Certified Nurse Educator (CNE) Review Manual

The only book you need to pass the CNE exam.

Editors:
Ruth A. Wittmann-Price
Maryann Godshall

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Certified Nurse Educator (CNE) Review Manual

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One of the effects of the nursing faculty shortage has been a heightened awareness of the important role of educators in schools of nursing and clinical settings. This awareness has extended beyond nursing education to the general public, with news reports informing readers about qualified applicants to nursing programs being turned away because of the lack of faculty to teach them. The current faculty shortage has occurred for a number of reasons, including fewer graduate students preparing for educator roles to replace the number of faculty who are retiring, difficulties in recruiting clinicians and administrators to teach in schools of nursing because of the lower salaries of faculty compared with healthcare settings, and until recently, limited numbers of programs to prepare nurse educators. The awareness of the need for nurse educators, combined with the reality of decreasing numbers of faculty, has led to the growth of Master’s, Doctoral (both PhD and DNP), and certificate programs to prepare nurse educators and the development of strategies such as scholarships and loans to encourage graduate students to consider a career in nursing education (Oermann, 2005). However, the current economic recession threatens the gain nursing has made in recent years to increase the number of educators.

Accompanying these trends is the recognition that nursing education has a body of knowledge to be learned, and that there are core competencies to be developed for the expert teaching of nursing. Nurse educators need an understanding of learning concepts and theories, principles of curriculum development and course planning, and their roles and responsibilities in those areas. Across all settings in which students learn, nurse educators must be skilled in planning instruction for students with varying learning needs and abilities, selecting appropriate teaching methods, presenting information effectively to small and large groups of learners, integrating active learning methods within classes and courses, and demonstrating evidence-based clinical teaching skills. Today’s faculty needs a breadth of knowledge and competencies because their roles also may include teaching distance education courses, in simulation laboratories, and with innovative instructional methods and technologies.

Educators not only teach, they also are responsible for assessing and evaluating students’ learning outcomes and clinical competencies. Assessment is the collection of information about student learning and performance, and provides a basis for identifying learning needs and deciding on instructional activities to promote further learning. Assessment also helps educators to confirm that students have met the desired outcomes and developed necessary clinical competencies. Evaluation is the process of making judgments about those outcomes.
Foreword

Nurse educators function within institutions, and, as such, need to understand the environment in which they teach and its effects on their roles and responsibilities. The mission and goals of the setting influence the educator’s role. Differences across schools of nursing in tenure and promotion requirements, criteria for clinical and tenure tracks for nursing faculty, and expectations of faculty are striking. To be successful, the teacher needs to understand those requirements and expectations.

Across all settings, the nurse educator is a leader and change agent, participating in efforts to improve nursing education, developing educational innovations, and gaining leadership skills. Once prepared as a nurse educator, one’s own learning and professional development continues. Educators need to expand their own knowledge and skills and be committed to participating in career development activities. As faculty foster the value of lifelong learning among students, so too are faculty lifelong learners.

Decisions made about educational practices should be based on sound evidence, generated through research studies that are of high quality. Much of the current research in nursing education, though, is done with small samples, in one setting, and with questionable tools. We cannot identify best practices in nursing education without high quality research studies. In some areas of nursing education, however, there is evidence to guide teaching, but how many educators routinely check the literature as a basis for their educational decisions? The role of nurse educator as scholar not only includes conducting research and disseminating findings but also approaching one’s teaching by questioning current practices and searching for evidence to answer those questions (Oermann, 2009).

Many health fields offer certifications to acknowledge expertise in a specialty area of practice or role, and there is evidence to support positive outcomes of certifications (Wade, 2009). Similar to certifications in clinical specialties, certification in nursing education is a means for teachers to demonstrate their knowledge about nursing education and expertise in the educator role. The National League for Nursing offers certification in nursing education through its Certified Nurse Educator (CNE®) examination. That examination assesses the teacher’s knowledge about learning, curriculum development, teaching methods, assessment and evaluation, academic institutions, quality improvement as a nurse educator, and scholarship in nursing education. It serves as a means of documenting advanced knowledge, expertise, and competencies in the role of nurse educator.

