Strategies to Prepare for the Certified Clinical Nurse Educator Exam (CNEcl)

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PROVIDER/DISCLOSURE STATEMENT

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Submit questions and comments via the Questions panel. To test out this feature enter the state or country you are joining us from.

**Note:** Today’s presentation is being recorded and will be provided within 48 hours.
Learning Objectives

1. Differentiate between the CNE and CNEcl exam
2. Identify strategies to prepare for the CNEcl exam
3. Determine if the CNEcl exam is the right certification for you
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)
Goals of the CNEcl

- Distinguish academic clinical nursing education as a specialty area of practice.
- Recognize the academic clinical nurse educator’s specialized knowledge, skills and abilities and excellence in clinical teaching.
- Strengthen the use of selected core competencies of academic clinical nurse educator practice.
- Contribute to academic clinical nurse educators’ professional development.
## Certified Academic Clinical Nurse Educator (CNE®cl) Examination Test Blueprint

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Academic Clinical Nurse Educator

- Facilitates the learning of nursing students throughout clinical components of an academic nursing program.
- Accountable for providing fair evaluations of learners’ performance in meeting expected learning outcomes.
- (e.g., clinical faculty, part-time faculty, adjunct faculty, clinical instructor, preceptor).
Two Qualifying Options

- **Option A: Must meet criteria 1, 2, & 3**

1. **Licensure:** Documentation of valid licensure/certificate or other documentation of unencumbered practice as a nurse in one’s country of residence.

2. **Education:** A graduate degree with a focus in nursing education

3. **Professional Practice:** Three years in any area of nursing.
Two Qualifying Options

- **Option B**: Must meet criteria 1, 2, 3, & 4

1. **Licensure**: Documentation of valid licensure/certificate or other documentation of unencumbered practice as a nurse in one’s country of residence.

2. **Education**: A baccalaureate degree in nursing (or higher)

3. **Professional Practice**: Three years in any area of nursing

4. **Academic Practice**: Two years of teaching experience in an academic setting within the last five years (may include simulation).
Essential Tools for CNEcl Preparation

- Certified Academic Clinical Educator (CNEcl) 2019 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
Faculty Knowledge and Skills Development: A Review for Clinical Nurse Educators (FKSD)

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

- **Recall**: The ability to recall or recognize specific information.
- **Application**: The ability to comprehend, relate or apply knowledge to new or changing situations.
- **Analysis**: The ability to analyze and synthesize information, determine solutions and/or to evaluate the usefulness of a solution.
CNEcl Exam

- 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)
Are Good Teachers Simply Born?

- Is it genetic and you either have it or you don’t?
  OR
- Can ineffective teachers become better?
- Can you make a good teacher even more effective?
Objectives for the clinical experience

- What are the objectives for this clinical experience?
- What are the systems or disease I should focus on when choosing patients in clinical?
- What are the appropriate observations I can have my students do in clinical?
- What paperwork is required in clinical?
- How are the objectives linked to the summative clinical evaluation?
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Historically...

- If you know the material, you can teach it.
- See one, do one, teach one
- I teach the same way as I was taught.
- The ceiling effect
## Difference between academic and clinical

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<th>Clinical Setting</th>
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<tbody>
<tr>
<td>- Facilitate dissemination of knowledge, development of creative thought and</td>
<td>- Provide high-quality patient care</td>
</tr>
<tr>
<td>student growth, award degrees</td>
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Faculty/Supervisor Accountability

**Academic Setting**
- To the student
- To the University

**Clinical Setting**
- To patient and family
- To the clinical facility
- To the student
# Student Accountability

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<td>- To self</td>
<td>- To patients and families</td>
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<tr>
<td></td>
<td>- To the clinical instructor</td>
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<td></td>
<td>- To clinical facility</td>
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<td>Primary Learning Tools</td>
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<tr>
<td><strong>Academic Setting</strong></td>
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<td>Books</td>
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<td>Lectures</td>
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<td>Case Studies</td>
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<td>Lab</td>
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<td>Simulations</td>
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<tr>
<td><strong>Clinical Setting</strong></td>
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<tr>
<td>Situation of Practice</td>
<td></td>
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<tr>
<td>Patients</td>
<td></td>
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<tr>
<td>Families</td>
<td></td>
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<tr>
<td>Staff</td>
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Tolerance for Ambiguity/Uncertainty

Academic Setting
- HIGH

Clinical Setting
- LOW
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Clinical Education

- Effective teaching is more than an art.
- Teaching requires a conscious effort, practice, and self-assessment.
- A framework can help you improve your teaching skills.
Critical Thinking in Clinical

- How does the student develop answers to problems?
- What does the student do when he or she doesn’t know the answer?
- Does the student cite reasons and sources?
- Does the student ask for reasons? Ask Why?
- Does the student seek information in making decisions?
- Does the student generate many alternatives before choosing a solution?
- Does the student recognize discrepancies in the environment?
Measuring Clinical Competency

- What are the ways you are measuring competency in your nursing students?
- How can the skills lab be used to promote and evaluate clinical competency for the nursing students?
- Do you use peer evaluation while in clinical? Do you expect your nursing students to work together as a team?
- How do you effectively use post conference to teach your nursing students?
- If you want your students to present a case or situation during post conference how do you prepare them to be effective?
- How do you teach your students to do concept mapping and clinical paperwork? Students should not leave clinical until they know exactly what their priorities are in their paperwork.
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Clinical Evaluation & Feedback

One of the most challenging responsibilities of nursing faculty is to evaluate student clinical performance (Boley & Whiney, 2003)

Because:

- Some nursing educators have not been formally prepared in the evaluation process.
- Some educators fear that evaluation makes them vulnerable to legal action.
Evaluation-When do I begin?

