

Challenges And Difficulties Faced By Novice Nurse Educators During Role Transition From Bedside Nursing To Teaching: A Scoping Review

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Abstract

Background: The shift from diploma-oriented training at nursing schools to higher education provided in colleges and universities signifies a substantial shift in the way nurses are taught. In an effort to improve the quality of nursing education in Pakistan, diploma-based programs have lately given way to degree programs. **Objective:** The scoping review's objectives were to determine and evaluate the current difficulties faced by novice nurse educators during role transition. **Methods:** The study's technique was a scoping review. For this reason, a thorough literature review was conducted in 2024. The literature was searched using the following databases: CINHALL, Medline, PubMed, and Google Scholar. **Results:** Out of the 500 records initially identified through the search, 193 studies remained after removing duplicates and were screened by title and abstract. Of these, 88 articles were retrieved for full-text review. After applying the inclusion criteria, 20 studies met the requirements and were included in the final analysis. These studies examined several aspects of nurses' role transition, including their perceptions, challenges, and the problems they commonly face. **Discussion:** The evidence that is currently available on role transition and nurses' role transition from bedside to teaching is briefly summarized in the scoping study. The findings influence the course of ongoing and planned research in this field. The existing reporting status on the faculty development program and stakeholder initiatives needs to be improved by future study. **Conclusion:** Current analysis conclude that , faculty orientations during role transitions urgently need to improve significantly, and stakeholder initiatives are needed to address these issues and challenges.

Author Details

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Introduction

In an effort to improve the quality of nursing education in Pakistan, diploma-based programs have lately given way to degree programs (1). The shift from diploma-oriented training at nursing schools to higher education provided in colleges and universities signifies a substantial shift in the way nurses are taught (2). An important turning point in this continuous change has been reached with the introduction of Pakistan's first nursing university. Higher education institutions continue to face difficulties in delivering high-quality instruction to students in the face of the expanding globalization and competitive environment (3, 4). In order to develop nursing students into both knowledgeable thinkers and skilled practitioners, nursing education is essential in fostering and developing human values and empathy in them. It is the duty of nursing schools and nurse educators to provide top-notch instruction while maintaining strict academic requirements (5, 6). In addition to managing clinical knowledge, nurse educators also lead teams, handle difficult problems, try to address health disparities, and train a variety of student groups (7). Qualified faculty members are in short supply at newly renovated degree nursing schools. The Higher Education Commission (HEC) of Pakistan states that a Bachelor of Science in Nursing (BSN) with at least five years of clinical experience is the minimal requirement for teaching at nursing colleges (8). Nonetheless, some instructors at public nursing schools, particularly in the province of Sindh, hold post-basic diplomas. At a time when the country is striving to produce highly qualified BSN-prepared nurses, these nurses lack the credentials needed to teach nursing students in accordance with international nursing standards (9, 10). Many colleges plan to deploy bedside nurses with the necessary qualifications to fill this void. To meet this need, the concerned authorities also hired qualified academics (11, 12). To the best of researcher's knowledge, majority of these new appointed faculty has no previous experience of teaching. Therefore, the transition from clinical nurse to nurse educator may have many challenges for these novice nurse educators. The process of changing roles within a social structure, both physically and psychologically, is known as role transition (13). Adopting a new identity is a process that is continuously changing and growth-oriented during the transition, and it may require stepping across role boundaries (14). For new nurse educators to successfully transition from their prior positions as clinical experts to their new duties as educators, having a clearly defined role can be essential (15). On the other hand, new teachers might not fully comprehend their new role's expectations or the duties that accompany it (16). Despite the fact that nurse educators confront difficulties in their transition from bedside nurses to nursing educators worldwide, different nations are at varying degrees of educational and clinical preparation for nurse educator-related tasks. However, there is a constant demand for such nurse educators to be properly planned for and prepared globally (17, 18). To search for a reoccurring pattern in the way work-role transition is managed, particularly with regard to nurses' role shift from clinician to educator. Both student learning and the standard of patient care are significantly impacted by improved nursing education instruction. Similarly, Pakistan urgently needs faculty development initiatives following the 2020 switch from diploma to degree programs (19). However, very little study has been done in Pakistan to examine the experiences and difficulties faced by the faculty members and the gaps they needed to address before transitioning from a bedside to an academic capacity. Thus, it is crucial to investigate the difficulties encountered by inexperienced nurse educators and to assess the measures implemented by relevant authorities in Sindh. This scoping review's objective was to determine and evaluate the current difficulties faced by inexperienced nurse educators and to assess the steps taken by relevant authorities in Sindh. The goal is to better understand the issues and challenges faced by new nurse

educators in order to help identify these issues and challenges and to help stakeholders develop actions that will improve nursing educators' teaching competency.