This book was developed as a resource for nurse educators to prepare themselves to take and pass the CNE examination. It includes valuable information for this purpose and also serves as a review of important principles for effective teaching in nursing. The book describes the concepts and principles that define nursing education, describes the core competencies of nurse educators, and provides a perspective of expert teaching in nursing. This book is a valuable resource for nurse educators in preparing for the CNE examination and for aspiring teachers in nursing.

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References


This book was created to assist in the advancement of the nurse educator role that is distinct from other advanced nursing roles. Most nurse educators would probably agree that teaching in nursing is a rewarding professional career. Witnessing a student or colleague become excited by the discovery, realization or mastery of new information, techniques, or skills is extremely gratifying. The classroom, clinical, and staff development realms all fall within the expertise of the nurse educator. These realms are parts of larger systems that nurse educators navigate successfully to accomplish their goal of knowledge development. In any one classroom or clinical setting, facilitating the education of others is not only a rewarding experience but also a role that greatly impacts the future of healthcare.

In the past, nurse educators had no formal education to prepare them to teach, they were simply content experts who learned the educational pedagogy by trial and error. Now, nursing education is recognized as a specialty with a distinct body of knowledge. Like nursing, it is an applied science. This book will highlight areas outlined by our National League of Nursing (NLN) as essential knowledge needed for the nurse educator to excel in the field and pass the Certified Nurse Educator® (CNE) exam.

The competencies for nurse educators from the NLN Web site are listed at the beginning of each chapter. Competency is best defined by WordNet® 3.0. (n.d.) as “the quality of being adequately or well qualified physically and intellectually.” Competence can be viewed as a minimal skill set or level that must be achieved to pass. Excellence means “possessing good qualities in high degree” (WordNet® 3.0, n.d.). The CNE publicly confers that distinction upon nurse educators.

Nursing leaders developed the CNE to recognize and capture excellence in nursing education. Since the first exam was offered to 174 candidates as a pencil and paper test in Baltimore, Maryland, on September 28, 2005, over 1,400 nurse educators have passed the exam (National League of Nursing, 2009). Those nurse educators proudly display the CNE initials after their names.

To prepare nurse educators for the certification exam, the NLN provides an extensive bibliography, preparation course, and practice tests that may be accessed from their informative Web site (http://www.nln.org/facultycertification/index.htm). These resources are invaluable for nurse educators preparing to take the CNE examination. This book is an adjunct to those resources and has been written because many nurse educators have asked us how we prepared for the first exam in 2005.
This book should been seen as a supplement to the materials already available from the NLN. It was developed independently from the NLN in order to further assist nurse educators in gaining confidence about taking the exam. The book is modeled after the NLN published test plan. Many of the areas in the test plan overlap, therefore you may find topics in this book that have content in two places but they will be cross-referenced. This is also the nature of nursing education; it is an interwoven realm of content, context, and process wherein each area affects another. We hope this book captures the essence of information nurse educators need to move to a recognized level of excellence. We have included additional references and teaching gems for those who would like further explanation and exploration of topics, and we encourage you to use these. We have searched out evidence to support our content and have inserted research when applicable into each chapter. Further, we have included clearly designated, evidence-based education boxes to help hone your focus on the evidence and discoveries of fellow educators. You will also find case studies at the end of each chapter to promote critical thinking and sample test questions that may be similar to those found on the CNE exam.

Chapter 1 covers some of the specifics of the CNE exam and reviews test taking skills.

Chapter 2 reviews how a nurse educator facilitates learning by assessing the learning needs and skills of his or her students. It also reviews learner outcomes and teaching strategies and discusses how to adapt them to the students’ own experiences. This is important for an educator to assess in order to develop an appropriate teaching plan. Another area discussed in the chapter is how the nurse educator serves as a role model for the students and assists them in becoming motivated and enthusiastic about learning.

Chapter 3 is devoted to socialization skills needed by students and speaks to the ever-increasing diversity in culture and styles that affects nursing education. Another important aspect of Chapter 3 is its examination of resources for students who are at risk for any number of reasons that may affect them perceptually, cognitively, physically, or culturally. Incivility is also addressed in relation to today’s teaching environment.

