

**A MULTI-METHODS STUDY
OF THE PERCEIVED VALUE
AND OUTCOMES OF NURSE
EDUCATOR CERTIFICATION**

PVCT-ANE

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PURPOSE

Examine the perceived value and outcomes of nurse educator certification as reported by administrators, certified nurse educators, and nurse educators.

OBJECTIVE

Describe reported values, rewards, and barriers associated with academic nurse educator certification.



**Certified
Nurse Educator**

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BACKGROUND AND FRAMEWORK

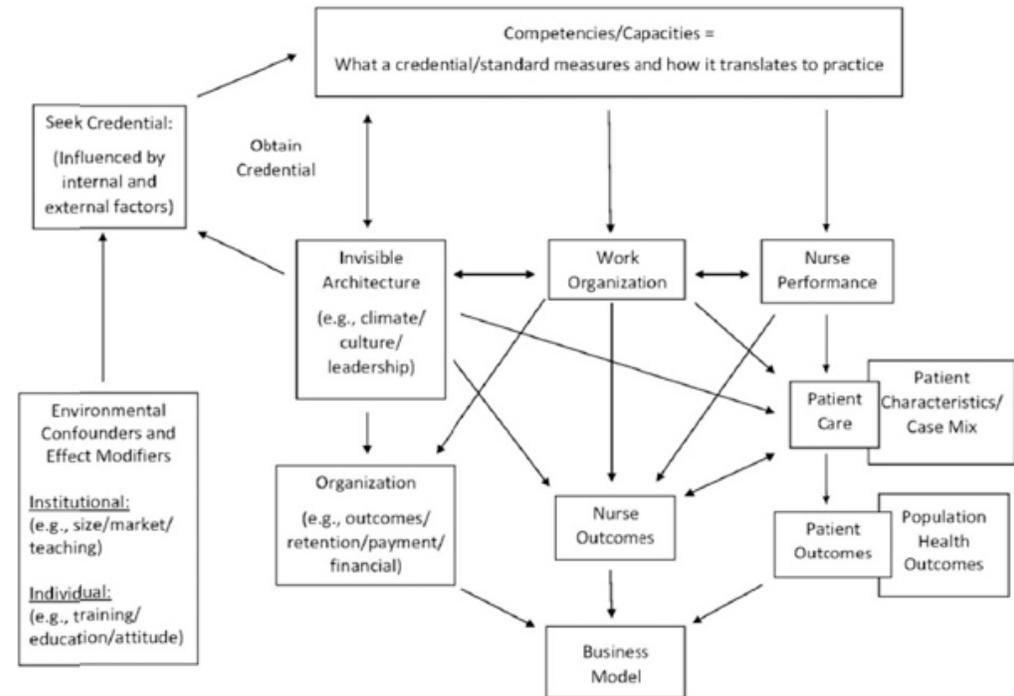
Academic Nurse Educator:

“an advanced nursing practice role within professional nursing”

(p. 1) The Scope of Practice for Nurse Educators (National League for Nursing [NLN], 2005)

Certification:

- Demonstrates expertise in a specialized area of knowledge may contribute to standardizing role expectations and quality performance measures
- Research needed to validate associated outcomes (Needleman, Dittus, Pittman, Spetz, & Newhouse, 2014)



Institute of Medicine 2015. Future Directions of Credentialing Research in Nursing: Workshop Summary. Washington, DC: The National Academies Press.

<https://doi.org/10.17226/18999>.

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PERCEIVED VALUE OF CERTIFICATION TOOL FOR ACADEMIC NURSE EDUCATORS

- 19 Item Survey PVCT-ANE (Modified *PVCT)
 - Likert scale: SA(4) to SD (1), No opinion (0)
 - Content Validity Process prior to study (Poindexter, Lindell, & Hagler, 2019)
- Additional Data
 - Demographic Questions
 - 8 Open ended exploratory questions

*Permission obtained from Competency and Credentialing Institute (CCI), formerly the Certification Board for Perioperative Nursing (CBPN)

PVCT-ANE

1212 NLN and AACN member nursing program administrators invited by email

718 responses representing **48** States

MSU IRB approval
MSU #: i052120

SAMPLE

Total Participants: 718

Certified Nurse Educators (CNE[®]): 30%

Nurse Educators (not CNE): 69%

Administrators: 56%

CNE Certified Administrators: 20%

Highest Academic Degree

Doctoral: 55%

Masters: 40%

Bachelors: 1%

Associates: 0.7%

No response: 0.03%

Program Type:

