

Imminent Faculty Shortages Coupled with Workload Concerns: Strategies to Ease the Tension

Michele Talley, PhD, ACNP-BC, FAANP

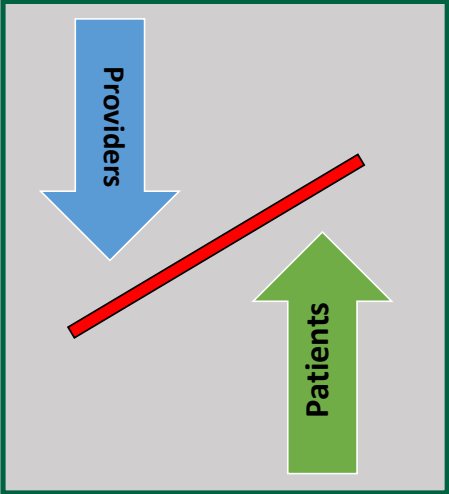
Bryan Combs, PhD, FNP-BC

*Presenters state no actual or
perceived conflict of interest*

Learning Objective

Upon completion of this presentation, the learner will be able to explain one method of support for graduate nursing faculty that can reduce workload.

Background



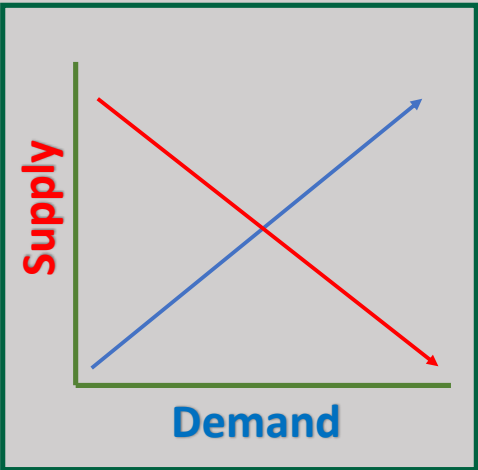
Problem

- Shortage of healthcare providers
- Growing patient population
- Limited access to care

Drayton-Brooks, S. M., Gray, P. A., Turner, N. P., & Newland, J. A. (2017). Building clinical education training capacity in nurse practitioner programs. *Journal of Professional Nursing*, 33, 422-428.

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Healthcare Supply versus Demand

- **Supply:** US Department of Health and Human Services predicts 30 million Americans in need of health care by 2020.
- **Demand:** Projected shortage of 20,400 providers by 2020

U. S. Dept. of Health and Human Services, HRSA, National Center for Health Workforce Analysis (2013). *Projecting the supply and demand for primary care practitioners through 2020*. Rockville, MD: Author.

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Use of Nurse Practitioners (NPs) Could Alleviate this Problem

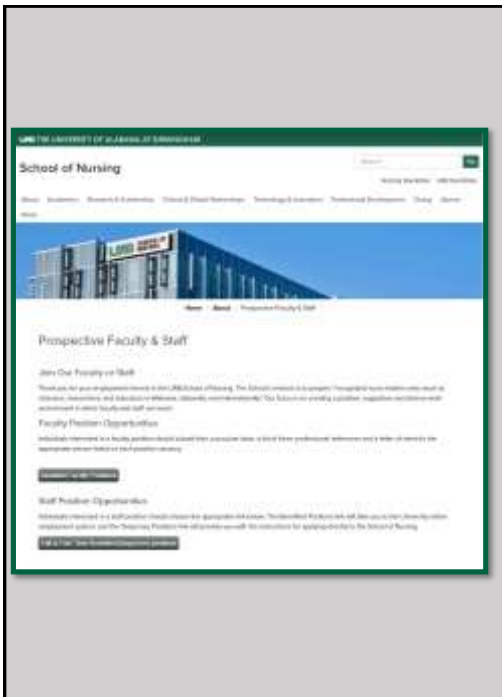
- How do we grow the workforce?
- Need:
 - Interested and qualified applicants
 - Clinical education training resources
 - Schools
 - Preceptors
 - Qualified, experienced nursing faculty

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American Association of Colleges of Nursing. (2015). Re-envisioning clinical education of advanced practice registered nurses. Retrieved from <http://www.aacn.nche.edu/aacn-publications/white-papers/APRN-Clinical-Education.pdf>

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Interested, Qualified Students Please Apply...

