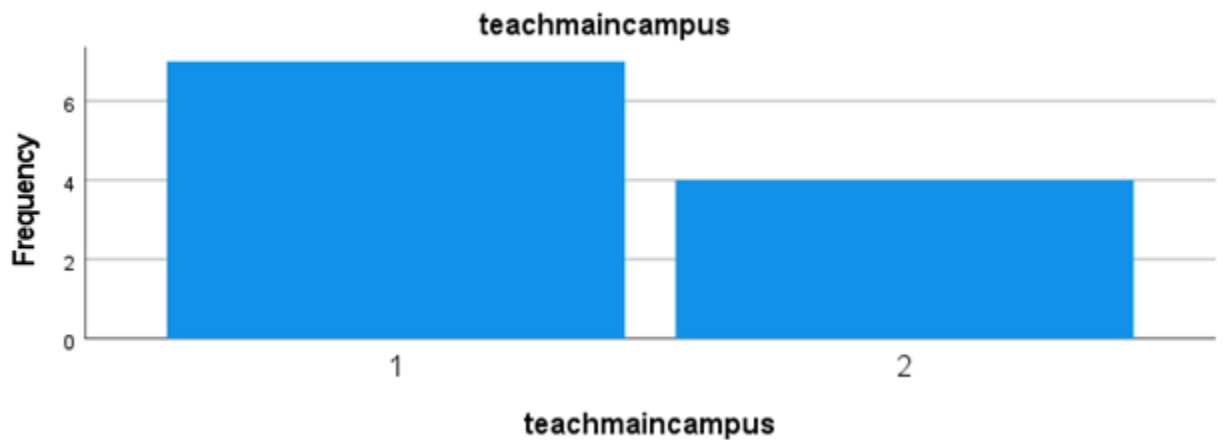
The Pearson Correlation determines if there is any type of relationship between variables. Refer to Table 6 for results of correlations between pre-aggregate education, faculty status and teaching on the main campus. Correlations were measured with the pre-aggregate data only. This Pearson Correlation shows that there are no significant correlations among demographic variables, thus they did not impact the results of the pre-test.

Table 6

Pearson Correlation Table

	Education	Faculty Status	Teach on main campus
Pre aggregate data	-0.402	0.486	0.229

Outcome Objective 2: **Reflective Questions for Faculty to Provide Feedback on Efficacy of**

Resource Guide and Voice Other Needed Support.

Thematic Analysis of Reflective Questions

Reflective questions were added at the end of the pre-post surveys. For the pre-survey

faculty were asked:

1. What is your biggest challenge in transitioning from the clinical to academia setting?

2. What do you hope to gain in reference to role progression over the next semester?

A follow-up question was used in the post-survey:

3. What else would be helpful to include in the Nursing Faculty Resource Guide to

   support you in your development of the faculty role.

The overarching themes for both surveys included mentorship, organizational processes, and

self-efficacy. Refer to Appendix J for an overview of a thematic analysis of participant responses

to reflective/open-ended questions. The investigator categorized overarching themes and

subthemes with examples of participant responses that supported each. The information obtained

from these questions will assist the investigator in making any future revisions/improvements to

the self-efficacy tool.

The DNP project PICO question was: Does having a self-directed resource guide

enhance self-efficacy, as evidenced by the improvement of scores over a semester, reflected in

the self-efficacy tool? Based on the scores and p value for T-test, there was an improvement in

self-efficacy in this small sample. Participants voiced other concerns related to their educator

roles as noted in reflective questions.

Limitations, Recommendations, Implications for Change

Limitations of Project

The sample was small, and the results of this QI project cannot be generalized outside of this university setting. Only 11 out of the 24 faculty completed the pre-survey and six out of those faculty submitted the post-survey; therefore, the inferential statistical results are not indicative of the overall self-efficacy scores of this group of faculty. Even though the self-efficacy instrument had a high reliability value, it was the first time this tool had been used to measure the self-efficacy of nursing faculty. The use of the self-directed resource guide was one solution to increase faculty self-efficacy and comfort in their educator role; other interventions as discussed in paper will be needed to improve faculty confidence and retention.

Recommendations

Future studies could be carried out to assess reliability of self-efficacy survey based on NLN Core Nurse Educator Competencies using larger sample sizes. In addition, the DNP investigator recommends sharing idea/concept of the study intervention with other departments at the university since they may want to adopt a similar program and provide specific departmental resources at website for their faculty. The DNP investigator will consider the faculty's feedback from reflective questions to improve the resource guide and enhance the new faculty orientation program.

