

Are Nurse Faculty Prepared for their Role?

Marilyn H. Oermann, PhD, RN, ANEF, FAAN

Thelma M. Ingles Professor of Nursing
Director of Evaluation and Educational Research
Duke University School of Nursing
Editor, *Nurse Educator* and *Journal of Nursing Care Quality*
marilyn.oermann@duke.edu

Preparation of Nursing Students

- ◉ Competencies for practice in complex health care systems
 - Increased complexity, acuity
 - New technologies
 - Highly specialized care interventions
 - Continued shift of care to medical homes, community

Preparation of Students *cont*

- ◉ Core competencies
 - Patient-centered care
 - Interprofessional collaboration and practice
 - Evidence-based practice
 - Quality improvement
 - Safety
 - Informatics



Preparation of Students *cont*

- ◉ Other competencies
 - Culturally competent care
 - Related to demographics: Care of aging population, multiple chronic illnesses, etc.
 - Information literacy

Phelps SF, et al. Introducing information literacy competency standards for nursing. *Nurse Educ.* 2015;40(6):278-280.

Preparation of Students *cont*

- ◉ Ensure students are practice ready. Areas include:
 - Higher level thinking, clinical judgment
 - Use of knowledge in practice
 - Skills (including use of technology)
 - Communication, working in teams
 - Leadership

Preparing Nurse Educators: What do they need?

- ◉ Competencies in curriculum development and implementation
 - Carefully planned:
 - ◉ Content and teaching methods to meet specific outcomes, develop competencies
 - ◉ Assignments within and **across courses**
 - Relevant courses and curriculum for practice

Preparing Nurse Educators: What do they need? *cont*

- ◉ Clinical expertise (current knowledge, practice skills)
- ◉ Qualities of effective teaching
 - Well studied
 - Interactional process
 - Educator-learner and collaboration among learners

Preparing Nurse Educators: What do they need? *cont*

- ◉ Competencies in teaching across learning environments
 - Classroom, online, clinical practice, simulation
- ◉ Use teaching methods based on evidence and best methods for learning goals
 - Both teacher- and student-centered methods

Learning Environment: Classroom

- ◉ Lecture method
 - You can:
 - Synthesize information from varied sources
 - Select key concepts to learn, up-to-date content, exemplars that link to practice
 - Integrate research findings
 - Explain difficult concepts



Student-centered Methods

- ◉ Engaged in learning process
- ◉ Think about content
- ◉ Depth of learning
- ◉ Collaborative learning
- ◉ Retention



Student-centered Methods *cont*

- ◉ Higher level questions
- ◉ Integrative cases
- ◉ Clinical scenarios for analysis
- ◉ Muddiest point
- ◉ Think-Pair-Share
- ◉ Technology tools
- ◉ Group activities
- ◉ Models such as
 - Team-based learning
 - Flipped classes

Team-based Learning

- ⦿ Systematic review (14 studies, health professions)
 - Significant increase in knowledge for TBL group compared to non TBL
 - Negative learner reactions

Fatmi M et al. The effectiveness of team-based learning on learning outcomes in health professions education. *Med Teacher*.2013; 35:e1608-24.

Mennenga H. Time to adjust: Team-based learning 2 years later. *Nurse Educ*.2015;40(2):75-78.

Flipping the Classroom

- ⦿ Key elements
 - 1st exposure to content prior to class
 - Incentive to prepare for class (e.g., points for completion)
 - Class focuses on higher cognitive activities, interactions among students and with teacher

Critz et al. Using the flipped classroom in graduate nursing education. *Nurse Educa*.2013;38(5):210-213.

Flipping the Classroom *cont*

- ⦿ Research is limited but supported by evidence on active learning and peer instruction
- ⦿ Quasi-experimental study¹ comparing flipped classroom with lecture only (LO) and lecture with lecture capture back-up (LLC)
 - Test scores higher for flipped classroom than for LLC group (p = .003) and LO group (p < .001)
 - Students less satisfied with flipped classroom than other methods (p < .001)

¹Missildine K et al. Flipping the classroom to improve student performance and satisfaction. *J Nurs Educa*.2013;52(10):597-9.

