

Syllabus

Course Overview

In this course, you will examine the tripartite faculty role of teaching, service, and scholarship and the responsibilities associated with functioning as a nurse educator in an academic or health care environment. You will also analyze nurse educator competencies and the professional development activities expected of those who fill this multidimensional role. Throughout the course you will focus on the nurse educator role you expect to fulfill, developing a teaching philosophy and a professional development plan designed to further your nurse educator goals.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze the historical evolution of nursing education.
- 2 Analyze the tripartite role of teaching, service, and scholarship.
- 3 Analyze professionally established nurse educator competencies and models.
- 4 Apply knowledge of legal and ethical issues relevant to higher education and nursing education.
- 5 Articulate how nurse educators serve as change agents and leaders to help advance nursing education and nursing practice.
- 6 Develop a plan for engaging in scholarship in an established area of expertise.
- 7 Establish a plan for pursuing continuous improvement in the nurse educator role.
- 8 Communicate in a manner that is scholarly, professional, and consistent with the expectations of a nursing education professional.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Zorn, C. R. (2010). *Becoming a nurse educator: Dialogue for an emerging career*. Sudbury, MA: Jones & Bartlett Learning. ISBN: 9780763771119.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Adelman-Mullally, T., Mulder, C. K., McCarter-Spalding, D. E., Hagler, D. A., Gaberson, K. B., Hanner, M. B., . . . Young, P. K. (2013). [The clinical nurse educator as leader](#). *Nurse Education in Practice*, 13(1), 29–34.
- Ali, N. A. (2014). [Teaching philosophy of a novice educator](#). *International Journal of Nursing Education*, 6(2), 122–124.
- Annan, S. L., Tratnack, S., Rubenstein, C., Metzler-Sawin, E., & Hulton, L. (2013). [An integrative review of student evaluations of teaching: Implications for evaluation of nursing faculty](#). *Journal of Professional Nursing*, 29(5), e10–e24.
- Bosold, C., & Darnell, M. (2012). [Faculty practice: Is it scholarly activity?](#) *Journal of Professional Nursing*, 28(2), 90–95.
- Fairman, J. (2012). [History for the future \(of nursing\)](#). *Nursing History Review*, 20, 10–13.
- Faison, K. (2012). [Nursing education: A historical overview](#). *JOCEPS: The Journal of Chi Eta Phi Sorority*, 56(1), 2–4.
- Felicilda-Reynaldo, R. F. D., & Utley, R. (2015). [Reflections of evidence-based practice in nurse educators' teaching philosophy statements](#). *Nursing Education Perspectives*, 36(2), 89–95.
- Fugate, M., Prussia, G. E., & Kinicki, A. J. (2012). [Managing employee withdrawal during organizational change: The role of threat appraisal](#). *Journal of Management*, 38(3), 890–914.
- Gebbie, K. M. (2009). [20th-century reports on nursing and nursing education: What difference did they make?](#) *Nursing Outlook*, 57(2), 84–92.
- Hutchinson, M., & Jackson, D. (2013). [Transformational leadership in nursing: Towards a more critical interpretation](#). *Nursing Inquiry*, 20(1), 11–22.
- Kalb, K. A. (2008). [Core competencies of nurse educators: Inspiring excellence in nurse educator practice](#). *Nursing Education Perspectives*, 29(4), 217–219.
- Killam, L. A., & Heerschap, C. (2013). [Challenges to student learning in the clinical setting: A qualitative descriptive study](#). *Nurse Education Today*, 33(6), 684–691.
- Klocko, M. N. (2014). [Academic dishonesty in schools of nursing: A literature review](#). *Journal of Nursing Education*, 53(3), 121–125.
- Lapkin, S., Levett-Jones, T., & Gilligan, C. (2013). [A systematic review of the effectiveness of interprofessional education in health professional programs](#). *Nurse Education Today*, 33(2), 90–102.
- Limoges, J., Acorn, S., & Osborne, M. (2015). [The scholarship of application: Recognizing and promoting nurses' contribution to knowledge development](#). *The Journal of Continuing Education in Nursing*, 46(2), 77–82.