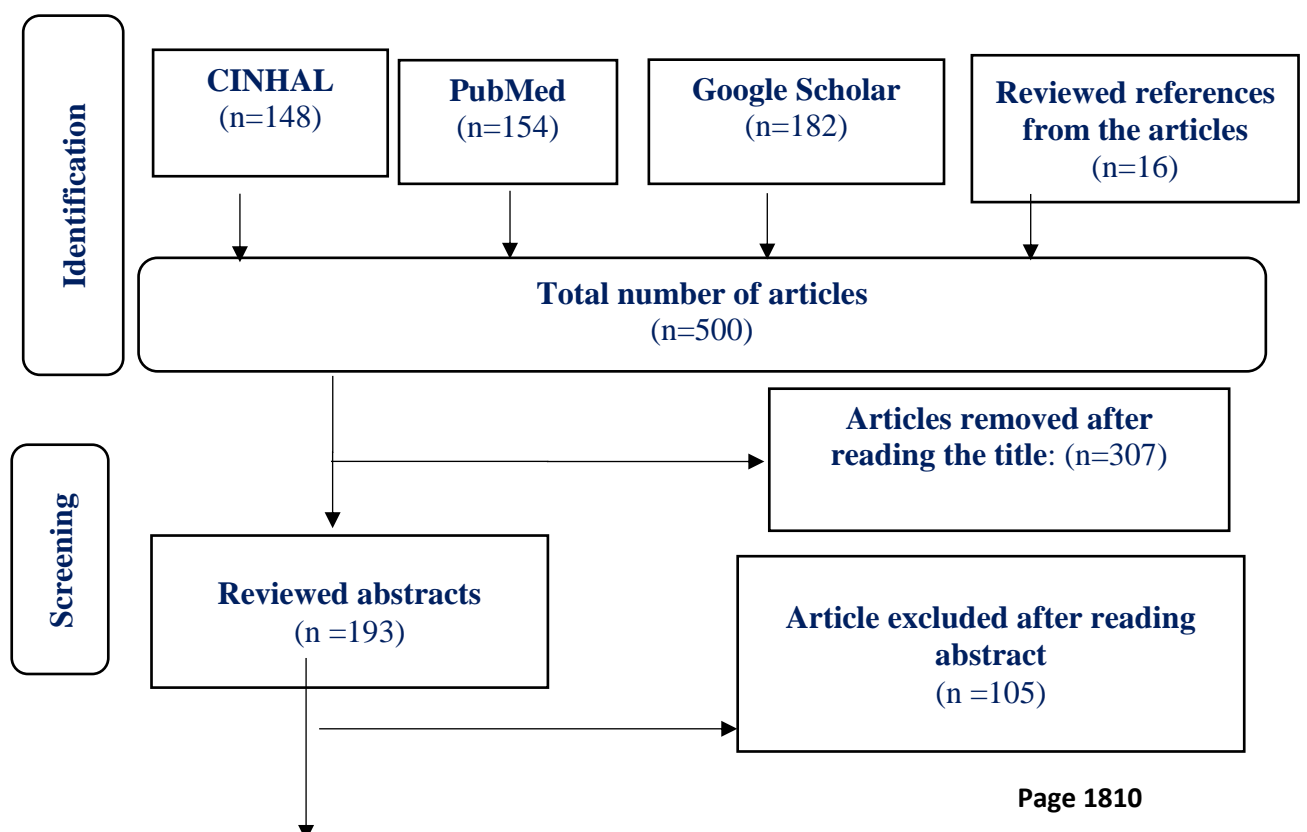
METHODS

This study's technique was a scoping review. For this reason, a thorough literature review was conducted in 2024. For this scoping review, Arksey and O'Malley's five-step approach was used, which consists of the following steps: i) formulating the research topic; ii) discovering pertinent research; iii) choosing the study; iv) charting the data; and v) compiling, analyzing, and disseminating the findings. To guarantee comprehensive coverage of the literature, each phase of the iterative process was carried out multiple times. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were followed during the literature search and the data screening process that followed (Figure I).

