



Faculty Knowledge and Skills Development; A Review for Nurse Educators

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NLN Competencies

- Identify selected teaching/learning activities based on adult learning preferences and related educational theories. (I, II)
- Describe common assessment and evaluation strategies and methods that are appropriate for nursing education. (III)
- Articulate how to develop or revise curriculum, including course development, and plan for program assessment to promote continuous quality improvement. (IV)
- Discuss the role of the nurse educator in scholarship, service, leadership, and self-improvement. (V-VIII)

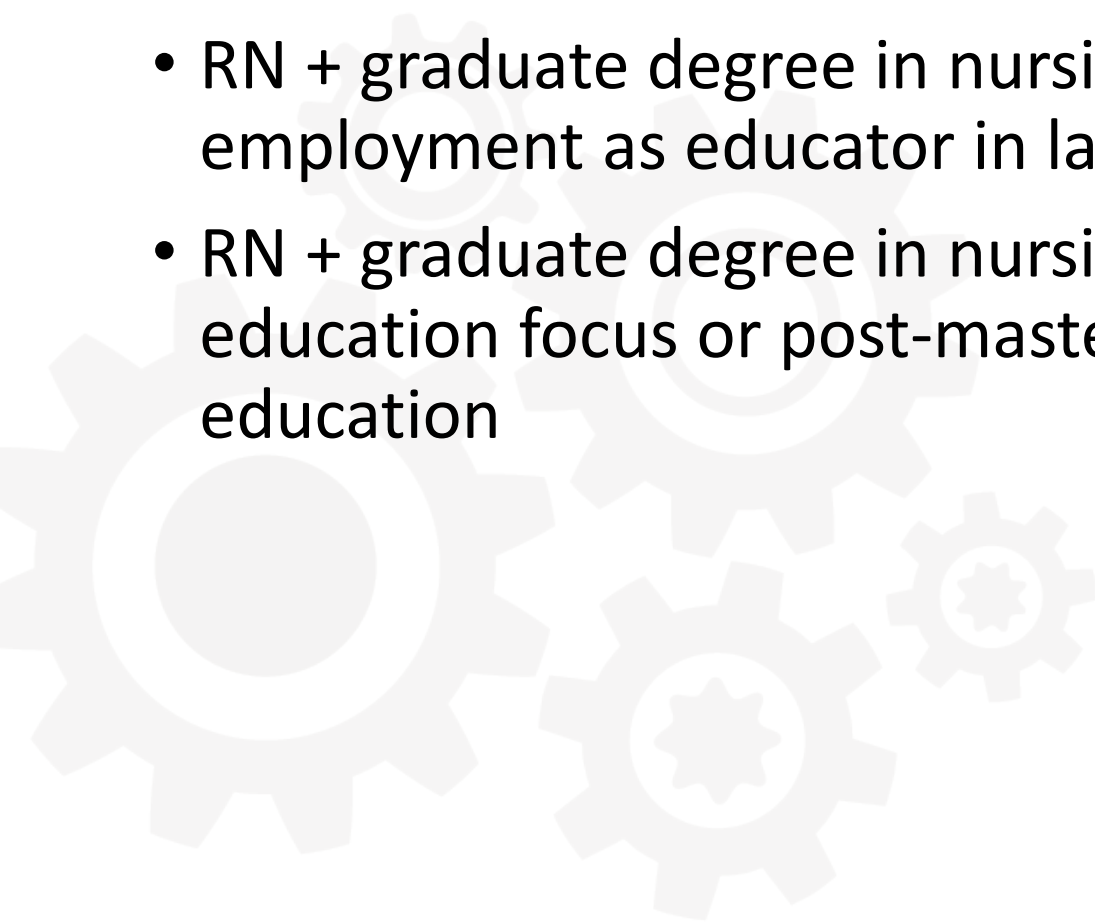
Faculty Knowledge and Skills Development: A Review for Nurse Educators (FKSD)

- The learner-paced online study-guide program
- Aim: to prepare academic nurse educators for the Certified Nurse Educator (CNE®) credentialing examination.
- This six-course program
- The courses, designed like chapters in an online study-guide booklet, closely align to all major content areas within the CNE® test blueprint.
- Each course is engaging, featuring interactive practice scenarios, knowledge checks, and downloadable resources.