Learning Environment: Online

- ⦿ Meta-analysis of evidence on online courses
 - High interactivity
 - Practice exercises
 - Repetition
 - Feedback

Cook DA, et al. Instructional design variations in internet-based learning for health professions education: a systematic review and meta-analysis. *Acad Med*. 2010;85(5):909-922.

Learning Environment: Online *cont*

- ⦿ Feedback, more interactivity, and audio narration, video clips, animations
 - Increase learning time *but* facilitate higher knowledge and satisfaction
- ⦿ Across all studies, time correlated positively with knowledge outcomes (r = 0.53, p = .021)

Cook DA et al. Time and learning efficiency in Internet-based learning: a systematic review and meta-analysis. *Adv Health Sci Educ Theory Pract*. 2010;15(5):755-770.

Learning Environment: Online *cont*

- ⦿ Are nurse faculty prepared for teaching online?
- ⦿ Do they know evidence and use in designing their courses?
- ⦿ What are faculty development needs after orientation to the nursing program?

McQuiggan CA. Faculty development for online teaching as a catalyst for change. *JALN*.2012;16(2).
<http://jaln.sloanconsortium.org/index.php/jaln/article/view/258>

Learning Environment: Clinical Practice

- Traditional models: learning depends on patients and experiences available when students “there”
- Need faculty who can rethink clinical education
 - Partnerships
 - Clinical immersion experiences
 - Others
- Programs should prepare students as **expert clinical teachers**

Goodwin et al. Student triads: A collaborative approach to practicum experiences for master's nursing students. *Nurse Educ.* 2015; 40(4):199-202.

Learning Environment: Simulation

- Widespread use of clinical simulations and standardized patients for teaching and high stakes evaluation
- How much experience in simulated settings vs. clinical practice?
- Transfer to practice?
- Faculty competencies in simulation especially for high stakes evaluation

Other Teaching Skills

- Innovative, creative
- Engage students in learning
- Technology-savvy or willing to learn technologies for teaching
- Feedback
 - Specific, informational
 - At time of learning
 - High frequency¹
 - Frame positively²

¹Bosse et al. The benefit of repetitive skills training and frequency of expert feedback in the early acquisition of procedural skills. *BMC Med Educ.* 2015;15:22.

²van de Ridder JMM et al. Framing of feedback impacts student's satisfaction, self-efficacy and performance. *Adv in Health Sci Educ.* 2014.

Preparing Nurse Educators: What do they need?

- Competencies in assessing learning, clinical performance, courses, and programs
 - Deciding on assessment methods
 - Skills in test construction, evaluation of papers and other assignments, rubrics, etc.
 - Clinical evaluation and methods

Clinical Evaluation Methods

- Observation
- Anecdotal notes
- Checklists
- Rating scales
- Simulations
- Standardized patients
- Objective Structured Clinical Examination
- Written assignments
- Reflective journals
- Concept maps
- e-portfolios
- Conferences
- Group projects
- Self-assessment

Interprofessional Education

- Interprofessional education (IPE) experiences tend to be limited
 - Exposure to students from other health professions
 - Most research assesses learner attitudes and perceptions, knowledge about teams

Preparing Nurse Educators: What do they need?

- ◉ Develop a vision of interprofessional collaboration and leadership to advance IPE
- ◉ Lead conversations that address barriers to forming equitable teams
- ◉ Develop “innovative and futuristic” approaches to IPE

Meleis A. Interprofessional education: A summary of reports and barriers to recommendations. *J Nurs Scholars*. 2016;48(1):106-112.
Frenk et al. Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. *Lancet*. 2010; 376: 1923-58.