SEARCH STRATEGIES

The literature review on role transition and the difficulties faced by new nurse educators throughout this process is presented in this chapter. The search approach, analysis, and synthesis of the body of existing literature are also covered in this chapter. Additionally, the literature review's conclusions are also covered. Three primary search engines were used for the literature review: PubMed, Google Scholar, and the Cumulated Index to Nursing and Allied Health Literature (CINAHL). Experiences, rookie nursing practices, role transition, obstacles and difficulties, and nurse educators were the main search terms used for the literature review. Additionally, the Boolean operators "AND" and "OR" were applied. Those studies, published between 2013 and 2024 were searched. The articles were chosen using a screening procedure that included looking through full-text articles, abstracts, and titles from several databases. Duplicate, unnecessary, and non-English articles were eliminated. The 20 articles in total that were chosen were the most pertinent. For a deeper comprehension of the subject, only a small number of older articles were included.

Figure-I: PRISMA



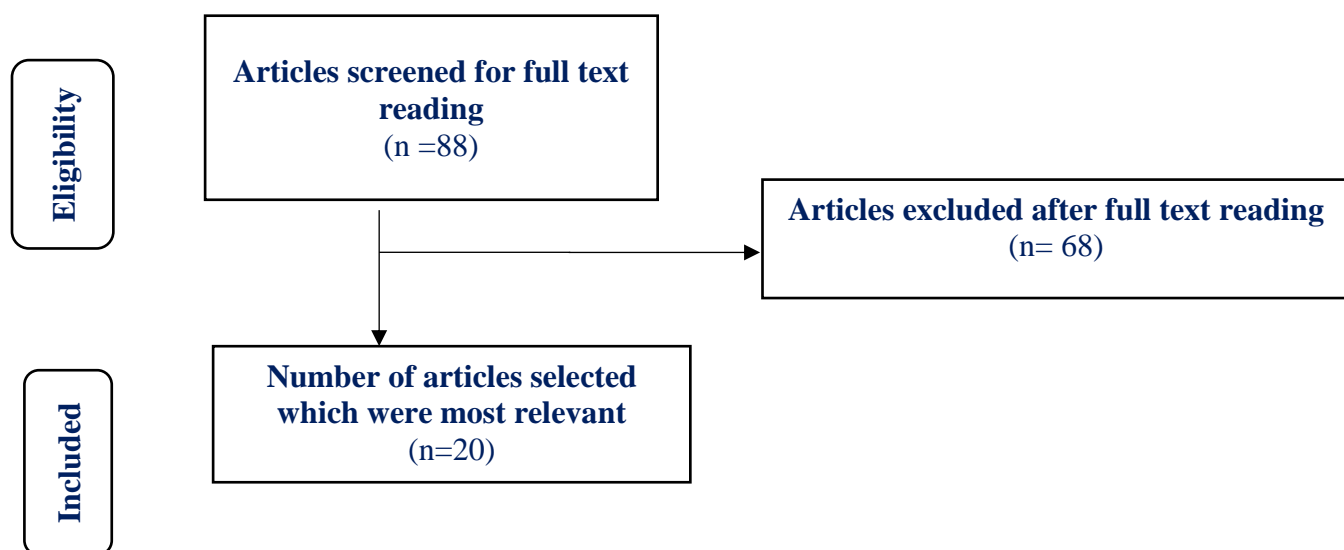


Figure I: The PRISMA model demonstrates how to choose studies for the review process by removing studies that didn't meet the inclusion criteria.

RESULTS

Nursing Education's Role Transition

The goal of nursing education is to create nursing professionals with specific knowledge and abilities. Clinical specialists are urged to enter academics in order to address the scarcity of nurse educators. Nevertheless, research has shown that these new nurses experience role changes when they start working as nurse educators. The change in surroundings and taking on new duties that nurses were not prepared for when they first started have made the transition more difficult and stressful (20). In two perspectives, Anderson (2009) explained transition: psychological, which included overcoming obstacles and acclimating to a new job. The second is social prospective, which emphasizes the development of relationships into new roles. When clinical expert status is converted to novice status in nursing education, the milieu can shift, making the transition from clinical to academic settings challenging and stressful. Furthermore, the stress experienced by new nurse educators when they move from being an expert clinician in a clinical setting to a novice in academia can be exacerbated by the disparities in expectations, skills, and values (21). A nurse's transfer from the clinical setting to academia as a new nurse educator is caused by a number of significant events and environmental shifts (22). A role transition is a shift in stability that entails acquiring new information, altering behavior, and changing one's social standing; prior knowledge and experience may or may not be required for this (23).