- In 2018, 75,000 qualified nursing applicants turned away from BSN and graduate programs.

American Association of Colleges of Nursing (2019, 4/1/2019). "Fact Sheet: Nursing Faculty Shortage." from <https://www.aacnursing.org/news-information/fact-sheets/nursing-faculty-shortage>.

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**Fact Sheet:
Nursing Faculty Shortage**

Faculty shortages of nursing schools across the country are leading to a dearth of entry-level nurses. The need for professional registered nurses continues to grow. Budget constraints, an aging faculty, and increasing job competition from clinical sites have contributed to this crisis.

To address the impact of faculty shortages on the nation's nursing shortage, the American Association of Colleges of Nursing (AACN) is launching its research to assess national faculty development programs, collect data on faculty capacity rates, identify strategies to address the shortage, and have ready solutions to the important issue.

Scope of the Nursing Faculty Shortage

- According to AACN's report on 2019-2020 Enrollment and Graduation in Baccalaureate and Associate Programs in Nursing U.S. nursing schools had over 75,000 qualified students meet the academic and practice nursing programs in 2019 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Other nursing schools according to the survey pointed to faculty shortages as a reason for not accepting all qualified applicants into baccalaureate programs.
- According to a Special Advisory on Faculty Details (released by AACN in October 2018), a total of 1,145 full-time positions were identified in a survey of 472 nursing schools with baccalaureate and/or graduate programs across the country (80% response rate). Besides the vacancies, schools also reported to create an additional 130 faculty positions to accommodate student demand. The data shows a national need faculty vacancy rate of 11%, total of the vacancies (26,746 more faculty positions) resulting in pending a decrease in demand.

Factors Contributing to the Faculty Shortage

Faculty age continues to climb, increasing the number of professor emeriti and retired faculty. According to AACN's report on 2019-2020 Enrollment and Graduation in Baccalaureate and Associate Programs in Nursing U.S. nursing schools had over 75,000 qualified students meet the academic and practice nursing programs in 2019 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Other nursing schools according to the survey pointed to faculty shortages as a reason for not accepting all qualified applicants into baccalaureate programs.

A survey of faculty retirement is completed across the U.S. over the next decade.

According to an article published in Nursing Outlook on Enrollment and Graduation in Nursing

Image credit: American Association of Colleges of Nursing (2019, 4/1/2019). "Fact Sheet: Nursing Faculty Shortage." from <https://www.aacnursing.org/news-information/fact-sheets/nursing-faculty-shortage>.

What? Why?

- Limited nursing faculty
- Limited preceptors
- Limited clinical sites



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What? Why?

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- Limited preceptors
- Limited clinical sites



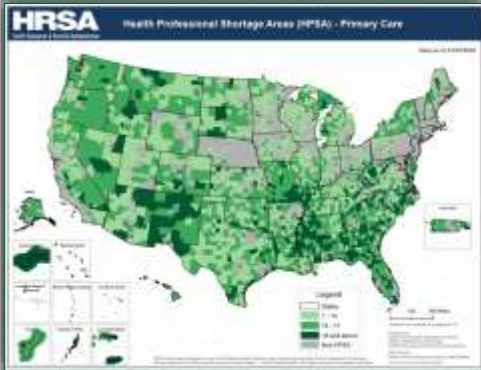


Image credit: Health Resources & Services Administration (2020, 01/07/2020).
 "Health Professional Shortage Areas - Primary Care." from
<https://data.hrsa.gov/maps/map-gallery>.

Yields...

- Limited NP graduates
- Limited NPs available to care for our aging population

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Call to Action:
 How do we build the training capacity to
 meet the nurse practitioner workforce
 demands?