Implications for Change

As this university's nursing program continued to move through a pandemic, there are limitations that are continuing to challenge faculty. At the end of the fall semester 2021, three additional nursing faculty resigned. The AACN has recognized faculty shortages throughout the United States, including at this study site (AANC, 2021). It is imperative that this university

makes every effort to increase faculty retention to meet their mission of providing nurses to its surrounding community. New faculty will onboard Fall of 2023, with very few experienced faculty to lead the way.

In collaboration with the instructional design specialist, the nursing resource guide will be centrally located at the university website, be accessible to all nursing faculty throughout the state, and will follow federal accessibility guidelines. Updates will be added as needed. The resource guide will be included in the onboarding process for new faculty. The tool will be modified based on faculty input from reflective questions. Leadership could use the NLN nurse educator core competences as the new model for creating a new faculty/continuing education program. Faculty will be encouraged and better prepared to become a Certified Nurse Educator (CNE) through the NLN.

Summary

The National League of Nursing provides the scope for the development of faculty and nurse educators. The competencies include facilitate learning, facilitate learner development and socialization, use of assessment and evaluation strategies, participate in curriculum design and evaluation of program outcomes, pursue continuous quality improvement in the academic nurse educator role and engage in scholarship, service, and leadership (NLN, 2022b). It is essential to provide the tools to new faculty to learn their role, especially when transitioning from the clinical setting to the classroom This pilot project has provided opportunities to collaborate across campus with other faculty and learning about resources available to faculty development. It is apparent by all the input that was received, that there is a need for faculty support and the development of a formal mentoring program. This was the first step in moving into a more positive direction. With the input received on the post-self-efficacy survey, the resource guide

can be updated and continue to evolve into a permanent part of the new faculty orientation.

When faculty continue to use the pre and post self-efficacy survey, they will be able to evaluate

areas of growth and areas they can focus on developing. This can be significant for faculty that

are on a tenure track to show their progression. Using the categories set forth by the NLN, this

can encourage faculty to pursue certification as a Certified Nurse Educator.

<h1 align="center">References</h1>

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Appendix A

Budget and Resources

Resource Item (Personnel, Time, & Equipment)	Cost for DNP Project to PI	Cost to Replicate
PI time to develop/implement DNP project	Part of DNP Clinical Hours	Vary with different institution depending on release time
Time for Faculty Engagement (orientation to project/use of resource guide, participation in survey)	Part of DNP Clinical Hours/Supported by university Faculty participated during work hours (part of faculty workload)	Vary with different institution
Qualtrics	Provided by university	$1,500-$5,000
Printed costs of Resource Guide (faculty personal preference)	Accessed online	Vary with different institution
IT/SDS support	Provided by university	Vary with different institution
SPSS	$49.00	$49.00
Time for Data Analysis	Provided by Regis University faculty	Vary with different institution
Gift cards _	13 x 50 = $650	Vary with different institution
Total Cost	$699.00 monitorial	Undetermined

Appendix B

Logic Model

RESOURCES/INPUTS	ACTIVITIES	OUTPUTS	SHORT & LONG-TERM OUTCOMES	IMPACT
In order to accomplish the Set of activities we will need the following:				*We expect* that if accomplished these activities will lead to the following changes in 7-10 years:
Time: DNP project hours, Faculty meeting time, Time implementing survey and Resource Guide Personnel: Faculty and Leadership at UAA, Guidance from Faculty at Regis University, Mentor and Myself. Equipment: All material will be online, it will be an individual preference for printing.	Write pre-and post-self-efficacy survey and open-ended questions Develop Pre and Post Survey based on competencies of NLN. Create Resource Guide to faculty to utilize as a reference throughout the semester. Obtain IRB approvals Recruit faculty for QI project Implement project Perform data analysis	Increase in self-efficacy scores. Suggestions received on how to improve resource guide.	1-3 years 1. Faculty report feeling more supported in progression in role of Faculty. 2. Foundation to build a formal orientation program at the SON. 3. Becomes a mandatory part of orientation of new faculty and process towards tenure. 4-6 years 1. Faculty will be easily recruited to UAA, and retention rates remain stable. 2. UAA has a Culture of Support for Faculty	It is a standard of practice for the School of Nursing to use the resource guide when mentoring new faculty." The self-efficacy tool can serve as a way for faculty to assess their comfort level in achieving competencies of the educator role.