The rationale behind nurses switching from practice to academia

The research has identified a number of factors that lead nurses to move from practice to academia. Interviews, observations, and documents were used in this descriptive exploratory study design. The purpose of the study was to investigate what it means to be a nurse and why academics are drawn to nurse educators. The results of this study showed that clinical nurses shifted their role as nurse educators because they wanted to teach the students to share their expertise and contribute to the profession (24). In a similar vein. Using a qualitative descriptive methodology, ten (n=10) nurse educators in the US states of Maryland and Virginia participated in a semi-structured interview.

According to the study's findings, nurses transitioned to nurse educators because they saw greater advantages in terms of flexible scheduling and educational advancement (25). Purposive sampling was used to select seven individuals for this further qualitative descriptive study. Participants were interviewed one-on-one using a semi-structured interview guide. According to the study's findings, clinical nurses wanted to support the healthcare industry by teaching and guiding nursing students (26).

Challenges faced by novice nurse educators while Role Transition

During their position transition, rookie nurse educators were perceived to have problems related to their lack of educational knowledge and expertise. A meta-synthesis of Grassley's (27). The following themes emerged from this study as obstacles for the new nurse educators: feeling vulnerable and new, doing things differently, and anticipating the unexpected (28). A qualitative study was chosen in order to investigate the difficulties associated with clinical teaching. 54 clinical nurse educators in Taiwan participated in focused group interviews conducted by the researcher. The focus interviews revealed issues with teaching outside of one's area of competence, working together with clinical staff, staff relations within the unit, improper behavior, and staff members' unfavorable remarks about students (29). Thorough and methodical evaluation of Pakistani papers. A total of eleven articles were selected for evaluation and analysis. Analyzing the management of the shift from clinical nurse to nurse educator was the goal. According to the review, adjusting to a new role was quite difficult in terms of knowledge and environment (30).

Suggestions for Inexperienced Nurse Teachers during Role Change

In the research, a number of suggestions were found to be beneficial for new nurse educators throughout their role transitions. These suggestions may assist them deal with the difficulties and facilitate the process. According to a hermeneutic phenomenological investigation carried out in the United States, also made this recommendation. These suggestions included student evaluation, personal traits, counsel, assistance, and support, as well as formal education to build novice nursing educator competency (5). (n=15) people participated in a phenomenological qualitative study in western Canada that used observations, interviews, and study records. The study participants suggested that encouraging the creation of innovative approaches to attract and retain skilled nurse educators was beneficial during the role transition process (31). A literature study in the United States. Finding a mentor, developing faculty, finding new resources, figuring out your style, and finishing with flair—that is, keeping students' attention at the end—are some of the recommendations made by the review (32). According to the findings, the following suggestions could be useful for role transition: (a) developing their identity as clinical instructors; (b) recognizing similar and different learning needs; (c) providing incentives and motivation to learn; (d) emphasizing the value of other faculty and resources; and (e) the necessity of prior and current nursing experience (33). In the research, a number of suggestions were found to be beneficial for new nurse educators throughout their role transitions. These suggestions may assist them deal with the difficulties and facilitate the process (34). To determine the elements that help or hinder a nurse educator's transition into an educational role, an integrative review of 27 publications was undertaken. Teaching preparation, orientation, and assistance during role transfer were suggested by the review (35). Creating a friendly atmosphere and clear policies is also advised. Additionally, knowledge of the process at the individual level can facilitate a smoother transition for new hires at a medical facility, leading to qualified nurse educators (36). Another study was conducted

among nurse educator in Khyber Puktoonkhwa, Pakistan. A descriptive cross sectional approach was used in this study. The finding of study indicated that Owing novice state, and lack of experience and knowledge regarding new task the nurses face several challenges, moreover they previous experience may or may not work (37).

Table 1: Characteristics of the Studies Including in the Scoping Review

S. No	Author (Year) & Place	Sample Size	Study Design	Findings
1	Cooley (2015), Western Canada.	n= 15	Phenomenological qualitative	The change in surroundings and taking on new duties that nurses were not prepared for when they first started have made the transition more difficult and stressful.
2	Anderson (2009), United State	n= 10	Hermeneutic phenomenological	explained transition: psychological, which included overcoming obstacles and acclimating to a new job
3	Specht (2013), Bethlehem	n =255	Cross sectional	The stress experienced by new nurse educators when they move from being an expert clinician in a clinical setting to a novice in academia can be exacerbated by the disparities in expectations, skills, and values.
4	Goodrich (2013), USA	n = 541	Cross sectional	A nurse's transfer from the clinical setting to academia as a new nurse educator is caused by a number of significant events and environmental shifts
5	Paul (2015), USA	n =20	A comparative qualitative approach	A role transition is a shift in stability that entails acquiring new information, altering behavior, and changing one's