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Focus on Nurse Faculty

- Recruit faculty
- Retain faculty

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Why?

- Inadequate numbers of nurse faculty
- AACN forecasts 1/3 nursing faculty will retire by 2025

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Nurse Faculty:

Recruitment, *Retention*, and Retirement

- Retention factors: Nursing faculty often return to bedside.
- Why?
 - Lighter workload
 - Comparable pay
- Exacerbates faculty shortage

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Focus on a Solution:

Workload

Surprise...

- Not focused on workload reduction
- Rather focus is on improvement in support of these faculty

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How to Support Faculty while Ensuring Retention and Progression of Graduate Clinical Students


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Apply Some Competencies: IPEC

- Teams/Teamwork
- Roles/Responsibilities
- Communication
- Values/ Ethics


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Develop Tools

One Approach:

- UAB School of Nursing Strategies




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UAB School of Nursing Strategies





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Seek Input

- Ask faculty what they need
- Ask students what they need

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Develop Tools

- Electronic handbook for training:
 - Adjunct Clinical Instructor
 - Graduate Clinical Faculty
 - Specialty Track Coordinator
- Provides graduate clinical faculty with:
 - On-boarding information
 - Oversight information
 - Interactive
 - Easy to update

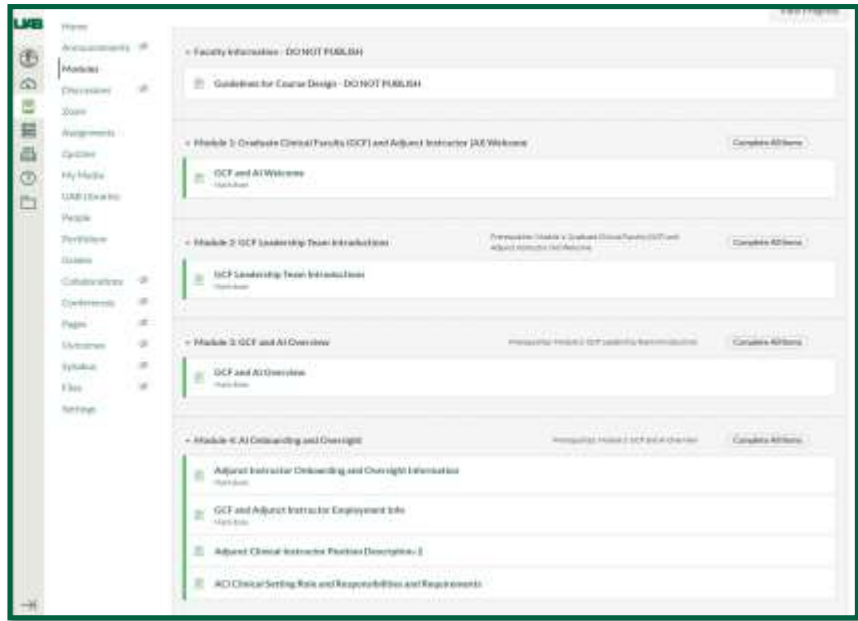
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Graduate Clinical Faculty



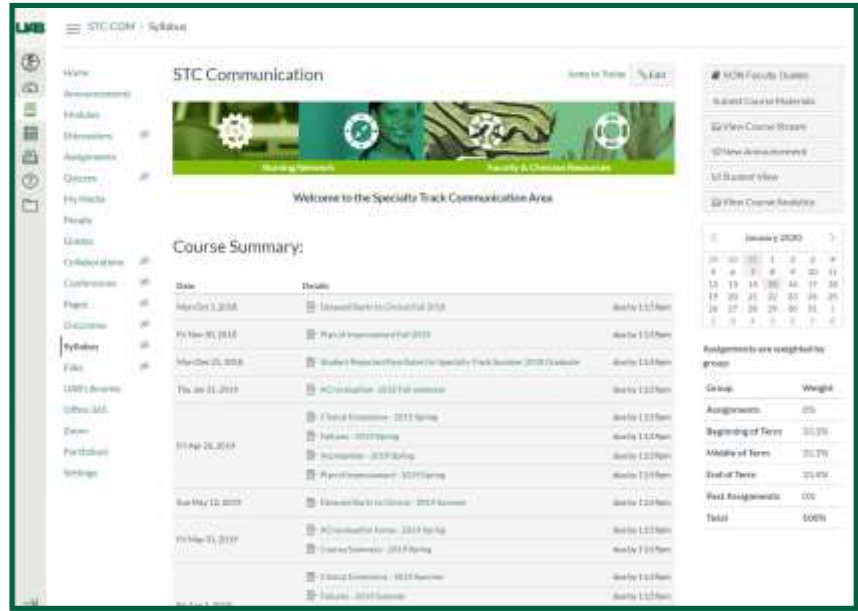
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Graduate Clinical Faculty



