Title:
Influencing Quality Improvement in the Nurse Educator Role Using the STTI Faculty Knowledge/Skills Development Program

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Session Title:
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Slot:
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Scheduled Time:
1:15 PM

Keywords:
Best educational practices, Faculty development and Quality improvement

References:


Abstract Summary:
The purpose of this presentation is to share the benefits, challenges, and outcomes of implementing and evaluating the Sigma Theta Tau International Honor Society of Nursing (STTI) Faculty Knowledge/Skills Development (FKSD) Program for a faculty-wide initiative held during a one year period.

Learning Activity:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<tr>
<td>The learner will be able to identify the benefits and challenges of using the STTI Faculty Knowledge/Skills Development (FKSD) Program to promote continuous quality improvement in the nurse educator role</td>
<td>Benefits: Application of best teaching practices, Sense of pride in current practices, Improved communication</td>
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<td>Challenges: Time management, Isolation</td>
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The learner will be able to describe three outcomes related to application of best evidence from the FKSD Program

| Video clips into online courses, Updating multiple option quizzes, Activities to support civil learning environments |

Abstract Text:

**Background**: Commitment to continuous quality improvement in the nurse educator role is an educator core competency (National League for Nursing, 2012). As part of an ongoing faculty development and continuous quality improvement program, the School of Nursing purchased access to the STTI FKSD Program (Sigma Theta Tau International Honor Society of Nursing, 2016) for each full-time faculty member. After an explanation of the program, participants were asked to complete a survey to gather demographics and baseline data. The program modules were available from January 2016-January 2017. Faculty were given the option of having an entirely self-paced experience, or participating in watching some of the modules as a group with discussion afterward. These discussions turned out to be a very important component of the experience.

A total of 36 faculty members participated, ranging in age from 30-69 years old. There were 31 females and 5 males. Teaching experience ranged from early career through over 20 years, and the majority had taken education-related courses in the past. At completion, participants were asked to identify information they found the most useful, the least useful, and one application of information learned to their faculty role.

**Benefits**

While direct application of best teaching practices learned in the modules were the most obvious beneficial outcome, there were also unexpected benefits. The discussion groups held after viewing the individual modules created a natural forum for sharing best practices that are already taking place, building a sense of pride in our current teaching practices. Over time, discussions also provided a way to help each other problem solve and increased the quality of communication among faculty who normally do not work together. This proved one of the most important program benefits. Additionally, participants earned 15.3 contact hours for program completion.

**Challenges**

Although one year to complete the 15 modules seemed more than sufficient at the project beginning, many faculty found that incorporating one more activity into an already crowded schedule was difficult. While some enjoyed the completely self-paced experience, others found that listening to the modules by themselves was somewhat isolating and they preferred a more structured approach such as group viewing and discussions.

**Outcomes**
Examples of application of best evidence in teaching practices included the following

- Incorporating best practices in online teaching more consciously
- Updating multiple option quizzes
- Exploring a new method of giving quizzes in a flipped classroom
- Incorporating video clips into online courses
- Adding specific activities to support civil learning environments
- Increasing reflection time in didactic classes
- Improving evaluation of learning activities
- Updating assignments based on ideas from multiple modules
- Creating formative, non-graded clinical assignments

Implications/ Applications to Practice

We found the FKSD program highly beneficial when used as a group activity. The program provided a discussion forum related to opportunities for improved teaching-learning practices, as well as of our own current best practices. Improved communication among faculty was an unexpected and important benefit.