Preparing Nurse Educators: What do they need? *cont*

- ◉ Be leaders in their school and in nursing education
- ◉ Engage in continued learning
- ◉ Become scholars
 - Not researchers at the master’s level, but every teacher should be a scholar

Nurse Educators as Scholars

- ◉ Characteristics
 - Curiosity: What *you* are doing and how your *students* are learning
 - Habit of inquiry
 - Commitment to excellence in teaching

Attributes of Scholar

- ◉ Creative and open to new ideas
- ◉ Critically question ideas that are taken for granted
- ◉ Curious about other ways of teaching
- ◉ Reflect on teaching practices
- ◉ Engage in conversations with colleagues about ideas

Stockhausen L, Turale S. An explorative study of Australian nursing scholars and contemporary scholarship. *J Nurs Schol*. 2011;43:89-96.

Nurse Educators as Scholars *cont*

- ◉ Reflect on own educational practices
 - What could you do differently to improve student learning?
 - Search for evidence
 - Use **evidence** to guide teaching

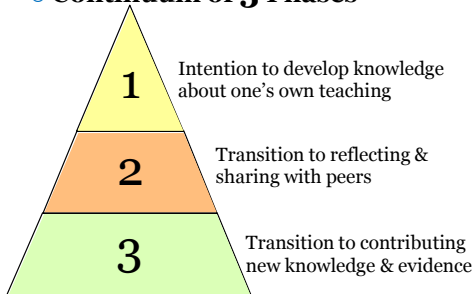
Develop expertise in teaching

Nurse Educators as Scholars *cont*

- ◉ At doctoral level, nurse educators engage in scholarship of teaching: **contribute to evidence**
 - Studies of learning, teaching, assessment...
- ◉ Master’s level *use* these research findings and evidence to guide educational practices

Development of Nurse Educator as Scholar

Continuum of 3 Phases



Development as Nurse Educator as Scholar *cont*

- ◉ Debate ideas with other educators
- ◉ Form community of practice on teaching
- ◉ Share resources, discuss educational topics
- ◉ Become an expert in your school and then beyond in an area of teaching

Dissemination is Critical

- ◉ Write about educational projects, new initiatives, strategies
- ◉ Share findings of experiences in teaching, simulations, assessment
- ◉ Various dissemination methods
 - **Articles in peer-reviewed journals**
 - Presentations at conference
 - Book chapters

Master's Nursing Education

- ◉ Graduates are not prepared as beginning scholars
 - Not prepared for dissemination
- ◉ Scholarship is lacking at the master's level
- ◉ Limited writing activities within and across courses, little feedback to improve writing

Oermann MH et al. Systematic review of educational programs and strategies for developing students' and nurses' writing skills. *J Nurs Educa.*2015;54:28-34.

Preparation of Nurse Educators

- ◉ Not preparing enough faculty with these competencies
- ◉ Faculty shortages
 - In 2014 AACN survey: 1236 faculty vacancies with schools
- ◉ Contributing factors
 - Faculty age, retirements
 - Salary differential with clinical settings

Preparation of Nurse Educators *cont*

- ◉ Most doctoral programs (DNP, PhD) do not prepare students as educators
 - PhD students take nursing education course within program + teaching practicum¹
- ◉ Many nurse educators develop teaching skills "on the job"

¹Fiedler R et al. Systematic preparation for teaching in a nursing doctor of philosophy program. *J Prof Nurs.*2015;31(4):305-310.

Preparation of Nurse Educators

cont

Master's level

- ◉ Competencies in curriculum development, teaching, assessment...
- ◉ Focus on clinical teaching & evaluation, simulation
- ◉ Leadership in school, nursing education
- ◉ Scholar

Doctoral level

- ◉ Competencies in curriculum development, teaching, assessment...
- ◉ Focus on curriculum development
- ◉ Leadership in school, nursing education, health systems, IPE
- ◉ Researcher (studies of teaching, innovations...)

Faculty Development

- ◉ Comprehensive program for novice and experienced faculty (keep up-to-date)
- ◉ 3 areas of development:
 1. Professional (success as faculty member and advancement)
 - ◉ Socialize new faculty into role
 - ◉ Annual reviews, Promotion and tenure

Faculty Development *cont*

2. Instructional (develop/enhance competencies)
 3. Leadership (prepare faculty for leadership roles, e.g., course coordinator)
- ◉ Mentor for teaching
 - Formal program

Start a Conversation

