Florida Southern College School of Nursing has paired the MSN Educator student with an experienced faculty member as their preceptor and mentor to guide the graduate nursing student in the role of nurse educator in the academic setting. The importance of mentorship for MSN Educator students is critical to improve the student’s academic experience and ability to apply new teaching and learning concepts. Of particular importance is the student’s ability to develop the essential skills to effectively create and manage courses in hybrid formats. To accomplish this, a faculty mentor must guide the student, as the student immerses him/herself into the construction of course objectives and curriculum. Faculty trained in blended course best practices, supported by instructional technology and Web-based learning support team, is instrumental in guiding the student.

This presentation presents a case review of the Faculty- MSN Educator Student mentorship process. The MSN Educator student worked with a faculty member for 15 weeks to complete 175 hours of mentorship and practice. The MSN Educator student was assigned to redesign an RN to BSN evidence based course. The course had originally been delivered in a traditional format. The student worked closely with the faculty mentor to create a hybrid course utilizing best practices for a multigenerational student body. The course reconstruction was monitored and feedback provided on a weekly basis by the faculty mentor. The end result was a course that received strong positive student evaluations and a request by some students for additional blended courses.

The faculty mentor guidance of the student through the experience was invaluable; this was instrumental as it allowed the student to recognize her own strengths and opportunities for improvement as an academic nurse educator. This process allowed the student to appreciate the learning journey even more as the student also became more knowledgeable about the many different challenges of providing education to multigenerational classes that learn, behave and perceive course work differently. Additionally, the student gained new insights into how hybrid courses are designed and the unique challenges these courses present. Finally, the project increased the student’s confidence in applying information acquired through the program. Being able to discuss class strategies, identify gaps in knowledge, research, and practice was an invaluable experience for the MSN Educator student working with a faculty mentor.

Title:
Faculty Mentorship to Facilitate MSN Nurse Educator Students in Reconceptualization of a RN-BSN EBP Course

Keywords:
Blended method, Evidence based practice and Mentor

References:


**Abstract Summary:**
Mentorship for the MSN Educator student is critical to improve the student’s academic experience and ability to apply new teaching and learning concepts. This presentation presents an example of a mentorship process to promote the MSN Educator Student’s ability to redesign a hybrid course for a multigenerational cohort.

**Content Outline:**
1. Background

The Faculty at Florida Southern College partnered as mentors for graduate students in the MSN Educator track at Florida Southern College. The goals and objectives of mentorship was to provide preceptors for the students and support the students in construction of a senior course project.

Of particular importance is the student's ability to develop the essential skills to effectively create and manage courses in hybrid formats. To accomplish this, a faculty mentor must guide the student, as the student immerses him/herself into the construction of course objectives and curriculum. Faculty trained in blended course best practices, supported by instructional technology and Web-based learning support team, is instrumental in guiding the student.

- Mentorship in academic setting
- Traditional Classroom
- Blended Method approach

2. Philosophy of learning
The RN-BSN program at Florida Southern College School of Nursing have a long standing history of small classes that meet on campus. Many students preferred face to face classes and had shown little desire to participate in web-based blended education courses.

- Faculty Mentorship
- Collaboration

3. Literature Review

4. Course Conceptual Framework

- Conceptual Models
- Evidence Based Practice Process
- Developing a curriculum model to foster evidence-based practice across generations

5. Course Structure and Content

- Reconceptualized framework for blended EBP Course
- EBP Course Schedules Topics and Format

6. Evaluation

- MSN Student Evaluations were positive
- RN-BSN students enrolled in EBP course were positive. The RN-BSN students requested addition classes be reconceptualized to the blended course method.

7. Conclusion: Lessons Learned

- Mentorship for MSN Educator Students can be beneficial to the student, faculty and the college.
- The faculty mentor guidance of the student through the experience was invaluable; this was instrumental as it allowed the student to recognize her own strengths and opportunities for improvement as an academic nurse educator.
- The MSN Educator student gained new insights into how hybrid courses are designed and the unique challenges these courses present.
- Students enrolled in the class were very excited about the flexibility of learning in a web-based blended course environment.

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Professional Experience: I am a 2004 graduate of the University of South Florida, College of Education where I graduated with a MA in Adult Education. Essentials of the MA degree included, curriculum construction, development, implementation, evaluation and revision. I have a Master of Science in Nursing and a Doctorate of Nursing Practice. I worked at Lakeland Regional Medical Center for 25 years holding positions such as an Education Specialist and Education/HR Department manager. I was a Provider with CE broker for the State-board of Florida. I am a full time Assistant Professor at Florida
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**Professional Experience:** Dr. Beverley Brown, graduated in 1990 with a MS (FNP track) and in 2001 with a Doctorate of Education. She worked in the Polk County Health Department providing care across the life span for 12 years which led her to assisting in setting up three indigent clinics in Polk County Florida. She currently holds the position of Chair of the Board in one of the clinics. In addition, she is an Assistant Professor of Nursing at Florida Southern College in Lakeland, Florida and the Program Director the MS program.

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