Essential Tools for CNE Preparation

- Certified Nurse Educator (CNE) *2017 Candidate Handbook* (includes test plan) (www.nln.org/certification)
- *The scope of practice for academic nurse educators* (NLN) (www.nln.org/publications)
- NLN online CNE Practice Tests (Form A and B; each 50 test items)
- **Key References:**
 - Billings and Halstead (5th ed.)
 - Iwasiw & Goldenburg (3rd ed.)
 - Keating (3rd ed.)
 - All Oermann books

Two Qualifying Options

- RN + graduate degree in nursing + 2 or more years employment as educator in last 5 years
 - RN + graduate degree in nursing with nursing education focus or post-masters certificate in education
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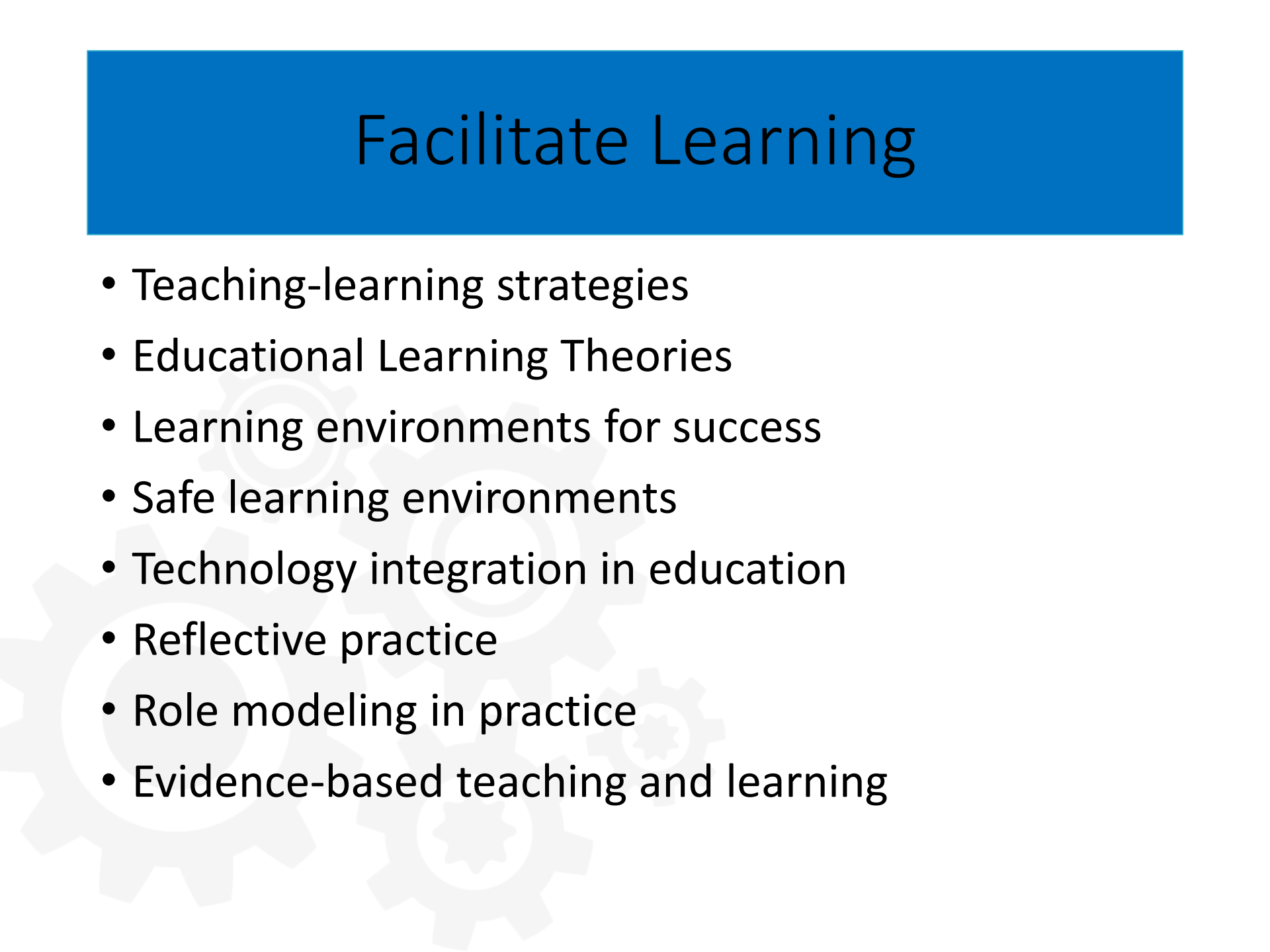
CNE Pass Rates

- 150 multiple choice items, but 20 items being pretested.
- Usual cut score is 99 out of 130 = about 76% (may vary based on item difficulty)
- Pass rates started at or over 80% (2005-2010) but have gradually decreased (2015 = 56%) (personal communication)



