

Clinical Expert to Adjunct Faculty: Mastering the Art of Nursing Education
Four-Part Webinar Series

**Webinar 1: Transitioning to the New Role of Clinical Nurse Educator:
Beginning with a Blank Canvas**

Slide Outline

1. Welcome

- A four-part webinar series presented by the Council on Nursing Education of the New York State Nurses Association.
- This program is funded by a grant from the New York State Department of Health - Health Workforce Retraining Initiative

2. Acknowledgements

Council on Nursing Education

- Marilyn Klainberg, EdD, RN (Chairperson)
- Karen “Toby” Haghenbeck, PhD, FNP-BC, RN-BC, CCRN
- Margaret (Peggy) Chase, EdD, RN
- Joanne Lapidus-Graham, EdD, RN, CPNP, CNE
- Linda Snell, DNS, RN, WHNP-BC

NYSNA Education, Practice & Research Staff

- Ann Purchase, MS, RN, Associate Director
- Lesley Cashman-Peck, MS Ed, Instructional Design Coordinator
- Kate Murphy, AA, Program/Instructional Design Associate
- Jessica James, Administrative Assistant

Our artist

- Karen Cashman, Roxbury, CT

3. Purpose/Goals

- Develop Competence as a Nurse Educator

Education designed to:

- Assist nurse clinicians to transition from a clinical practice role to a clinical faculty role
- Educate clinical faculty about the process of socialization into an academic environment
- Provide practical teaching/learning and assessment strategies to facilitate learning with a clinical group of adult learners

4. Using Art as a Metaphor

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? It is one of the Fine Arts: I had almost said, the finest of Fine Arts.

(Adapted from Florence Nightingale)

5. Living the Metaphor: A 4-part webinar series

1. *Transitioning to the new role of clinical nurse educator: Beginning with a blank canvas*
2. *Using strategies to optimize clinical learning experiences: Identifying the tools of the artist*
3. *Applying curricular concepts to clinical learning experiences: Connecting with the art*
4. *Assessing and evaluating your clinical nursing student and your practice: Reflecting on your art*

6. Objectives for Webinar 1

1. Differentiate between the role of clinical nurse and that of clinical educator
2. Discuss the variety of tools needed to transition from clinical nurse to clinical nurse educator
3. Recognize your role as clinical faculty in the context of the school or department of nursing

7. Faculty Presenters

Karen Toby Haghenbeck, PhD, FNP-BC, RN-BC, CCRN

Assistant Professor & Director, Undergraduate Nursing Program,
Pace University Lienhard School of Nursing
Member, Council on Nursing Education, New York State Nurses Association

Ann Purchase, MS, RN

Associate Director, Education, Practice, & Research, New York State Nurses Association

The presenters have declared that no relevant financial relationship exists with any commercial supporting entity which would present a conflict of interest or commercialize this presentation.

Note: Original content contributed by Anne W. Bongiorno, PhD, APRN, BC, CNE.

8. Beginning with a Blank Canvas

(Painting)

9. Prerequisite Assignment

“Creating and sustaining cultures of safety”

QSEN competencies relating to quality & safety

1. Patient-centered care
2. Teamwork and collaboration

3. Evidence-based practice
4. Quality improvement
5. Safety
6. Informatics

(Recommendation from the Institute of Medicine Reports for Nursing Education, © 2009)

10. Clinical Nurse Educators

Let's get to know each other...

(Poll)

11. Transition to Education

- Know goals, mission and culture of the institution and school of nursing
- Explore catalog or website
- Know clinical educator's role in connecting practice to classroom theory
- Identify expectations of your role
- Know your school calendar

12. Role of the Clinical Educator

- ✓ Know agency policy, school policy and due process
- ✓ Create positive environment for student learning
- ✓ Maintain positive relationships with staff

What makes the role difficult?

13. Becoming a Role Model: Composing a Picture...

Fostering open communication and shared decision-making that will enhance quality patient care.

14. Questions

- What credentials do I need?
- What skills must good teachers possess and where can I look to develop a new level of teaching competence?
- How does academia differ from clinical practice and what inside information do I need to know to succeed as a nurse educator?

15. Transitioning into the Faculty Role

- What are the expectations?
- Where do I fit?
- How do I prepare?
- Where's the mailbox?

- What's my phone number?

16. Identifying the Foundation

(Painting)

17. Effective Educators

- Think back about your own clinical instructors.
- What were the characteristics of your favorite and least favorite clinical instructors?

18. Have You Ever Heard This?

- *"I've got 20 years of clinical experience but I've never taught formally."*
- *I was told, "Don't worry, you're an expert, you'll do fine with the clinical students, and they sent me on my way."*

19. Characteristics of Effective Faculty

- Know yourself
- Know your learner
- Know level of learner:
 - Novice
 - Intermediate
 - Transition to practice
 - Level of application expected within course and year

20. 21st Century Faculty

- **Know Yourself**
 - Cycle of socialization
 - Your strengths & weaknesses
 - Building your confidence
 - Realistic expectations of students

21. Cycle of Socialization

- Socialization "eases the culture shock"
- Finding the right mentor can make a difference!