Liberal arts college or university: 43%

Research intensive university: 28%

Community college: 22%

Technical vocational program: 2%

Diploma program: 1%



	Certified Nurse Educator Non-Administrative N-75	Non-Certified Nurse Educator (CNE®), Non-Administrator N-230	Certified Nurse Educator, Administrator N=141	Non-Certified Nurse Educator, Administrator N-255
Satisfaction with Professional Accomplishment (11 items – Mean/SD)	3.60 (0.474)	3.29 (0.596)	3.71 (0.354)	3.29 (0.582)
<ul style="list-style-type: none"> ➤ Certified and noncertified educators and administrators ➤ Certified administrators and noncertified administrators ➤ Certified nurse educators and noncertified nurse educators 			$t(712) = 8.670$ $t(394) = 7.814$ $t(303) = 4.168$	$< .001^*$ $< .001^*$ $< .001^*$
Professional recognition and marketing (6 items, mean \pm SD)	2.77 (0.576)	2.73 (0.673)	2.93 (0.511)	2.70 (0.676)
<ul style="list-style-type: none"> ➤ Certified and noncertified educators and administrators ➤ Certified administrators and noncertified administrators 			$t(710) = 2.88$ $t(393) = 3.49$	$.004^{**}$ $.001^{**}$
<p>4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree *Significant $\alpha .001$ ** Statistically significant $p < .05$.</p>				

OPEN-ENDED QUESTIONS: QUALITATIVE ANALYSIS

- **Strategies**

- Two CNE nurse educators, experienced in qualitative research, conducted the analysis using inductive reasoning, independent → discussion → consensus
- Content Analysis, (adapted from Elo and Kyngas, 2008)
- Analytic Memos (Birks, Chapman, & Francis, 2008)
- De-briefing during bi-weekly phone conferences with the three researchers
- Analytical memos to explore and record notable results

- **Stages**

- 1) Preparing: immersion in the data
- 2) Organizing: distilling words into content-related categories
 - Open-coding
 - Categories
 - Themes
- 3) Reporting: communicating the process and the results (Elo and Kyngas, 2008).



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OPEN-ENDED QUESTIONS: QUALITATIVE ANALYSIS

- **Promoting trustworthiness of the results** (Adapted from Elo, et. al., 2014)

- Examples:

- Paper trail
- Peer audit
- Liberal quotations to support themes
- Member checks

- National nursing education conference attendees overwhelmingly concurred with the findings
- Identified an additional barrier to pursuing the CNE, which we incorporated in our results.



- **Sample**

- Number of respondents varied for each item
- Ranged from 205-721

QUALITATIVE RESULTS: THREE CONSTRUCTS + INCIDENTAL FINDINGS

Motivation to Pursue the CNE Credential

– Personal Factors

- Participants reported that certification allowed them to demonstrate knowledge and achieve personal satisfaction, professional goals, and an educational credential.
- Many used the word “personal” linked to a noun such as “...motivation” (6-65), “...achievement” (6-48), “...satisfaction” (6-62), and “...accomplishment” (6-97).

– External Factors

- Participants recommended support and formal recognition by their organizations.
 - Information about the CNE process, prep courses, financial assistance, and release time. “Financial assistance from employer” (11-99) and “Time to prepare for the exam. Workload limits time that is needed to adequately prepare for certification” (11-113).
 - “Support the journey”. “Time...my school has no incentive to accomplish this- it would be my own expense and effort” (11-137).
- The value in nursing education programs varied widely.
 - “A pat on the back is not enough”.
 - “CNE status is one factor in the promotion and tenure process” (13-627).

QUALITATIVE RESULTS

Nurse Educator Outcomes

- Formal roles
- Role model
- Skilled teacher
- Expanded perspective of self as educator
- Broader view of nursing education

“I better understand the learning principles behind my teaching strategies and have added more active learning...More prepared to ensure test reliability and validity and have made improvements on exams overall” (7-134).

“I am now a dean of a program which has undergraduate and graduate nursing programs on a comprehensive campus. The CNE highlighted my commitment to education when interviewing” (participant 51)

Student & Organizational Outcomes

- Few specific outcomes were noted
- Respondents identified the need for further evaluation of outcomes.

Incidental findings

- Positive attributes of CNEs
- Concerns about CNE exam

DISCUSSION: QUANTITATIVE RESULTS

- Very large, national sample; diverse from multiple perspectives
- Certification is valued more for personal satisfaction than for its professional recognition or external rewards.
 - Perceived lack of recognition and rewards for nurse educator certification in academic environments.
- Certified administrators report higher values on both subscales than noncertified administrators.
 - Possible impact of leadership values on one's potential intent to certify
 - Recognition and rewards from administrators may influence other nurse educators to seek certification.

DISCUSSION: QUALITATIVE RESULTS

- Sample highly robust- many participants took advantage of the opportunity to share their thoughts.
- Qualitative results for values and facilitators aligned with quantitative results (analyzed independently).
- Outcomes of certification -- dramatic difference in breadth and depth of comments about the nurse educator vis a vis student and organizational outcomes.

CONCLUSIONS

- PVCT-ANE reflects NLN nurse educator core competencies and confirms specialized knowledge and skills of nurse educators
- Results could be used to identify strategies to encourage nurse educators to pursue the CNE credential
- Total number of CNEs (1/2020) > 7200



RECOMMENDATIONS

- **Researchers** continue to identify outcomes of academic nurse educator certification
- **Researchers** examine student outcomes when taught by certified nurse educators
- **Administrators** recognize reported barriers and facilitators in their efforts to promote academic nurse educator certification
- **Nurse educators** encourage and mentor peers to pursue certification

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