Competency I and II. Focus on Teaching and Learning

Facilitate Learning

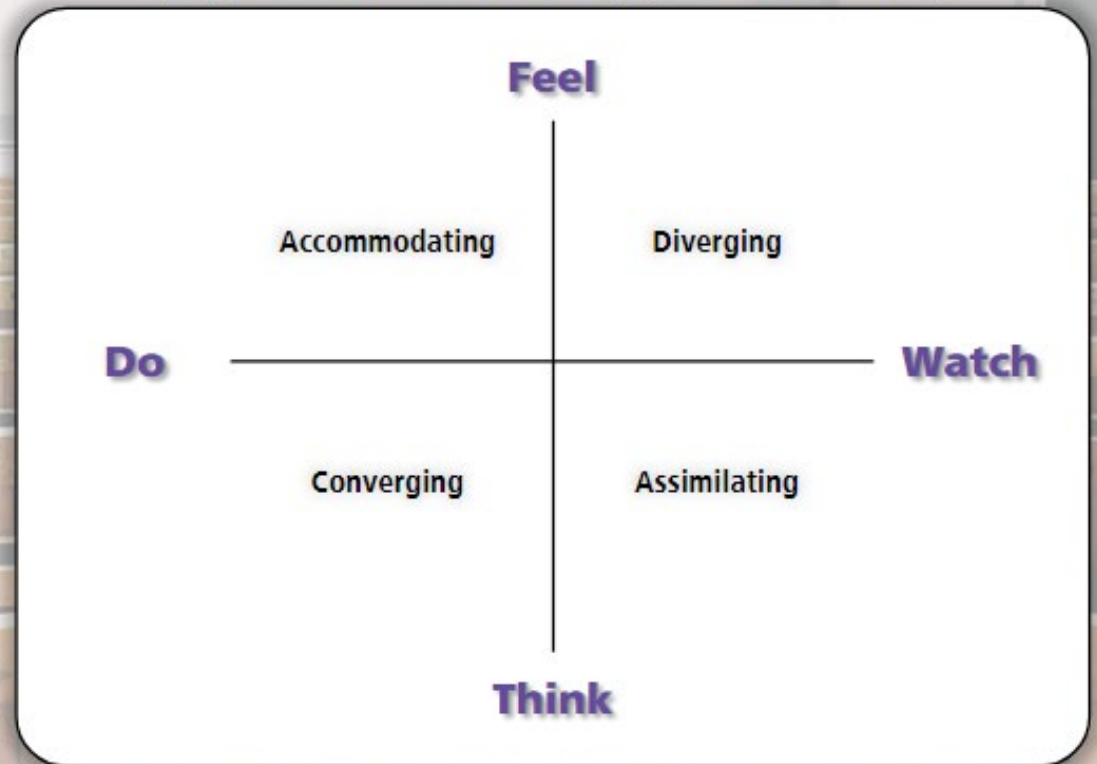
- Teaching-learning strategies
 - Educational Learning Theories
 - Learning environments for success
 - Safe learning environments
 - Technology integration in education
 - Reflective practice
 - Role modeling in practice
 - Evidence-based teaching and learning
- 

Which of Kolb's Learning Styles does Tony fit best?

Tony is a people person and has broad cultural interests. He enjoys learning about people through observation. He enjoys brainstorming sessions and uses imagination to solve problems.

● Tony

(Drag the dot to the correct learning style. Then click submit.)




Characteristics of Today's Learners

- Have diverse learning style preferences based on senses:
 - V = Visual
 - A = Auditory
 - R = Read/write
 - K = Kinesthetic'
- Have diverse learning style preferences based on how information is processed (Kolb & Kolb, 2005):
 - Convergers (abstract, hands-on)
 - Divergers (concrete, reflective)
 - Assimilators (abstract, use inductive reasoning)
 - Accommodators (concrete, hands-on)

Which teaching strategy is likely to be most effective for visual learners?

- Podcast / Webcast
- PowerPoint presentation
- Simulations
- Lectures

Facilitate Learner Development and Socialization

- Development of learning
 - Readiness to Learn
 - Student learning styles
 - Student Disabilities and Accommodations
 - Socialization into the role: Transition into Practice
 - Student learning in the Clinical Environment
 - Faculty as advisors
 - Professional Student Development
- 

Diverse Generations

- Are of *Generation X (1965-late1970s)*
- *Millennials (Gen Y) (late1970s-mid-to-late 1990s)*
- *Gen Z (Gen Next)(late 1990s-present)*
- ESL/ELL
 - Mix the students with native speaking students in group activities.
 - Allow students to audio tape classes to replay later.
 - Provide copies of class materials either in print or online.
 - Create a climate of openness, value, and respect for all students.