Chapter 4 discusses evaluation strategies used by nurse educators and how they balance the aspects of admission, progression, and retention to ensure good program outcomes. Effective evaluation tools are extremely important in the process of student success and public safety.

Chapter 5 addresses the larger institutional considerations of curriculum design and evaluation. The chapter analyzes how courses are developed within a curriculum and how a curriculum flows. The chapter also discusses how the curriculum interfaces with the mission of the institution and the community.

Chapter 6 highlights professional development for nurse educators and how educators navigate their role to become mentors to the next generation of nurse educators. Learning for educators is life-long and has increased in intensity exponentially with the accelerating advancements in information and technology. This chapter provides nurse educators with ideas on how to keep abreast of developments and advancements in the educational field.

Chapter 7 speaks to the nurse educator’s role as a leader who interfaces with the larger community of academics and administrators. This chapter
Preface

examines nursing’s place in the larger systems and how nurse educators can effect change in those systems.

Chapter 8 dissects the scholarship needed for nurse educators to stay on top of their game. “Publish or perish” is a phenomenon known to academics and is also applicable to nurse educators in an academic setting. This chapter discusses types of scholarship and professional plans to enable nurse educators to become proficient at publishing. The chapter also emphasizes the importance of disseminating nursing knowledge.

Chapter 9 discusses interdisciplinary collaboration within institutions for nurse educators. Nursing has a longer history of being taught in stand-alone schools than it does as part of a larger educational community. Nurse educators have assimilated into the larger community as experts in a field that has the unique position of being both clinical and didactic, and the professionalism that we bring to the larger academic community has enhanced the standings of many institutions and colleges. Nursing is a visible professional entity that collaborates and contributes to the overall mission of the institution and society.

We have developed this book to assist you in your preparation for the CNE exam, but know that it only glazes each area that may be evaluated. Our hope is that it will serve you as another tool to reach your goal of recognized excellence. We applaud your efforts as colleagues in the quest to educate the next generation of nurses, and thank you for your efforts to recognize excellence in our field. We also want to encourage you to provide feedback on our Web site so that we may incorporate your feedback into the next edition of this book.

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References


Thank you to all of my students over the years who have taught me and con-
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Ruth A. Wittmann-Price

Thank you to the nursing students who have allowed me to grow as an educator
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Maryann Godshall

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CNE Core Competencies, from The Scope of Practice for Academic Nurse Educa-
tors (2005), as the focal points of individual chapters.

Thank you to Doug Graup for the artwork.
Introducing the CNE Test and Its Blueprint

Brenda Reap Thompson

Nursing is an art: and if it is to be made an art, it requires an exclusive devotion as hard a preparation, as any painter’s or sculptor’s work; for what is the having to do with dead canvas or dead marble, compared with having to do with the living body, the temple of God’s spirit? It is one of the Fine Arts: I had almost said, the finest of Fine Arts.

—Florence Nightingale

Learning Outcomes

■ Identify the processes to best prepare for the CNE exam.
■ Utilize the tips for success to promote understanding and learning of key concepts.
■ Integrate the CNE competencies with your current academic experience.
■ Improve comprehension by eliminating anxiety related to test taking.
Introduction

Nurse educators’ certification comes at a time in history when nursing is actively recruiting advanced, practiced nurses into the educational realm. This recruitment process is imperative to offset the current and impending nursing shortage taking place in the United States today. The shortage is actually twofold: there is a lack of nurses and there is a lack of nurse educators. The U.S. Bureau of Labor Statistics (2007) predicts that there will be a shortage of over 500,000 nurses by the year 2016. The shortage of bedside nurses is, in part, being created by the United States’ aging demographics related to the maturing baby boomers, a group sporting more chronic illnesses than any prior generation. Second, the American Academy of Colleges of Nursing (AACN) reports that, ironically, nursing schools turned away 40,285 qualified applicants from baccalaureate and graduate nursing programs in 2007 due to inadequate numbers of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints (American Academy of Colleges of Nursing, 2009).

A 50% increase in nursing graduates by 2020 is needed to meet the United States’ demand for nurses. A substantial increase in student nurses is only one factor that summons the urgency for certified nursing faculty. Another contributing factor adding to the faculty shortage is the demographics of the current teaching faculty. The average age of a Master’s prepared faculty member is 49, while the average age of those holding Doctorate degrees is 53. The average age of retirement for nursing faculty is 62.5 years. A projected peak retirement period for faculty in this country is estimated to begin in the year 2010 (Yordy, 2006).