- Evaluation should begin as soon as the student starts
- It should be ongoing and continuous
- It should reflect what the outcome will be – no surprises at the end of the internship
Types of Evaluation

- Formative
  - Feedback given to students during the course of a clinical internship
  - Primary purposes
    - To provide feedback during practice
    - To determine how students are changing
    - To identify additional work needed for mastery
Types of Evaluation

- Summative
  - Feedback given to students at the end of a clinical internship
  - Primary purposes
    - To evaluate overall effectiveness of a clinical course
    - To determine whether a student is competent in a procedure
    - To evaluate the final achievement of objectives
    - To gather data for determining grades
Peer Evaluation

- Peer Evaluation
  - Encourage clinical group to work together as a team and provide each other with constructive criticism.
    - “critique each other in a non-threatening way”
### Types of Evaluation

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<td>- Outcome</td>
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<td>- Provides learning</td>
<td>- Grading</td>
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<td>- During</td>
<td>- At the end</td>
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<tr>
<td>- Predicts summative</td>
<td>- Sets standards for formative</td>
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Feedback is Key

- Providing students with formative evaluation - FEEDBACK - during the course of the clinical is key to achieving the primary purposes.
What is Good Feedback?

- Specific vs. Global
  - “You need to keep your patients on track during your interview.” vs. “Your interview was terrible.”

- Positive vs. Negative
  - “Your hands are close to correct for that mobilization, but you will have better results if...” vs. “Your hands are not in the correct place.”

- Useful vs. Directed at something that cannot be changed
  - “Let’s problem solve how you are going to do that technique because you seem to have difficulty.” vs. “You can’t do that technique because your hands are too small.”

- Supportive vs. Judgmental
  - “Well, 2 hours is rather long to do an eval.” vs. “I have never had a student who took 2 hours to do an eval.”
What is Good Feedback?

- Fair vs. based on only one incident
  - Safety is an exception to this. However, in general you should based on several observations.
- Honest vs. obscured by attempts to protect feelings
  - This person is going to be your colleague, you need to tell them if they are not meeting the competencies.
- Given in private vs. in front of others
- Based on first-hand information vs. based on hearsay or conjecture
  - Whenever possible feedback should be based on what you have observed.
What is Good Feedback?

- Constructive vs. Given without suggestions for improvement
  - “When you get Mr. Smith out of bed you should support his right leg.” vs. “You used an inappropriate technique for getting Mr. Smith out of bed.”
  - Feedback is all about change
- Focused on behavior vs. Focused on personality traits
  - “When you enter a patient’s room it is important to smile and greet them.” vs. “You are too abrupt when you begin your treatments.”
- Checked for clarity vs. Improperly understood
  - Always ask your student to repeat what you said so you will know that they have heard what it is you want them to hear and change.
- Current and timely vs. Delayed by several days or weeks
Maintain an Environment for Open Discussion

- Consider the physical environment in which you are going to discuss concerns.
- Consider your body language and how it may impact the discussion.
- Encourage questions and suggestions from the student.
- Use cooling off periods if the discussion gets too heated.
Manage Defensiveness

- Be aware sensitive areas (both your student’s and your own)
- Keep limits and non-negotiables in mind – write them down if necessary.
- Focus on the behavior and the professional requirements.
- Have a third party present.
- Practice what you are going to say.
Promote Collegiality Through Disclosure and Sharing Responsibility

- Work together to establish goals and decisions.

- Sharing your own struggles or challenges can encourage student sharing.
Guidelines for Summative Evaluation

- Assessments should be based on definite observations
- Assessment should be based on typical and frequent performance
- Do not “average” performance
  - Assessment should be based on what the student is doing today.
- Know the tool you will be using to assess your student.
- Use explanatory remarks.
In Summary…

- Students need feedback to know how they are doing and what they need to change.
- If the student is not making progress, contact the school ASAP.
- Formative evaluation should predict summative evaluation – NO surprises!
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Practice Question

Which statement by a novice educator indicates a need for follow up by the mentor regarding formative clinical evaluation of students?

A. “I need to provide feedback on a regular basis about each student’s progress.”
B. “I should compare each student’s weekly clinical performance with the weekly clinical learning outcomes.”
C. “I should include frequent feedback for students on their clinical paperwork assignments.”
D. “I need to determine if each student’s performance is a pass or fail for each week.”
Practice Question

Which statement by a novice educator indicates a need for follow up by the mentor regarding precepted clinical experiences for pre-licensure students?

A. “The preceptor should meet our criteria for selection for the course.”
B. “I need to frequently monitor the preceptor and student experiences.”
C. “The preceptor will complete the student’s summative clinical evaluation.”
D. “I will ask students to evaluate their preceptors and their overall clinical learning.”
Thank You for Your Time

“I’m a good teacher. The problem is they aren’t very good learners.”

-Anonymous Faculty Member
Please continue to submit your text questions and comments using the Questions panel.

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Thank you for attending!

- We will send you an email in the next 72 hours that will include a link to the webinar recording and the process for completing the evaluation to obtain your CNE certificate.
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