W.K. Kellogg Foundation. (2004). *Logic Model Development Guide*.
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Appendix C

Timeline

- ❏ May 2021: SROL completed
- ❏ May 2021: PICO identified
- ❏ May 2021: Lit review write-up using themes to support PICO completed
- ❏ July 2021: Write project proposal
- ❏ July 2021: Defend proposal
- ❏ July 2021: Site approval letter signed
- ❏ August 2021: Submit to Regis IRB/Research Council
- ❏ October 2021: IRB/Research Council approval (s)
- ❏ October 2021 Project starts: Recruitment with information letter
- ❏ September-January 2022: Intervention
- ❏ January 2022: Complete data collection
- ❏ January-February 2022: Analyze data (quant and/or qual)
- ❏ March 2022: Write up final project
- ❏ April 2022: Defend final project
- ❏ April 2022: Upload final approved written project to library

Appendix D

IRB Approvals

[1824568-1] Impact of Evidence Based Practice Resource Guide on Nursing Faculty Self-Efficacy
Regis University Human Subjects IRB, Denver, CO

Submission Details	
Submitted To	Regis University Human Subjects IRB, Denver, CO
Submitted by	Susan Meskis
Submission Date	10/12/2021
Submission Type	New Project
Local Board Reference Number	

Review Details:

Agenda	Review Type	Board Action	Effective Date	Project Status	Expiration Date
11/09/2021 02:00 PM	Administrative Review	Approved	10/19/2021		

_____ <no-reply@irbnet.org>   Oct 12, 2021,
                                                                      1:13 PM

to me, _____

Please note that University of _____ IRB has taken the following action on IRBNet:

Project Title: [1790429-2] Impact of Evidence Based Practice Resource Guide on
Nursing Faculty Self-Efficacy
Principal Investigator: Susan Meskis

Submission Type: New Project
Date Submitted: September 23, 2021

Action: APPROVED
Effective Date: October 12, 2021
Review Type: Exempt Review

Should you have any questions you may contact _____ at _____.

Thank you,
The IRBNet Support Team

www.irbnet.org

Appendix E

Consent and Information Email

Dear Nursing Faculty,

My name is Susan Meskis, and I am an Assistant Professor of Nursing at
_____. I began my teaching career three years ago, after twenty-four years of
clinical practice, with a diverse background in practice. I am working towards my
Doctor of Nursing Practice (DNP) degree at Regis University in Denver, Colorado
and will be conducting a Quality Improvement project (QI) during the 2021 Fall
semester and 2022 Spring semester.

The purpose of this DNP project is to develop a nursing guide with a list of
resources for novice faculty as well as experienced faculty to use for integrating the
National League of Nursing (NLN) Nurse Educator Core Competencies in their
academic practice setting. A self-efficacy tool will be administered to assess whether
the resource guide made a difference in faculty perceptions of their confidence levels
or ability to achieve the various roles of a nurse educator pre- and post- intervention.
It is my goal to build a stronger foundation for our School of Nursing at ___. This
platform may be used ongoing to track your growth as a faculty member.
Participants will be asked to:

1. Review recruitment/information sheet for QI Project which will be
distributed in September or October that provides directions and expectations.
2. Use a self-directed nursing resource guide throughout the semester to
provide a solid foundation for your orientation to the academic setting if a new
faculty, or to build upon your educator competencies if an experienced faculty.
3. Take a demographic survey pre-intervention and a pre- and post-self-
efficacy surveys that consist of questions under 56 themes, via Qualtrics. Time
to complete the demographic survey, self-efficacy survey and open-ended
questions is approximately 15-20 minutes at the beginning of the semester and
then at the end of the semester.

There are no risks associated with participation in this QI project. Faculty will
be introduced to the project during an all-Faculty meeting at the start of Fall semester.
Participation is completely voluntary. Participation or non-participation in this

QI project will not affect employment in any way. Survey data collected will be confidential.

Thank you for your time and consideration. Please contact me if you have any questions or concerns. You may also contact the Regis University Capstone Chair, Dr. Kathleen Whalen, at kwhalen@regis.edu or _____.