Many colleges and schools of nursing are recruiting expert nurse clinicians and advanced practice RNs to assist in filling their vacant academic and clinical faculty roles. This recruitment process has been fostered by state and foundational funds to supplement nurse educator programs on the Masters and Doctoral levels.

The role development that many nurse educators go through involves a transformation from an expert clinician to a novice educator. Nursing literature provides ample documentation to demonstrate that being an expert clinician does not provide an educator with the skill set he or she needs to become a successful teacher. Through additional studies that lead to certification in nursing education, expert clinicians can become comfortable in their new role as nurse educators and build their new practice, preparing the next generation of nurses, on solid teaching and learning principles.

Neese (2003) described this transformation from novice to expert in nursing education nicely by describing her stages based on Meizrow’s (1991) adult learning concepts and Cranton’s (2002) seven facets of transformational learning. These stages, as described by Neese, are a helpful framework for the intense learning that must take place to become comfortable in the role of an educator. These stages include:

- An activating event, usually a cumulative point in time when a nurse decides to leave clinical practice to pursue an educator role.
- Articulating assumptions is a process of self-reflection about “the baggage” one assumes about a process prior to embarking on it.
Critical reflection challenging beliefs and unlearning (or, eliminating preexisting knowledge that may actually be a deterrent to new ideas).

Opening oneself to alternative views and engaging in discourse.

Revising one’s original assumptions.

Acting on revisions to help meet one’s goal of becoming an educator.

Indeed, nurse educators with years of experience can validate their expertise and knowledge by certification. These educators are an invaluable resource to the current system and certified educators are sorely needed as mentors, role models, and visionaries to assist future nursing educators. Educators who complete the core competencies of a Certified Nurse Educator are needed to move the profession forward. The following list outlines just a few ways in which that progression will manifest itself:

- Mentors may assist new faculty with preparation for teaching, the development of test questions, grading, and decision-making.
- Versatile education styles are necessary for providing quality education to diverse populations.
- The role of an educator expands beyond the discipline of teaching and includes scholarship and service.

Reaching for Academic Excellence

Academic excellence often is encouraged through an atmosphere that influences educators to challenge themselves to reach beyond their normal expectations. Faculty who support an atmosphere of excellence can thrive and their success will raise the bar and academic standards for the whole discipline.

- In many instances, high standards will eventually become the norm.
- Academic leadership standards, whether high or low, will trickle-down to affect the faculty as a whole.
- Preparing competent nurse educators should result in preparing competent students.

Your decision to take the CNE certification examination is a challenging experience which will allow you to test your competence as a nurse educator.

Table 1.1 presents the content categories contained within the test blueprint and the percentage of each category in the National League for Nursing (NLN) (National League for Nursing [NLN], 2009a) Certified Nurse Educator (CNE) Examination.

The following chapters in this CNE Review Manual present an in-depth explanation for each of the content areas that appear on the CNE Examination.
Preparing for the CNE Examination

Setting up a Study Schedule

When you create a study schedule, begin prioritizing the order in which you study the content by using the CNE Blueprint, as outlined in Table 1.1. Create a chart and divide your total studying time into eight sections and break up the total studying time into the percentages that correlate with the content percentage. The highest percentages of content covered in the examination are as follows (by category):

- Category 1: Facilitate Learning (25%) (Chapter 2)
- Category 4: Participate in Curriculum Design and Evaluation of Program Outcomes (19%) (Chapter 5)

The next-highest percentages of content covered in the examination are:

- Category 3: Use Assessment Strategies (15%) (Chapter 4)
- Category 5: Pursue Continuous Quality Improvement in the Academic Nurse Educator Role (12%) (Chapter 6)
- Category 2: Facilitate Learner Development and Socialization (11%) (Chapter 3)
- Category 6a: Function as a Change Agent and Leader (8%) (Chapter 7)
Introducing the CNE Test and Its Blueprint

- Category 6b: Engage in Scholarship of Teaching (5%) (Chapter 8)
- Category 6c: Function Effectively within the Institutional Environment and the Academic Community (5%) (Chapter 9)

Employing the above strategy will help ensure that you will have time to review the categories that represent the highest percentage of questions on the CNE examination.

