


Abstract 1

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**You Don't Know Where You're Going Until
You Get There...**

Canadian Association of
Advanced Practice Nurses
Evidence and Practice The Road to the Future

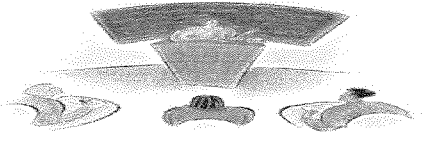
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Presentation Outline

- Introduction
- Context
- Review of Literature
- Narrative Process
- Themes
- Supports
- Futures Projects




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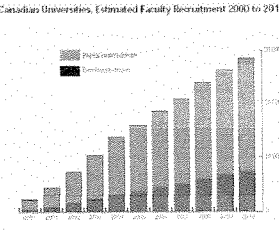


According to a 2002 study by the Canadian Nurses Association, if we continue with past workforce utilization patterns of registered nurses (RNs), Canada will experience a shortage of 78,000 RNs by 2011 and 113,000 RNs by 2016.

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Canadian Universities, Estimated Faculty Recruitment 2000 to 2010



A critical shortage of faculty prepared to teach nursing students has prompted some colleges and universities to create solutions designed to bridge the gap between the demand for educators and the supply.

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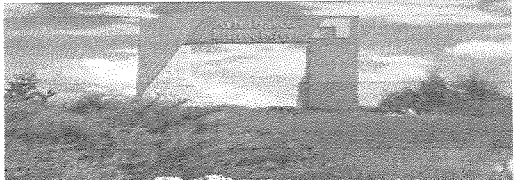
Faculty Needed

"The need for reevaluation of the faculty role in distance education is urgent, because many important questions remain unanswered about this phenomenon" (Ryan et al., 2004).

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Institutional Context

While instructors may not always have the opportunity to "see" their students and fellow faculty in person, interpersonal knowing takes place at a deeper level, and these virtual relationships create supportive bonds that often feel stronger than those in more traditional learning environments.



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Collaborative Research Group



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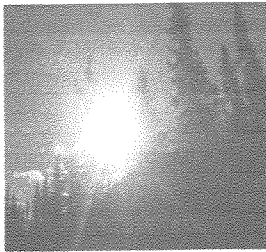
Narrators



The four narrators involved brought a wealth of over 90 years of nursing experience and all had been previously involved in educating nurses on a part time basis within traditional bricks and mortar institutions. The experience and education mix differed with all involved, and the constants among all narrators were the direct transition from graduate student to teacher, the passion for the NP role and the belief that a strong education foundation is essential for practice.

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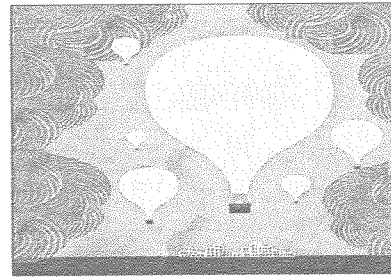
Inductive Expository Narrative



This inductive expository narrative was conducted by a group consisting of four sessional ANP instructors, and two fulltime continuing faculty, one being a NP and the other being the resource coordinator for the group.

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Themes



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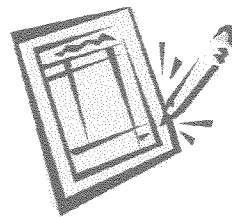
Accepting the Challenge – To Teach is to Learn Again

All the narrators involved independently described the way the initial feelings of inadequacy and self-doubt changed to excitement and apprehension with the offer of a position as a sessional instructor in the ANP program. The first small leap had been taken.



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The Awesome Responsibility – Assigning Grades



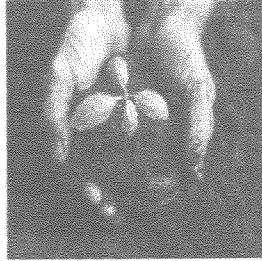
One of the fundamental attributes of the narrators was the passion for the role and the empathy for the students. This mixture created unforeseen stressors when the first assignments were required to be graded.

Narrators noted that it was not unusual to agonize over poorly written papers and provide excessive feedback.

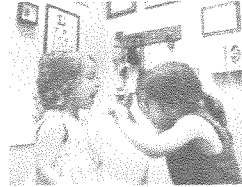
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Sessional Instructor Growth

The steep learning curve this new role created was supported by a virtual connection among members of the instructor group. Over the course of that first semester, a sense of kinship and respect grew between team members that went a long way in nurturing the confidence of the new instructors in their abilities as a teacher, and indeed as a practitioner.



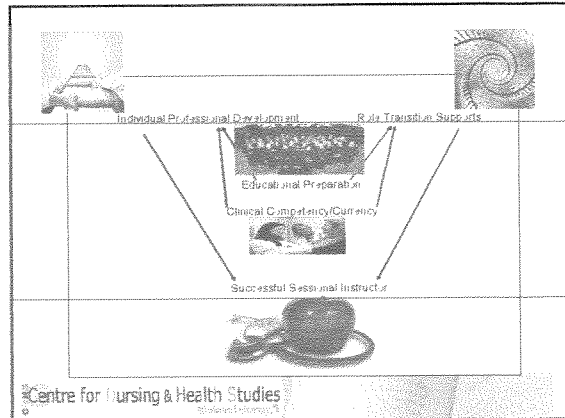
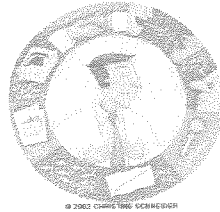
The Reciprocal Relationship Instructor and Practitioner Roles



Teaching benefits NP practice and active practice improves the breadth, quality and credibility of the information the instructor brings to the classroom setting. This relationship also speaks to the axiom "you don't truly know something until you use it". Indeed, this represents the gap between academia and practice, that reality shock that many graduate nurses face

Sessional Instructor Developmental Supports

- Individual Development
- Educational Endeavors
- Research Collaboration
- Institutional Support
- Course "Buddies"
- Annual Retreat
- Teleconferences



COMMENTS? QUESTIONS?



*When's lunch?
May I go to the restroom?
Gee whiz, when does the
REAL FUN start?*

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