*Competency III: Focus on assessment
and evaluation strategies*

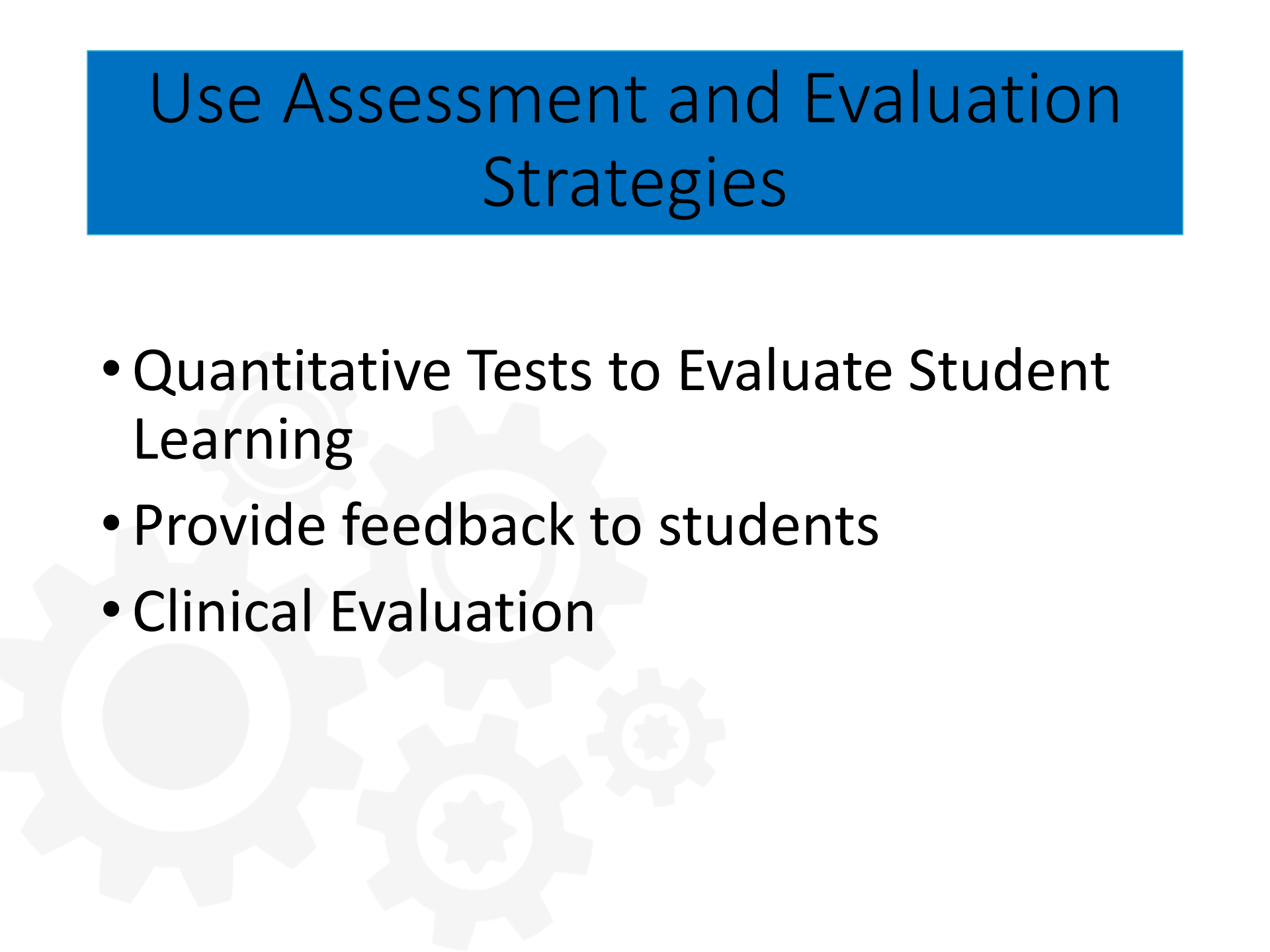
Professor Blum is interviewing Juliet after observing one of her patient encounters. She does this on a weekly basis with all of her students.

NEXT >>

Reflect on how you think Professor Blum does with the interview questions and providing feedback to Juliet.



Use Assessment and Evaluation Strategies

- Quantitative Tests to Evaluate Student Learning
 - Provide feedback to students
 - Clinical Evaluation
- 

Developing and Implementing Program Policies

- Consider national, state, and local best practices!
- Be fair and consistent in enforcing policies!
- Involve faculty and ensure agreement.
- Admission policies:
 - GPA, testing, pre-requisites, background check, health records, immunizations, CPR certification
- Progression policies:
 - Course repeat policy, readmission policy, student transfers, passing grade
- Graduation policies:
 - GPA, credit requirements

Participate in Curriculum Design and Evaluation of Program Outcomes

- Nursing curriculum standards and development
- Overall nursing curriculum improvement and evaluation
- Accreditation standards & program assessment
- Faculty team approach to curriculum development
- Community partner's role in curriculum development

Blooms

- Cognitive
 - Remembering (knowledge) is the lowest level, involves regurgitation of facts and information
- Understanding
 - (Comprehension) tests for recollection of facts, principles, theories, or procedures (only one)
- Applying (application) (and higher) stimulate critical thinking (includes analyzing, evaluating, and creating) to answer question.