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Specialty Track Coordinator



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Specialty Track Coordinator




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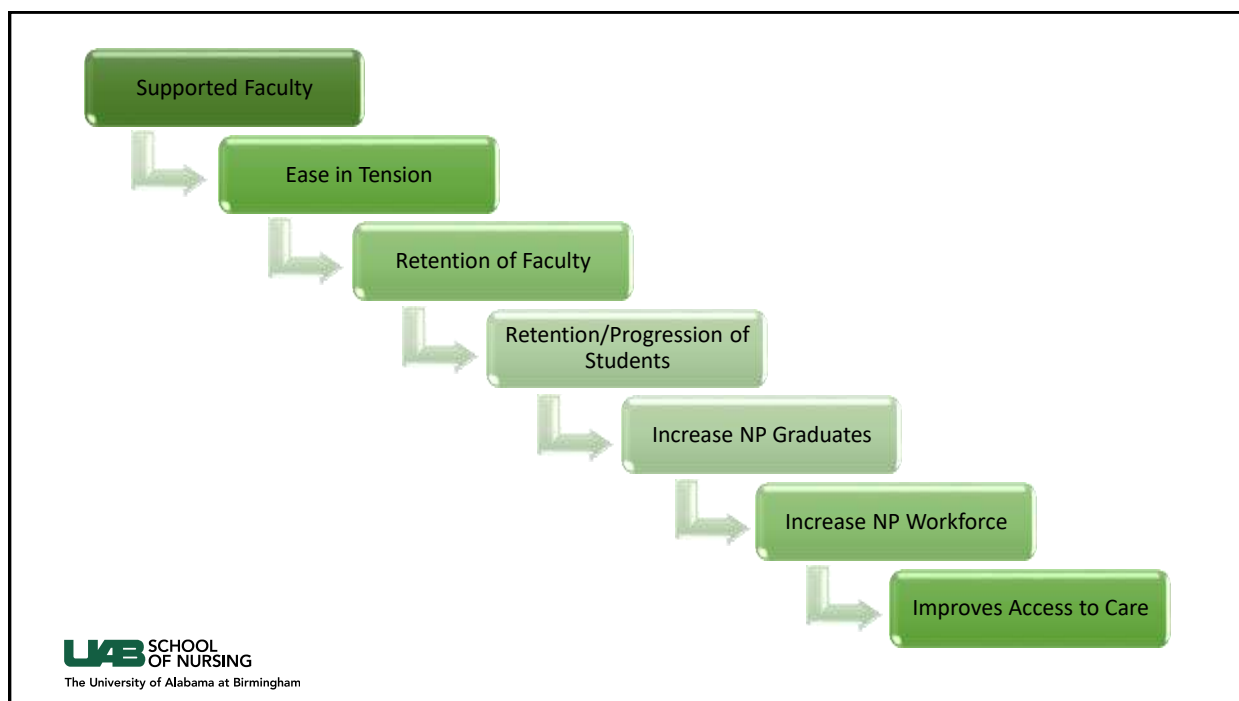
Seek Feedback

- Get graduate clinical faculty feedback at regular intervals
- Get student feedback on whether needs were met
- Continue to improve quality of tools



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