Sincerely,

Susan Meskis MSN, RN

Appendix F

CITI Completion Report

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Kathleen Whalen (ID: 2873184)
- **Institution Affiliation:** Regis University (ID: 745)
- **Institution Email:** kwhalen@regis.edu
- **Institution Unit:** RHCHP

- **Curriculum Group:** Human Research
- **Course Learner Group:** Social Behavioral Research Investigators
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 33475350
- **Completion Date:** 02-Oct-2019
- **Expiration Date:** 01-Oct-2022
- **Minimum Passing:** 80
- **Reported Score*:** 98

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928)	02-Oct-2019	5/5 (100%)
Populations in Research Requiring Additional Considerations and/or Protections (ID: 16680)	02-Oct-2019	5/5 (100%)
Conflicts of Interest in Human Subjects Research (ID: 17464)	02-Oct-2019	5/5 (100%)
History and Ethical Principles - SBE (ID: 490)	02-Oct-2019	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	02-Oct-2019	5/5 (100%)
Assessing Risk - SBE (ID: 503)	02-Oct-2019	5/5 (100%)
Informed Consent - SBE (ID: 504)	02-Oct-2019	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	02-Oct-2019	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	02-Oct-2019	5/5 (100%)
Consent in the 21st Century (ID: 17060)	02-Oct-2019	4/5 (80%)
Belmont Report and Its Principles (ID: 1127)	02-Oct-2019	3/3 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k8cc015c4-3364-4d59-9ea1-1761bb27e309-33475350

Collaborative Institutional Training Initiative (CITI Program)
Email: support@citiprogram.org
Phone: 888-529-5929
Web: https://www.citiprogram.org

Appendix G

Partial List of Topics in Online Resource Guide

Teaching Tips   Home   Resources   Tools   News   Nursing

Teaching Tips

Tips and Techniques from your Instructional Designer

Clinical Health Sciences | College of Health | University of Alaska Anchorage

Welcome to my Teaching Tips site! My name is Katie Walker and I am the instructional designer for the School of Allied Health and the School of Nursing at UAA. *Read more about me at the bottom of this page.*

Land Acknowledgement

Dena'inaq elnenaq' gheshtnu ch'q'u yeshdu "I live and work on the land of the Dena'ina."

translation: Helen Dick, Sondra Shaginoff-Stuart, Joel Isaak

Key Nursing Resources

- Transitioning from Clinical Nursing to Nursing Faculty
- AACN Tool Kits

Simulation Resources

- Simulation Best Practices
- UAA Interprofessional Health Sciences Simulation Center
- Simulation in Action video

Resources for creating your course, using technology and campus resources are available on Katie's home page. Some of the valuable topics that I found helpful include:

Faculty Development and Instructional Support

Using Blackboard (Blackboard is our learning management system which includes a variety of interactive tools such as discussion boards, blogs, gradebook, etc.)

Qualtrics research/surveys

Quality Matters (email kmwalker@alaska.edu for information about QM at UAA)

Creating a Syllabus (what to include in your UAA Syllabus)

Course Learning Outcomes:

The Essentials: Core Competencies For Professional Nursing Education [pages 27-54]

UAA Curriculum Management System CIM: Check your course Syllabus. Do the Course Description and SLOs exactly match the curriculum?
OR

For courses not yet in the CIM system linked above, you can find the curriculum in the Curriculum Files Directory

- Scroll down to the NS or NURS tabs; click the "+" sign next to each
- When you see your course number, click the arrow next to it to download it
- Once you are in your course, you can either print it directly or "print" it to a .pdf

If you are unsure which courses you are teaching next semester, you can check the Schedule Search.

Appendix H

Nursing Faculty Pre-Survey (*Partial View Only*)
NLN Core Educator Competencies Self-Efficacy

Directions: This survey has three sections that include general demographics, self-efficacy items and two open-ended questions. There are no identifiers in this survey, and it is completely confidential. The survey will take approximately 15 to 20 minutes to complete.

Part I: Demographic Questions

1. What is your highest level of education? (BSN, MSN, Doctorate)
2. …

Part II: Self-Efficacy Survey
A few educator tasks are listed below that you may encounter in your nursing academic setting. Using the scale for each item, rate how confident you can accomplish these educator tasks as of now.

1	2	3	4	5
None of the time	A little of the time	Some of the time	Most of the time	All of the time

1. Deliver a variety of teaching strategies to meet different learning styles and learner needs.

2. …

Part III: Open-ended Questions
Please answer the following questions as it relates to your role as a nurse educator.

1. What is your biggest challenge in transitioning from the clinical to academia setting?

2. What do you hope to gain in reference to role progression over the next semester?

Thank you for your time in completing this survey!