(McDonald, 2009)

22. Adult Learners

Know your thoughts about teaching adults.

(Reflection)

23. Adult Learning Principles

- Autonomous, self-directed
- Life experiences and knowledge
- Goal-oriented
- Oriented to relevancy

24. Generations X and Y

- Media savvy
- Cell/Internet/just in time/right now communication
- Center of the universe/entitlement
- Environmentally concerned
- Working/schooling full time

25. Know Your Student

Who is this student?...

(Poll)

26. 21st Century Student

- Multiple generations of students
- Intergenerational issues between students/faculty/facility
- Diverse population
 - Race, religion, gender, disability
 - English as a Second Language (ESL)
 - First in the family to go to college

27. Know the Level of Your Student

You need to know what level your student is:

- Novice
- Intermediate
- Transition into practice

(Reflection)

28. Manage Your Student Group

- Get to know your students (Reminder! This is valuable, not wasted time!)
- Talk concretely about your expectations
- Use probing questions to coach
- Keep weekly log of student progress

29. Keep in Mind the Overall Plan for Your Teaching, Your Art

- Program goal
- Leveled goals
- Course objectives
- Weekly clinical objectives
- Tasks within context of concepts to be taught
- Application at the level expected of the student
- Connect to prior learning
- Create picture of competency for next level of learning
- Find a mentor

30. Keep Your Tools Handy

- Course syllabus
- Textbooks
- Syllabi from all curriculum
- Coordinator or didactic faculty
- Evaluation tools

31. Empower Yourself: Connect to the Curriculum

- Read the syllabus
- Stay empowered in your role
- Visit the classroom if possible
- Weekly communication with didactic faculty
- Connect clinical practicum to class content
- “I never was taught how to...”

32. We will Collaborate!

- Get to know the staff, come early, come often, but get to know them!
- Evaluate the clinical environment
- Organize a preceptor or clinical partner packet for the manager and staff
- Share how you will work with staff in a faculty role
- Determine institutional policies

33. Get Started on the Right Foot!

Students

- Tour the floor
- Meet the staff
- Letters of introduction
- Individual learning plan

Faculty

- Identify prior level of learning of individual students
- Plan out the entire clinical experience
- Create learning opportunities
- Determine special learning needs and institutional policy

34. Layering & Relationships

(Painting)

35. Becoming a Role Model: Composing a Picture...

Communication **is everything!**

Think about an example of fostering open communication and shared decision-making that will enhance quality patient care.

(Reflection)

36. Coach your Students

- Arrive early, be very organized, but stay flexible!
- Know each student's level of independence
- Organize the day by hour or ½ hour
- Coach before you evaluate
- Midterm evaluation
- Keep didactic faculty in the loop

37. Be the Guide on the Side!

Teaching nursing thinking

Partnership is a vital part of your job

- | | |
|--|--|
| ❖ Focus on thinking & process, not the tasks | ❖ Reasoning to solution vs. reasoning from outcome |
| ❖ Place accountability with students | ❖ Nursing process |
| ❖ Use narratives, case study | ❖ Practice-based, contextual, ethical framework |
| ❖ Model best practices | ❖ Humility, not humiliation |
| ❖ Socratic style questioning | |
| ❖ Think out loud | |

Conference tips

- ❖ One-minute manager preconference
- ❖ Objectives-based post conference

38. Evaluation of Students

- Provide anecdotal notes
- If student is not doing well - immediate feedback is a must!
- Use an objective rubric
- Refrain from phrases like: "[Student] is a real sweetheart!" or "She/he is always interested."
- Be specific
- Give examples
- What to do with the negative evaluation
- Connect evaluation to student learning plan and course objectives. Use measurable verbs.

39. Evaluation. NO SURPRISES!

- Regular ongoing written commentary
- Defensible evaluation

40. CNED's Top Ten List

1. What are my responsibilities?
2. How many students will I have and what is their level?
3. Are students functioning under my license?
4. What is the practice area to which I will be assigned?
5. How often should I communicate with students & how?
6. How are student evaluations and faculty evaluations conducted?
7. What needs to be reported to the Chair/Dean/Course Coordinator?
8. What are your policies and procedures?
9. What are the requirements for student/faculty technology use?
10. What is the faculty policy for dealing with inappropriate situations?

41. Faculty: A World of Value

The clinical faculty are an important link from academia to practice.

We have wonderful benchmarks and guides:

- ANA standards for education
- Nurse Practice Act
- Specialty standards of education
- NLN website with standards
- AACN Essentials of Baccalaureate Education

42. Recap of Objectives

1. Differentiate between the role of clinical nurse and that of clinical educator
2. Discuss the variety of tools needed to transition from clinical nurse to clinical nurse educator
3. Recognize your role as clinical faculty in the context of the school or department of nursing

43. Questions?

(Open discussion)

44. THANK YOU

We hope you enjoyed today's presentation:

Transitioning to the New Role of Clinical Nurse Educator: Beginning with a Blank Canvas