Faculty Knowledge and Skills Development; A Review for Nurse Educators

MATTHEW S. HOWARD, DNP, RN, CEN, CPEN, CPN
DANIELLE PERKINS-MANNING, PHD, RN
• 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](http://www.nln.org/certification))
- The scope of practice for academic nurse educators (NLN) ([www.nln.org/publications](http://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
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.

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

- Facilitating Learning
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-late 1970s)
- Millennials (Gen Y) (late 1970s-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.

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
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.

**QUESTIONS TO ASK:**

1. What is the overall framework of the curriculum?
2. How will courses be sequenced and how will course sequencing be documented?
3. Is course content integrated across all populations or separated by special populations?
4. 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.]
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?
Faculty Definition of Scholarship

• Boyer’s Model of Scholarship:
  • Scholarship of Teaching
  • Scholarship of Discovery
  • Scholarship of Integration
  • Scholarship of Application
Professional Development

Scholarship

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<tr>
<th>SCHOLARSHIP CATEGORIES</th>
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<td>Discovery</td>
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<td>Teaching</td>
<td>Teaclling</td>
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<td>Application</td>
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<td>Practice</td>
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Boyer’s Model

Types of Research Studies
- Experimental
- Descriptive
- Exploratory
- Case studies

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

Roles in Research:
- Principle investigator
- Member of a research team
- Committee member
- Mentoring junior colleagues
### Professional Development

#### Scholarship

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#### Boyer’s Model

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<th>Teaching Environments</th>
<th>Example Documentation:</th>
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<tr>
<td>Clinical</td>
<td>• Peer-reviewed publication</td>
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<tr>
<td>Classroom</td>
<td>&amp;/or presentations of</td>
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<td>Community</td>
<td>research focused on</td>
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<td>teaching &amp; learning</td>
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<td>Learning Theory</td>
<td>• Peer-reviewed publications</td>
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<td>of teaching innovations</td>
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<td>• Local, state, regional,</td>
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<td>national, or international</td>
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<td>recognition as master</td>
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<td>teacher</td>
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<td>of teaching scholarship</td>
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<td>Evaluation Data Sources</td>
<td>• Published eval tools</td>
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<td>• Other evidence of teaching</td>
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<td>effectiveness (program</td>
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<td>outcomes, board results,</td>
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<td>employer interviews, etc)</td>
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Professional Development

Scholarship

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Boyer’s Model

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

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

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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)
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?