References

1. Bandura, A. (2006). Guide for constructing self-efficacy scales. In t. Urdan & F. Pajares (Eds.), *Self-efficacy beliefs of adolescents* (pp. 307-337.Information Age Publishing. https://www.uky.edu/~eushe2/Bandura/BanduraGuide2006.pdf
2. National League of Nursing League for Nursing. (NLN). (2022a). CNE Handbook. https://www.nln.org/awards-recognition/cne/Certification-for-Nurse-Educatorscne/cne-handbook

Appendix I

Correlation Table

Correlations: 27 pairs. Out of 27 pairs, three questions were statistically significant.

This was comparing both the means of the pre and post survey.

Pre and Post Survey	Question 17	0.007 mean score
Pre and Post Survey	Question 18	0.043 mean score
Pre and Post Survey	Question 23	0.041 mean score

Appendix J

Thematic Analysis of Open-Ended Questions Table

Questions	Thematic Analysis Overarching Themes	Sub Themes	Examples of Participant Responses to Support Themes
Pre-Survey Question			
Biggest challenge in transitioning from the clinical to academia setting?	Mentorship	Inexperience in Academic Nursing Education	"Coming from the clinical side we all have a strong clinical background. What we all lack is the background educational foundation." "As somewhat of a clinical expert in my field to being at sea in an academic whirlpool of acronym." "Simply put, going from being an expert nurse to being a novice educator?
	Organizational Processes	University Organizational Processes and Expectations	"Too often I am giving a form to FILL IN but nobody has bothered to explain what needs to be put in this form- what is expected. IE AAR, Workload, Course reports etc." "University hierarchy is so different from what I knew." "Understanding the university expectations from me as an educator of UAA. The expectations are not clear all of the time and require constant investigation. I am here to do the best job I can for my students as educator." "I think it's easy to forget how overwhelming it is to learn new processes and organizational structures, and I think that teaching new faculty about things like workload and what that actually means, who to reach out to for help, and how best to contact those people, etc., would lessen that challenge for many new faculty." "Communication has been a challenge at the university level."

Questions	Thematic Analysis Overarching Themes	Sub Themes	Examples of Participant Responses to Support Themes
	Mentorship	Faculty Role Development	"One of the most frustrating is the lack of orientation/onboarding I have received as a new faculty." "Guidance from more experienced professors was less than ideal in the beginning. "Lack of mentorship. Chronically feeling like I am trying to reinvent a wheel that has already been well established elsewhere, so ultimately feel very inefficient with my time. This is due to the lack of knowledge of available resources, locations of resources, collaborative activities that encourage sharing of resources."
Hope to gain in reference to role progression over the next semester?	Self-efficacy	Meeting Students' Learning Needs	"Direction with teaching students; making sure their needs are met?" "Use more tools to evaluate learning techniques and evaluate student learning." "I hope to gain the ability to improve on recognized disorganization and try and make my educating more organized for students. Work on clear and concise instruction for semester scheduling. Student express frustration with differing instruction through their semester journey. I hope to clear some of those frustrations up by listening and making changes when it is possible." "My primary goal is to be a more effective educator that both engages and empowers all students."
	Self-efficacy	Gaining Confidence/Comfort in Faculty Role	"I am always game to learn teaching techniques and knowledge. Anything that will help give some confidence I feel I am lacking always when it comes to the teaching aspect of nursing."

Questions	Thematic Analysis Overarching Themes	Sub Themes	Examples of Participant Responses to Support Themes
			"I hope to gain a sense of stability in my new role, and some comfort in it regarding understanding the role, and how to maneuver through obstacles that arise." "I would love to observe a professor that is well versed in using other styles/technologies to assist students in meeting objectives. I have learned about many in my pursuit of my masters in nursing education but would love to see these techniques used by people that are masters of their domain."
Post-survey Question			
Helpful to include in the Nursing Faculty Resource Guide to support you in your development of the faculty role?	Organizational Processes	University Organizational Processes and Expectations (recurrent)	"Contact information for all staff in department. If online, you don't know anyone." "For new faculty examples of how to write an AAR, Course report, Workload information. The basics that don't seem to be covered anywhere when you move into the field of education." "A resource that details the SON team, including faculty roles - site coordinators, course coordinators, lab coordinators, and different committees as some examples. As a new educator and member of the SON faculty team, knowing where to go and who to ask questions from would be of added value! "
	Self-efficacy	Scholarship Opportunities	"Developing skills in "how to" get manuscript published, write an abstract, classroom assessment techniques etc." (1 reply)