				social standing; prior knowledge and experience may or may not be required for this.
6	Laurencelle (2015), Canada	n=15	Phenomenological study	The results of this study showed that clinical nurses shifted their role as nurse educators because they wanted to teach the students to share their expertise and contribute to the profession.
7	Natalie (2013), USA	n= 10	A qualitative descriptive	Investigation showed that clinical nurse specialists possessed expert knowledge and were willing to share it in order to educate the next generation.
8	Bagley (2018), Maryland	n=10	Descriptive qualitative	According to the study's findings, nurses transitioned to nurse educators because they saw greater advantages in terms of flexible scheduling and educational advancement.
9	Grassley (2016), USA	53 studies	A meta-synthesis	During their position transition, novice nurse educators were perceived to have problems related to their lack of educational knowledge and expertise.
10	YOUNAS, A., RASHEED (2019), Pakistan	----	Systematic review	Shortage of qualified nurse educators, poor quality of clinical learning environments, and the lack of nursing education-based research seem to be obstacles to the

				professional transformation in Nursing.
11	Murray et al., (2013), USA	n =16	Exploratory Study	New nurse educators: feeling vulnerable and new, doing things differently, and anticipating the unexpected.
12	Summers (2017), Washington	27 Studies	Integrative review	Teaching preparation, orientation, and assistance during role transfer were suggested by the review.
13	Spencer (2013), USA	70 studies	Review article	Finding a mentor, developing faculty, finding new resources, figuring out your style, and finishing with flair—that is, keeping students' attention at the end—are some of the recommendations.
14	Owens (2016), North Dakota	n =3	Phenomenological method	Emphasizing the value of other faculty and resources and the necessity of prior and current nursing experience.
15	Brow & Sorrell (2017), Winston Salem state	n = 53	Qualitative case study	clinical nurses wanted to support the healthcare industry by teaching and guiding nursing students
16	Yang & Chao (2017), Taiwan	n = 54	Descriptive qualitative Study	Teaching outside of one's area of competence, working together with clinical staff, staff relations within the unit, improper behavior, and staff members' unfavorable remarks about students.

17	M. Nazir (2023), KPK, Pakistan	n =242	Cross sectional study	Owing novice state, and lack of experience and knowledge regarding new task the nurses face several challenges, moreover they previous experience may or may not work.
18	Timothy (2021), Ghana	n =12	Exploratory qualitative	There is the need to revise and implement a tutor recruitment policy that takes into account, what attracts clinical nurses to the academic setting.
19	Miller (2017) ,USA	n =12	Interpretative qualitative method	Their meaning making led to identity development and new perspectives on both the nursing and preceptor roles.
20	Penny Amott (2017), UK	n =6	Exploratory qualitative	To assist new teacher educators in creating their professional and personal identities, several storytelling techniques might be used.

DISCUSSION

The nurse's educators encounter a number of difficulties due to their inexperience and ignorance of the new task; also, their prior experience may or may not be useful. An organize facility can facilitate a smoother transition for new hires by understanding the process at their level, which will lead to competent nurse educators (38). To determine the elements that help or hinder a nurse educator's entry into a teaching role. Teaching preparation, orientation, and assistance during role transfer were suggested by the review (39). Proposed the development of faculty relationships and teaching role management (40). During the role transition process, it was beneficial to support the creation of innovative recruitment and retention tactics for competent nurse educators (41). Proposed that support for the development of teaching abilities is one way to facilitate the cognitive part of the transition Additionally, social and psychological assistance such as mentorship and orientation can facilitate a smooth transition from advanced clinical practice to novice nursing education (42). Major challenge was feelings of stress related to not having educational elicited during the transition process, For the inexperienced nurse educators, these challenges included

feeling vulnerable and new, doing things differently, and anticipating the unexpected (43). In the current review 40 studies were examined regarding the challenges and problems during the role transition. One of the most significant advantages is that it allows them to stay current with industry developments, preserving their teaching proficiency (44). Additionally, nursing professors can identify gaps in the literature and develop research topics that are pertinent to their careers by drawing on their clinical expertise. However, there are certain disadvantages to changing roles without the right preparation and planning. One difficulty is making sure nurse educators can effectively balance their responsibilities to practice, research, and teaching.

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