Incorporating Key Topics Into Your Review for the CNE Examination

- Key topics for inclusion in your review include those in Exhibit 1.1.

<table>
<thead>
<tr>
<th>Exhibit 1.1</th>
<th>Key Topics for Inclusion in Review</th>
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<td>Promotion of professional responsibility—self-assessment, peer review</td>
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<td>Bloom’s Taxonomy</td>
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<td>Credentialing—American Association of Colleges of Nursing (AACN)</td>
<td>Program Standards—federal laws, state regulations, Professional Accreditation—the Commission on Collegiate Nursing Education (CCNE) and The National League for Nursing Accrediting Commission (NLNAC)</td>
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<td>Curriculum—mission statement, conceptual framework, level objectives, behavioral objectives, evaluation of learning outcomes (clinical and theoretical)</td>
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<td>Audio conferencing</td>
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Planning and Registering for the CNE Examination

Using the NLN Web Site to Establish Your Eligibility

Verify that you meet the eligibility requirements to take the exam. These requirements are listed on the NLN Web site.

- From the NLN Web site: http://www.nln.org/facultycertification/information/sae.htm. Click on Certification for Nurse Educators

Print the following materials from the Web site:

- Certified Nurse Educator (CNE) Candidate Handbook (NLN, 2009b)
- Detailed Test Blueprint
- List of Recommended References

Order the following materials from the Web site:

- The Scope of Practice for Academic Nurse Educators—there is an additional fee for this resource.
- Self-Assessment Examination (SAE)—this 65-item practice examination has multiple-choice questions in each category. The test can be taken multiple times over 60 days with available rationales. The score report is calculated in each of the six categories, so it can be used to focus studies within specific areas. (Note: there is a fee for this optional practice test).

Register to take the CNE Examination:

- Registration deadlines can be found on the Web site, so make sure you register in advance because you will need this confirmation to schedule your test.
- Click on the link to find the testing center nearest you.
- Current fees are available on the NLN Web site.
- Inquire from your faculty administrator if the test fee is reimbursable.

Nuts and Bolts of the CNE Examination

Become Familiar With the CNE Examination

- The examination has 150 items; 130 are operational and 20 are pretest items that do not count toward the score.
- Three hours are allotted to complete the examination, which includes a short tutorial.
- This allows approximately 1.2 minutes for each question.
- Avoid rapid guessing on the examination.
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- Read questions carefully and answer items at a consistent pace.
- You can use your mouse to highlight important words in the question to improve your focus.

Examination Items Requiring Additional Time

- Information about student grades that require math calculations
- Information about test item analysis that require a comparison of data

Become Familiar With Electronic Testing Advantages

- If you are unsure of an answer, you can bookmark the question and return to it when you have completed the remainder of the examination.
- Use the arrows that allow you to page forward or backward during the examination if you want to change an answer; however, as educators we are aware that the first choice is usually correct.

Tips for Success

Incorporate Strategies to Ease the Fear of Test Anxiety

It is normal for a nurse educator to feel anxious about taking the CNE examination.

- As nurses, we know that anxiety is a natural response to the new challenges in our lives.
- Some anxiety will produce a heightened awareness and may improve test taking, while anxiety that is uncontrolled will impede the ability to think critically.
- Everyone who takes tests experiences anxiety; however, recognizing and controlling anxiety is the important key.

Some strategies that can be used to ease test anxiety include:

1. Reducing anxiety related to time constraints.
   - Schedule the examination when you have a semester that is less stressful.
   - Start a study group with other faculty and plan to meet once a week for two hours.
     - Use the detailed test plan to divide assignments.
     - Each faculty member can complete an assignment and share notes with the group.
Faculty members can also share the sources of information recommended by the NLN.

2. Reducing anxiety related to lack of recent experience in test taking.
   - After reviewing the content for the examination, complete as many test questions as possible, including the practice examination from NLN.
   - Self-evaluation will assist you in refocusing on specific content.
   - Practice will increase your confidence.