Analyzing Test Results

- * Reliability coefficient (KR-20)
- * Measures of central tendency
- * Difficulty level and item analysis
- * IDR and/or PBS

Clinical Evaluation Tools

- Observational experiences
- Preceptorship experiences
- Formative vs. summative assessments
- Self-evaluation by students
- Documentation to support performance
- Rating scale vs. met/not met or S/U



Competency IV: Focus on Curriculum Design and Evaluation of Program Outcomes

Pursue Continuous Quality Improvement in the Academic Nurse Educator Role

- Personal assessment and evaluation
- Legal and ethical standards for academic nurse educator
- Professional development & organizations
- Role of faculty mentors

(DR GREY) When developing the organizational structure of a curriculum, some guiding questions may be helpful to ask. Click on each question to see how Professor Grey reflects on her curriculum as an example. *[ON SCREEN CLICK/REVEAL:*

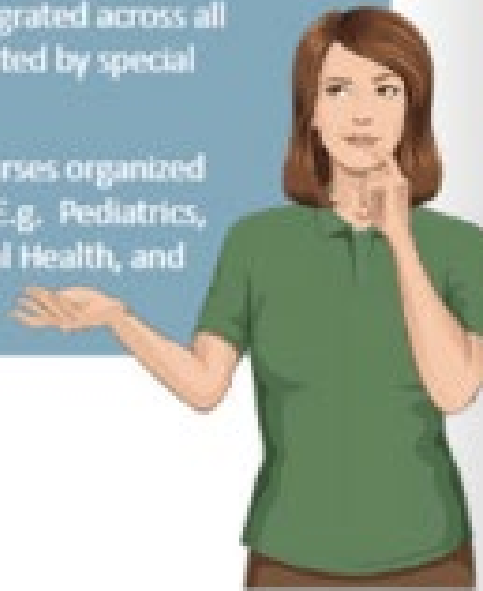
QUESTIONS TO ASK:

➤ What is the overall framework of the curriculum?

➤ How will courses be sequenced and how will course sequencing be documented?

➤ Is course content integrated across all populations or separated by special populations?

➤ How are specialty courses organized within the program (E.g. Pediatrics, Gerontology, Maternal Health, and Mental Health)?



A1: The curriculum is structured by concept, rather than being a block or competency-based curriculum. There are strong influences of theorist Jean Watson's Concept of Caring.

A2: The courses in the curriculum are mapped to a specific concept and are, therefore, organized within a concept map.

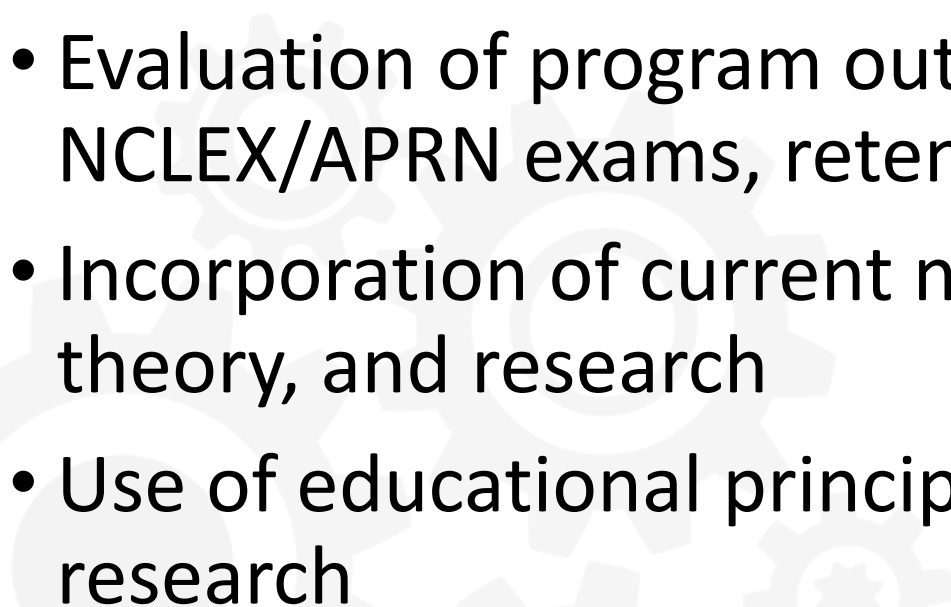
A3: The concept of oxygenation, as an example, is common to all populations: infants, children, adults, elderly, maternal, community and psychiatric specialties.

A4: The curriculum teaches specialty content sequentially beginning with healthy populations, such as maternal health, and moving to more complex specialties including mental health and community.]

Essential Components of a Curriculum

- Mission/Philosophy (drives entire curriculum)
- Conceptual/Organizing Framework
- Program Learning Outcomes (aka New Graduate Competencies)
- Plan of Study (courses)
- Curricular model (systems vs. competency-based)
- Course syllabi and weekly lesson plans

Considerations for an Effective Nursing Curriculum

- Selecting appropriate clinical experiences
 - Evaluation of program outcomes (e.g., NCLEX/APRN exams, retention rate, etc.)
 - Incorporation of current nursing standards, theory, and research
 - Use of educational principles, theory, and research
- 

Program Assessment Plan

- Expected overall program outcomes = Performance indicators that show the purposes of the program are achieved; should be realistic; e.g.:
 - Student graduation rate (retention rate)
- Faculty Outcome Examples:
 - 100% of full-time faculty will engage in at least one scholarship activity.
 - 35% of full-time faculty will achieve the terminal degree.
 - 25% of full-time faculty will obtain the credential of CNE.