- Lindell, D., Hagler, D., & Poindexter, K. (2015). Your path to becoming a nurse educator. *American Nurse Today*, 10(5), 40–42.
- McClelland, M., McCoy, M. A., & Burson, R. (2013). Clinical nurse specialists: Then, now, and the future of the profession. *Clinical Nurse Specialist*, 27(2), 96–102.
- McCormack, B., Rycroft-Malone, J., DeCorby, K., Hutchinson, A. M., Bucknall, T., Kent, B., . . . Wilson, V. (2013). A realist review of interventions and strategies to promote evidence-informed healthcare: A focus on change agency. *Implementation Science*, 8(1), 2–12.
- McDermid, F., Peters, K., Jackson, D., & Daly, J. (2012). Factors contributing to the shortage of nurse faculty: A review of the literature. *Nurse Education Today*, 32(5), 565–569.
- McSherry, R., Pearce, P., Grimwood, K., & McSherry, W. (2012). The pivotal role of nurse managers, leaders and educators in enabling excellence in nursing care. *Journal of Nursing Management*, 20(1), 7–19.
- Mitchell, G. (2013). Selecting the best theory to implement planned change. *Nursing Management*, 20(1), 32–37.
- Oermann, M.H., De Gange, J.C., & Phillips, B.C. (Eds.). (2018). Teaching in nursing: The complete guide to best practice in teaching, evaluation, and curriculum development (2nd ed.). New York, NY: Springer Publishing.
- Pape, T. (2000). Boyer's model of scholarly nursing applied to professional development. *AORN Journal*, 71(5), 995–999, 1001–1003.
- Patterson, B. J., & Krouse, A. M. (2015). Competencies for leaders in nursing education. *Nursing Education Perspectives*, 36(2), 76–78.
- Pitt, V., Powis, D., Levett-Jones, T., & Hunter, S. (2012). Factors influencing nursing students' academic and clinical performance and attrition: An integrative literature review. *Nurse Education Today*, 32(8), 903–913.
- Price, B. (2010). Disseminating best practice through publication in journals. *Nursing Standard*, 24(26), 35–41.
- Robertson, J. E. (2012). Can't we all just get along? A primer on student incivility in nursing education. *Nursing Education Perspectives*, 33(1), 21–26.
- Russell, S. S. (2006). An overview of adult learning processes. *Urological Nursing*, 26(5), 349–352.
- Salminen, L., Stolt, M., Koskinen, S., Katajisto, J., & Leino-Kilpi, H. (2013). The competence and the cooperation of nurse educators. *Nurse Education Today*, 33(11), 1376–1381.
- Schoening, A. M. (2013). From bedside to classroom: The nurse educator transition model. *Nursing Education Perspectives*, 34(3), 167–172.
- Selanders, L. C., & Crane, P. C. (2012). The voice of Florence Nightingale on advocacy. *Online Journal of Issues in Nursing*, 17(1), 1–10.
- Stevens, K. R. (2013). The impact of evidence-based practice in nursing and the next big ideas. *Online Journal of Issues in Nursing*, 18(2), 1–13.
- Wittmann-Price, R., Celia, L., & Dunn, R. (2013). Successful implementation of evidence-based nursing practice: The indispensable role of staff development. *Journal for Nurses in Professional Development*, 29(4), 202–204.
- Wolf, D. M., & Morgan, J. (2011). Nursing professional development specialists as change agents and innovators. *Journal for Nurses in Staff Development*, 27(2), 92–93.
- Wong, C. A., & Laschinger, H. K. (2013). Authentic leadership, performance, and job satisfaction: The mediating role of empowerment. *Journal of Advanced Nursing*, 69(4), 947–959.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Association of Colleges of Nursing. (1999). Defining scholarship for the discipline of nursing. Retrieved from <http://www.aacn.nche.edu/publications/position/defining-scholarship>
- American Nurses Credentialing Center. (n.d.). Nursing professional development. Retrieved from <https://www.nursingworld.org/our-certifications/nursing-professional-development/>
- Fransdsen, B. (2014). Nursing leadership: Management and leadership styles. Retrieved from American Association of Nurse Assessment Coordination (AANAC) website: <https://www.aanac.org/docs/white-papers/2013-nursing-leadership---management-leadership-styles.pdf?sfvrsn=4>
- Guerin, S. (2013, February). Managing rapid change in the health care environment. *Managed Care*. Retrieved from http://www.managedcaremag.com/archives/1302/1302.managing_change.html
- Hlavac, G. C., & Easterly, E. (2015, April). FERPA primer: The basics and beyond. Retrieved from National Association of Colleges and Employers website: <http://www.naceweb.org/public/ferpa0808.htm>
- National Council of State Boards of Nursing (NCSBN). (n.d.). Online courses. Retrieved from <https://www.ncsbn.org/courses.htm>
- National League for Nursing. (n.d.). Centers for Nursing Education: Overview. Retrieved from <http://www.nln.org/centers-for-nursing-education>
- National League for Nursing. (n.d.). Certification for nurse educators: The Certified Nurse Educator (CNE) examination. Retrieved from <http://www.nln.org/professional-development-programs/Certification-for-Nurse-Educators>
- National League for Nursing. (n.d.). Simulation Innovation Resource Center. Retrieved from <http://sirc.nln.org/>
- Nick, J. M., Delahoyde, T. M., Del Prato, D., Mitchell, C., Ortiz, J., Ottley, C., . . . Siktberg, L. (2012). Best practices in academic mentoring: A model for excellence. *Nursing Research and Practice*. doi:10.1155/2012/937906
- Nursing Theory. (n.d.). Lewin's change theory. Retrieved from <http://www.nursing-theory.org/theories-and-models/Lewin-Change-Theory.php>
- O'Connor, L. G., & Yanni, C. K. (2013). Promotion and tenure in nursing education: Lessons learned. *Journal of Nursing Education and Practice*, 3(5), 78–88. Retrieved from <http://www.sciedu.ca/journal/index.php/jnep/article/view/1512/1148>
- Peterson, K., & Stevens, J. (2013). Integrating the scholarship of practice into the nurse academician portfolio. *Journal of Nursing Education and Practice*, 3(11), 84–92. Retrieved from <http://www.sciedu.ca/journal/index.php/jnep/article/view/1498/1554>
- Swihart, D. (2010, August). What does a nursing professional development specialist (nurse educator) do? *American Nurse Today*, 5(8). Retrieved from <https://americannursetoday.com/what-does-a-nursing-professional-development-specialist-nurse-educator-do/>