3. Reducing anxiety related to previous experience with testing difficulty.
   - Stop negative thoughts that begin with “what if.”
   - Strategies such as positive self talk, daily exercise, yoga, and meditation have all been proven to decrease anxiety.
   - Practice these strategies on a regular basis so that decreasing anxiety becomes easy to achieve.

Utilize Learning Strategies

Remember by Comparison
An example of remembering by comparison is determining what information is the same and what is different among a variety of categories of information. This learning strategy focuses on the differences. An example of this learning strategy is illustrated here:

There are four types of scholarship. All types of scholarship are peer reviewed and include research and grant awards. So, in these areas, all are the same. However, there are distinct differences among the four. Look at the italicized information to remember the differences among the four types.

Scholarship of Discovery. Examples are peer-reviewed publications of research, theory, or philosophical essays, and grant awards in support of research or scholarship. Discovery includes primary empirical research, historical research, theory development, and testing. It includes state, regional, national, and international recognition.

Scholarship of Teaching. Examples are peer-reviewed publications of research related to teaching methodology or learning outcomes and grant awards in support of teaching and learning. It includes state, regional national international recognition.

Scholarship of Practice (Application). Examples are peer-reviewed publications of research, case studies, technical applications or other practice issues and grant awards in support of practice. It includes state, regional national international recognition.

Scholarship of Integration. Examples are peer-reviewed publications of research, policy analysis, case studies, integrative reviews of literature, interdisciplinary grant awards, copyrights, licenses, patents, or products for sale.
Developing Mnemonic Devices

Develop mnemonics if a memory aid is needed; however, using mnemonics may be less useful in some situations where it may be easier to just remember the facts. For example, when the nurse educator is developing a test, the BOBCAT mnemonic can provide guidance to develop the test appropriately. This mnemonic stands for:

- **Blueprint**
- **Objectives of the course**
- **Bloom’s Taxonomy**
- **Client Needs Categories (NCLEX-RN)**
- **Analysis Data**
- **Test Results and Changes for the Future**

In summary: A Blueprint is developed from the Objectives of the course. Bloom’s Taxonomy is used to develop questions in higher cognitive levels such as application and analysis. Client Needs Categories of NCLEX-RN® are necessary to guide faculty to construct questions in the eight categories, such as Management of Care, Safety and Infection Control, Health Promotion and Maintenance, and Reduction of Risk Potential to name a few (see chapter 4, Table 4.4). Analysis of data is performed and Test results are determined. After the results of the test are reviewed, revisions to items should be completed so they can be used in the future.

Relate New Information to Be Learned to Information Already Mastered

Learning new information is easier if it can be related to information or facts that are already understood. An example of this learning strategy is illustrated here: Many times test validity and test reliability become confused. If you understand what test validity means, **you only need to add to your memory the information about reliability.**

- **Validity** means the test is measuring the information it is supposed to measure. It is “valid.” The test blueprint is used to developed questions related to the objectives of the course; this ensures validity.
- **Reliability** refers to the consistency of the test scores. The test’s reliability can be improved by making changes to the items so that they are more discriminating.

