Advancing the Science of Nursing Education through Peer Mentoring

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Objectives

Through participation in this discussion, the learner will have the opportunity to:

1. Examine the process and benefits of certification as a nurse educator.

2. Describe nurse educator competencies as they facilitate mentoring to prepare increasingly diverse learners.

3. Create a Nursing Education Certification course study plan from the resources and tools provided in this presentation for themselves and colleagues.
Background and significance

- Faculty shortage intensifying (NLN, 2016)
- Faculty shortage influences nursing shortage (NLN, 2016; ANA, 2015)
- Lack of specific preparation for role of nurse educator in PhD, DNP or Master’s programs (Billings and Halstead, 2014)
- Lack of support for transition from expert clinician to novice educator
New faculty report..

- They don’t know enough to be a teacher!
- They worry they won’t be able to answer the student’s questions...
- They will look foolish in front of the students
- They won’t fully understand the curriculum plan
- They won’t know how to create a syllabus or an assignment
- They won’t know how to teach about being a nurse
- They won’t know how to evaluate students fairly
- They won’t fit in to the culture of their new department
- They won’t fit in to higher education

Caputi, 2015
Competent Educators are Mentors

- Being certified as a nurse educator \(^{(NLN, 2005)}\)
  - NLN Core competencies
  - Test Blueprint
  - Study tools and references
- Using evidence based educational strategies
- Supporting colleagues for success
- Sustainability
Mentorship in nursing education

Benner’s Novice to Expert Theory (Benner, et al., 2010)

• What needs to be in place for this process of mentoring and evolution in the educator role to happen?
• What can a nurse educator do to help in this socialization?
  • Create a positive learning environment
  • Create opportunities for educator to develop own skills
  • Use university educational support systems
  • Serve as a role model
Becoming certified as a nurse educator

- Eligibility criteria
  - US
  - International

- Study tools
  - Test blueprint, nln.org/
  - Formal review courses
  - Group work
  - Individual study

NLN, 2016; Caputi, 2015; Billings & Halstead, 2014
Competencies of nurse educators

- Facilitate learning
- Facilitate learner development and socialization
- Use assessment and evaluation strategies
- Participate in curriculum design and evaluation of program outcomes
- Function as a change agent and leader
- Pursue continuous quality improvement in the nurse educator role
- Engage in scholarship
- Function within the educational environment

(NLN, 2005)
Mentoring project

- Purposes:
  - Mentor novice nurse educators to increase knowledge and skills in best practices in nursing education.
  - Facilitate preparation for successful completion of the Certified Nurse Educator exam.
  - Increase the cadre of CNE’s on the faculty.
Project methods

- Planning
- Scheduling
- Content and strategy selection
- Creating the online course site
- Obtaining institutional support
Importance of EB teaching

- Assessing the learner
- Planning
- Implementing evidence based strategies
- Evaluation of learning outcomes
Study tools and resources

Investigate Web-based learning

How do learners like to learn?
- **VARK:** Visual, Auditory, Read/Write, Kinesthetic
- **Ex:** Provide pictures of otitis media; discuss the findings, s/s or manifestations; assign “Ear assessment” in chapter readings, and bring out otoscope equipment for student to practice

Competencies of nurse educators
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- Facilitate learner development and socialization
- Use assessment and evaluation strategies
- Participate in curriculum design and evaluation of program outcomes
- Function as a change agent and leader
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Examine academic dishonesty and incivility
- **What is incivility?**
- **Student behavior:**
- **Cheating:** what is effective and ineffective

A nurse educator recognizes that a student who is a visual learner would prefer which of the following assignments:

- a. Watch a movie and then discuss it with the class
- b. Read a textbook and write an essay
- c. Create a concept map using the stages of change model

Certification as a Nurse Educator
Review Session # 2

Facilitating Learner Development and Socialization
(14% of examination, approximately 21 questions)
Colleague support for Success!

Shared resources
Reviewed practice exams
Online course learning
Recorded review sessions
Sustainability plan for ongoing Mentoring

- Creating an online platform
  - IT created an online course for review participants
  - Course included review materials, monthly classes and assignments, practice tests, and discussion board for questions

- Session recordings
  - Posted on course site for individual viewing

- College and SON support
  - Books, resources
  - Practice tests
Evaluating outcomes

- **Participants**
  - Full time faculty and adjunct faculty invited
    - Full time faculty, $n = 10$
    - Adjunct faculty, $n = 1$

- **Sessions**
  - AM with breakfast, $n = 5$
  - Lunch time with lunch, $n = 6$
  - Combined session (Practice test)

- **Outcomes**
  - Successful certification, $n = 3$ so far!
Helpful sources


- National League for Nursing website, www.nln.org
  - Faculty certification information, www.nln.org/facultycertification/information/index