Competencies V-VIII: Focus on
Scholarship, Service, Leadership, and
Self-Improvement

Function as a change agent and leader

- 6a. Function as a change agent and leader
 - Role of change agent as academic nurse educator
 - Leadership as academic nurse educator
- 6b. Engage in scholarship of teaching
 - Inquiry of teaching-learning
 - Development of self as scholar
 - Nursing education research
- 6c. Function effectively within the institutional environment and the academic community
 - Engaging with nurse education partners
 - Service Learning

Faculty Orientation and Mentoring

Need

Need formal orientation to role based on previous academic educator experience.

Need

Need assigned mentor(s).

Need

Need socialization to role:

- Introduction to departmental faculty and staff
- Introduction to physical and learning resources
- Review of courses and curriculum



Faculty Orientation and Mentoring


- Review of faculty policies (faculty handbook)
- Review of student policies (student handbook)
- Review of chain of command
- Review of faculty role expectations
- Review of job benefits and requirements for P & T
- Introduction to culture of institution, goals, political environment, and governance

Role of Faculty Mentors

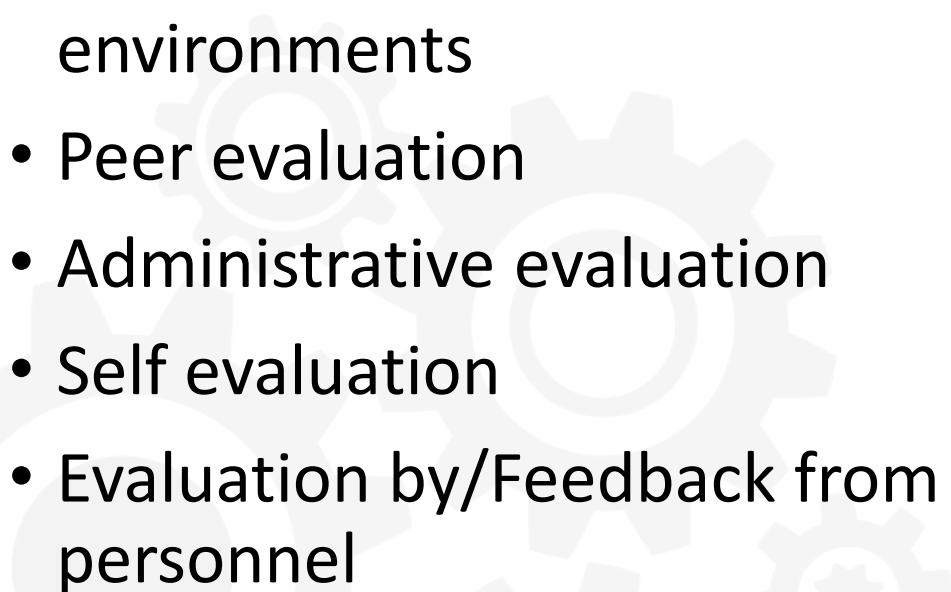
Is there a difference?