Correlate Testing With Practice

Examine your own activities as an educator and relate them to the content in the questions. This will be helpful in developing a complete understanding of the information. You will find that your experience will be very helpful in answering questions. Many examples of how to correlate your own experience with the content to be learned are presented in Exhibit 1.2.
<table>
<thead>
<tr>
<th>Question Content</th>
<th>Educator Experience</th>
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<tbody>
<tr>
<td><strong>Create opportunities for the learners to develop their own critical thinking skills.</strong></td>
<td>Students can develop critical thinking skills by participating in the following assignments: writing a teaching plan, developing a concept map, completing an exercise in delegation or prioritization in the clinical area, or utilizing a case study in the simulation laboratory.</td>
</tr>
<tr>
<td><strong>Use information technologies to support the teaching-learning process.</strong></td>
<td>Specific materials may be taught more effectively by using technology. It may be advantageous for specific learners to use video streaming, Blackboard™ discussions, synchronous discussions, or Web-enhanced classes.</td>
</tr>
<tr>
<td><strong>Respond effectively to unexpected events that affect the clinical and/or classroom instruction.</strong></td>
<td>Collect all the information, including anecdotal records if it occurred at the clinical site. Clarify professional behavior as outlined in the Code of Ethics for Nurses with Interpretive Statement and Nursing: Scope and Standards of Practice. Utilize conflict resolution, if indicated. Refer the student to the Student Conduct Committee, if indicated.</td>
</tr>
</tbody>
</table>
| **Identify learning styles and unique learning needs of students from culturally diverse backgrounds.** | Many students speak English as a second language (ESL). The development of communication and active learning in the classroom may assist with understanding of information such as:  
1. Discussing cultural beliefs related to a specific disease, since this can impact client care in the clinical setting.  
2. Answering questions during class in pairs or small groups.  
3. Reviewing questions using clickers to improve class participation.  
4. Playing Jeopardy in the classroom. |
| **Provide input for the development of nursing program standards and policies regarding:**  
1. Admission  
2. Progression  
3. Graduation | If you have not had the opportunity to work with the admissions, academic progression, or graduation committees in your college of nursing, then request permission to review the minutes or attend meetings. Involvement in these committees promotes a clear understanding of the process.  
Admission criteria are usually posted on the school’s Web site and include SAT scores, entrance examination scores, GPA, and Test of English as a Foreign Language (TOEFL) requirements for students born in non-English-speaking countries. |
<table>
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<tr>
<td>The progression committee determines if a student should be permitted to continue</td>
<td>The progression committee determines if a student should be permitted to continue in the program after failure of a course or courses. The committee may overturn a decision if the student had extenuating circumstances, such as a serious illness or death in the family. The students may also go through the academic appeals process to overturn a grade they believe to be inaccurate. The committee also takes into account the student’s grades in prerequisite and co-requisite courses when making a decision.</td>
</tr>
<tr>
<td>Grade Failure and Reassessment procedure</td>
<td>Graduation occurs when the student completes the minimum number of credits specified for the degree and his or her GPA is within the program standards. A student must also complete the clinical requirements for courses with a satisfactory rating in the clinical component.</td>
</tr>
<tr>
<td>Participate in curriculum development or revision.</td>
<td>Read and compare the mission statements and philosophy statements of the university and the college of nursing. Review the level objectives and the behavioral objectives in the nursing program curriculum. Level objectives are reflective of the progressive competence of the students within the goals and philosophy of the program. Behavioral objectives drive the design for the courses, with a focus on learning outcomes. The curriculum is updated as needed to incorporate changes in the student body and the community, the use of technology, and current health care trends. The goal is to improve program outcomes.</td>
</tr>
<tr>
<td>Use feedback gained from self, peer, and learner evaluations to improve role</td>
<td>Self-evaluation can assist faculty members in determining their own needs, such as: preparation for class, organization of teaching strategy, and test development. Student opinions are important because students spend many hours in class. Students may have a need for the enhancement of information or clinical opportunities that are not recognized by the educator. Student evaluations can be used to improve the course.</td>
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<td>effectiveness.</td>
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<td>Peer evaluations can be helpful, however they can also cause conflict between faculty members. The faculty should have specific guidelines designated for the evaluation and the date of the didactic evaluation should be decided by both faculty members.</td>
<td>Legal issues can include: 1. Co-signing documentation in the clinical area 2. Providing care that results in an injury to the client or the student 3. Completion of an incident report 4. Cheating during an examination 5. Plagiarism on a class assignment 6. Dismissal of a student from the program The college should have policies addressing these issues. In addition, students are protected by the U.S. Constitution’s Bill of Rights: The First Amendment protects freedom of religion, press, speech, and the right to assemble. The Fourth Amendment provides protection against unreasonable search and seizure.</td>
</tr>
<tr>
<td>Use legal and ethical principles to influence, design, and implement policies and procedures related to learners, faculty, and the educational environment.</td>
<td>Evidenced-based resources can be used in the classroom or clinical setting by: 1. Scheduling an assignment in which one group of students takes a turn discussing a research article related to the content presented in the classroom that week. 2. Providing evidence-based articles to students in the clinical module who have down time. The student(s) will take time to review the article and present the information during post conference.</td>
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</table>
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References


