

Title:

Faculty Perceptions of Nurse Educator Certification

Tammy Diane Barbé*College of Nursing, Georgia Baptist College of Nursing of Mercer University, Atlanta, GA, USA***Session Title:**

CNE

Slot:

2A: Friday, April 4, 2014: 11:45 AM-12:30 PM

Scheduled Time:

12:05 PM

Keywords:

certification and faculty development

References:

Carey, A. H. (2000). Data driven policy: The case for certification research. *Policy, Politics, & Nursing Practice*, 1(3), 165-171. Gaberson, K. B., Schroeter, K., Killen, A. R.; & Valentine, W. A. (2003). The perceived value of certification by certified perioperative nurses. *Nursing Outlook*, 51, 272-276. Haskins, M., Hnatiuk, C. N., & Yoder, L. H. (2011). Medical-surgical nurses' perceived value of certification study. *Medsurg Nursing*, 20(2), 71-77, 93. Kaplow, R. (2011). The value of certification. *AACN Advanced Critical Care*, 22(1), 25-32. Messmer, P. R., Hill-Rodriguez, D., Williams, A. R., Ernst, M. E., & Tahmooressi, J. (2011). Perceived values of national certification for pediatric nurses. *Journal of Continuing Education in Nursing*, 42(9), 421-432.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SP EAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Example Critique selected definition of the term, "curriculum"	Example Definitions of "curriculum" <ul style="list-style-type: none"> • Course of study • Arrangements of instructional materials 	Example 20 minutes	Example Name, Credentials	Example Lecture PowerPoint presentation Participant feedback	Example Group discussion: What does cultural training mean to you?

	<ul style="list-style-type: none"> • The subject matter that is taught • Cultural "training" • Planned engagement of learners 				
Examine the purpose of certification in nursing education.	Overview of certification in nursing and history of nurse educator certification.	5 minutes	Tammy Barbé, RN, PhD, CNE	Lecture and PowerPoint presentation or poster presentation	Group discussion: Do you believe that nurses should be encouraged to become certified in nursing education? Why or why not?
Identify faculty perceptions of nurse educator certification.	Overview of the Perceived Value of Certification Tool (PVCT©); Identification of intrinsic and extrinsic factors identified by nursing faculty; Discussion of how faculty perceptions of nurse educator certification vary from nurse perception of	10 minutes	Tammy Barbé, RN, PhD, CNE	PowerPoint presentation or poster presentation	Group discussion: Do you identify with the perceptions of the study participants? How do your perceptions vary?

	certification in nursing.				
Discuss the perceived facilitators and barriers to achieving nurse educator certification.	Discussion of faculty identified facilitators and barriers; Suggestions for faculty development activities.	5 minutes	Tammy Barbé, RN, PhD, CNE	Lecture/Discussion and PowerPoint presentation or poster presentation	Group discussion: Do you identify with the listed facilitators and barriers? Are there other facilitators or barriers that apply to you?

Abstract Text:

Certification is designed to protect the public, recognize and encourage professional achievement, and enhance professionalism. While certification of nurses in areas of clinical specialty has existed for almost 40 years, certification of nurse educators is less than a decade old. While clinical certification of nurses has been linked to improved patient outcomes, it is unknown whether nurse educator certification leads to better student and faculty outcomes. A pilot study was conducted to investigate perceptions regarding nurse educator certification among nursing faculty and to adapt an existing survey tool (Perceived Value of Certification Tool©) to examine perceived value of nurse educator certification. The tool was administered to nursing faculty at a southeast University. Eighty-three percent of the faculty responded. Internal consistency reliability of the 24 item tool was reported as a Cronbach's alpha of .945. The value statements that faculty most agreed with included: validates specialized knowledge, provides personal satisfaction, and enhances feeling of personal accomplishment. Faculty agreed least with the following statements: increases salary, increases consumer confidence, and promotes recognition from other health professionals. Participants identified multiple barriers to certification. The time to prepare for the examination, lack of qualifications, and limited knowledge of the benefit of certification were common themes. Those already certified in a clinical specialty did not see the benefit in a second certification. Financial support was identified as the greatest facilitator. Seventy-three percent of the participants were more willing to take the certification exam if the initial testing fee was reimbursed by the institution. These findings are consistent with prior research of perceived value of certification in clinical nursing specialties.