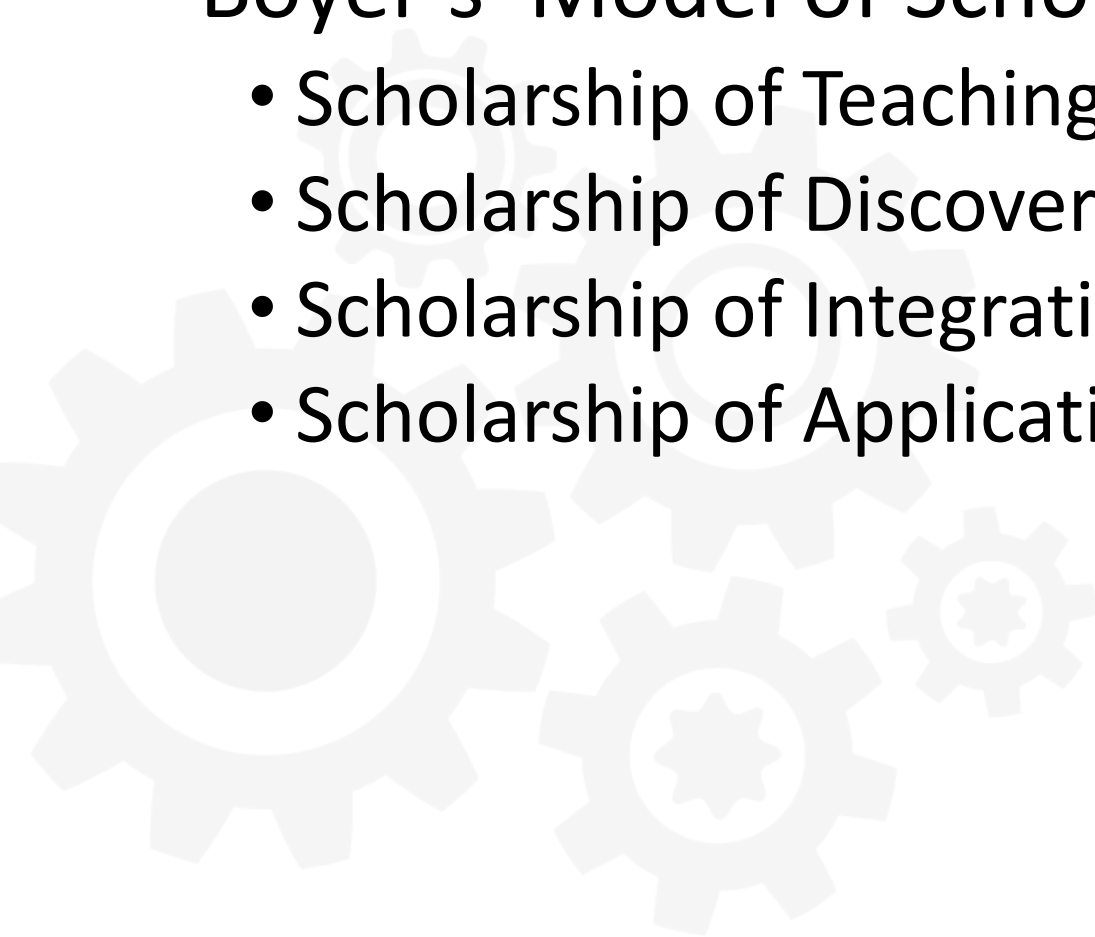
Continued Self Improvement and Leadership

- Commitment to Lifelong Learning/Professional Development
 - Active participation in professional organizations
 - Mentorship and support of other faculty
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- The background of the slide features a decorative pattern of interlocking gears in various sizes and shades of gray, creating a mechanical or industrial aesthetic.

Faculty Evaluation

- Student evaluations in didactic and clinical learning environments
 - Peer evaluation
 - Administrative evaluation
 - Self evaluation
 - Evaluation by/Feedback from clinical agency personnel
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Faculty Definition of Scholarship

- Boyer's Model of Scholarship:
 - Scholarship of Teaching
 - Scholarship of Discovery
 - Scholarship of Integration
 - Scholarship of Application
- 

Professional Development

Scholarship

SCHOLARSHIP CATEGORIES



Research



Teaching



Practice

AACN SCHOLARSHIP STANDARDS

Discovery

Teaching

Application

Integration

Boyer's Model

Types of Research Studies

- Experimental
- Descriptive
- Exploratory
- Case studies

Roles in Research:

- Principle investigator
- Member of a research team
- Committee member
- Mentoring junior colleagues

Example Documentation:

- Peer-reviewed publications &/or presentations in research, theory, or philosophical essays.
- Grants awarded in support of research
- Other evidence of peer evaluation of the work

Professional Development

Scholarship

SCHOLARSHIP CATEGORIES



Research



Teaching



Practice

AACN SCHOLARSHIP STANDARDS

Discovery

Teaching

Application

Integration

Boyer's Model

Teaching Environments

- Clinical
- Classroom
- Community

Learning Theory

- Integration into practice
- Developing research questions

Mentoring New Teachers

Evaluation Data Sources Self, Peer, or Student

Example Documentation:

- Peer-reviewed publication &/or presentations of research focused on teaching & learning
- Peer-reviewed publications of teaching innovations
- Local, state, regional, national, or international recognition as master teacher
- Grants awarded in support of teaching scholarship
- Published eval tools
- Other evidence of teaching effectiveness (program outcomes, board results, employer interviews, etc)

Professional Development

Scholarship

SCHOLARSHIP CATEGORIES



Research



Teaching



Practice

AACN SCHOLARSHIP STANDARDS

Discovery

Teaching

Application

Integration

Boyer's Model

Faculty Practice that emphasizes scholarly approaches to improving client outcomes and care delivery

Professional Development to improve clinical practice skills

Research and clinical demonstration projects in the area of clinical expertise

Mentoring students/peers
Community Education

Example Documentation:

- Peer-reviewed publication/presentations of clinical research, application of clinical skills, client outcomes to demonstrate effectiveness of nursing care, delivery, case studies
- Professional certifications/degrees/credentials
- Consultation outcome reports
- Reports of practice innovations and their outcomes
- Peer reviews of practice
- Recognition as master practitioner
- Grants related to practice

