

Title:

SPECIAL SESSION: Becoming a Nurse Educator

Presenters:

Joyce P. Griffin-Sobel, PhD, RN,, CNE, ANEF, FAAN

Robin Newhouse, PhD, RN, NEA-BC, FAAN

Type:

Oral

Keywords:

competencies, educator and nurse

Summary:

Two experienced deans and nurse educators will describe their own journeys, provide tips on becoming successful as a faculty member, and options for career paths.

Abstract Text:

This session will be a discussion between two experienced deans, nurse educators and the audience on routes and options to becoming a nurse educator. Differentiating educational routes including master's degrees, DNP and PhD degrees will provide the participants with the background to make appropriate career choices. Discussion of tenure track and clinical tracks, national trends regarding tenure in universities and select state issues will be included as topics for interaction with the audience. There is currently a national discussion on the appropriateness of tenure track appointments for graduates of DNP programs, and those arguments will be described for the learners. We will also describe paths to developing competency as a nurse educator. Using the NLN competencies for nursing faculty, we will elucidate what each of those competencies entails, and how the learner might acquire them. The rigors of the tenure track will be highlighted, and the productivity expectations at research universities will be described. The faculty role in associate degree programs and baccalaureate and higher programs will be described. Teaching and learning at a distance, teaching and learning in online environments, and some initial strategies for assessing and evaluating learning outcomes will be described. Some time will be allotted for discussion of clinical education and the strategies for success in those environments. A brief discussion of how people learn, and effective teaching with examples from history, mathematics and science will be included. Also included will be how faculty are evaluated, salaries for different faculty roles, and differences between public universities and private. Questions will be solicited from the audience and we will use a highly interactive format to engage the participants. Additionally, we will also describe experiences of some international faculty members who are now teaching in the United States, and how a US nurse might acquire a teaching position internationally.

Final Number:

H 21

Slot:

H 21: Monday, 30 October 2017: 2:45 PM-3:30 PM

References:

Billings D & Halstead J. 2015. Teaching in nursing: a guide for faculty. St. Louis: Saunders.

National Research Council. 2012. How people learn: Brain, mind, experience and school. Washington DC. National Academy Press.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to describe steps in becoming a nurse educator.	Educational paths, requirements for faculty in community colleges, baccalaureate and higher colleges.
The learner will list 3 strategies for success as a faculty member.	Tenure track, clinical pathways, desirability of tenure, DNP and tenure track.