Professional Development

Scholarship

SCHOLARSHIP CATEGORIES



Research



Teaching



Practice

AACN SCHOLARSHIP STANDARDS

Discovery

Teaching

Application

Integration

Boyer's Model

Expanding on ways available knowledge in various disciplines can come together to improve the well-being of individuals and population

Developing educational programs

Interdisciplinary service projects
Interdisciplinary research

Example Documentation:

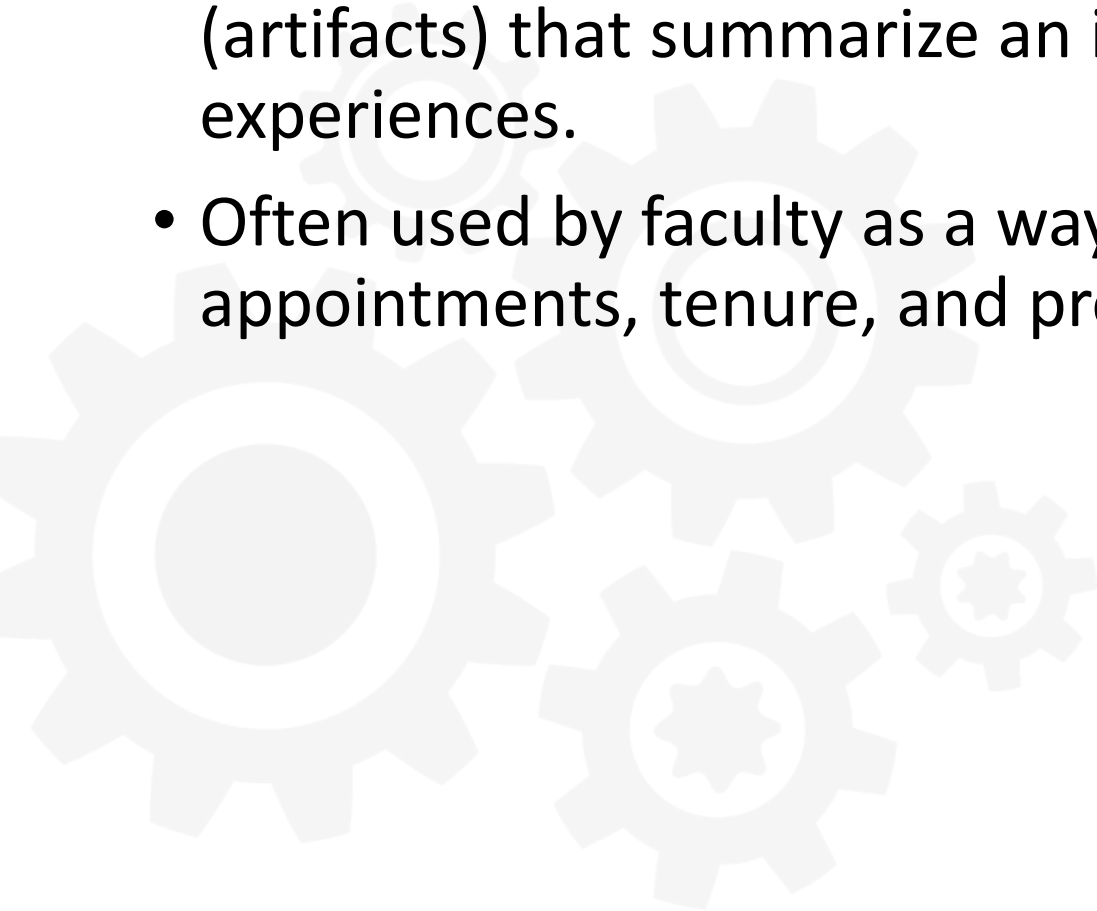
- Peer-reviewed publication/presentations that include analysis of prior healthcare research, critique of healthcare policy, reviews literature on multidisciplinary issues
- Reports of interdisciplinary educational programs or service projects
- Interdisciplinary grants
- Author/co-author of policy papers directed at organizations/governments
- Peer-evaluated contributions to integrative scholarship (expert witness, advisory board, etc)

Characteristics of Service Learning

- May be separate course or integrated into one or more courses.
- Must meet these criteria for students (Billings & Halstead, 2015)
 - Be aligned with course or curricular outcomes and be experiential.
 - Promote collaboration with community or the organization being served.
 - Develop a sense of caring, global awareness, and socialization into the profession.

CV and Portfolio

- Defined as a collection of writings and documents (artifacts) that summarize an individual's work and experiences.
- Often used by faculty as a way to display work do appointments, tenure, and promotion.



Test Preparation



- Over 200 combined knowledge checks and test questions weaved throughout the six courses will help learners prepare for the credentialing exam.
- The learner has the option to complete the program in its entirety or complete only courses aligned to content areas they wish to study, depending on their readiness for the CNE® exam.



Thankyou for your Time
Questions?