- United States Department of Agriculture, Natural Resources Conservation Service. (n.d.). [Application of adult learning theory](http://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/nrcs143_024001.pdf). Retrieved from http://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/nrcs143_024001.pdf
- Weimer, M. (2013). [Five characteristics of learner-centered teaching \[PDF\]](https://cte.tamu.edu/getattachment/Faculty-Teaching-Resource/Program-ReDesign/Orientation-and-Team-Formation/Book-Summary-Learner-Centered-Teaching-by-Maryellen-Weimer.pdf.aspx). Available from <https://cte.tamu.edu/getattachment/Faculty-Teaching-Resource/Program-ReDesign/Orientation-and-Team-Formation/Book-Summary-Learner-Centered-Teaching-by-Maryellen-Weimer.pdf.aspx>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Unit 1 >> The Historical Evolution of Nursing Education

Introduction

In Chapter 1 of *Becoming a Nurse Educator* by Cecelia Zorn (2010), we are urged to pause and reflect. To Zorn, this means thinking back about where we have been and looking forward to where we want to be. As we start this course, The Nurse Educator Role, it seems very appropriate to do just that—for each of you to consider where you have been in nursing and where you want to be. It is also useful to spend some time on where we have been as a profession, both in nursing and nursing education. We need to consider where we are going, especially at this time in health care, where more is demanded of nurses and, as the Institute of Medicine has urged us in the subtitle of the report *The Future of Nursing* (2010), we are to be "Leading Change, Advancing Health."

In this unit we are discussing both content from the past that has influenced nursing and may continue to influence the profession and also where we as nurse educators are going. The role of the nurse educator has expanded with the times and moved beyond the faculty role in basic nursing education programs. Nurse educators are also staff development specialists, clinical nurse educators, nurse navigators, patient educators, researchers, and community health educators, to name a few of the many options available. A multitude of forces beyond our control, including economic and political forces, may shape our profession of nursing; as nurse educators, however, it is our work to provide the educational foundations needed for patient care, for improved health status for all, and for a well-prepared workforce of nurses.

References

- Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health*. Washington, DC: National Academies Press .
- Zorn, C. R. (2010). *Becoming a nurse educator: Dialogue for an emerging career*. Sudbury, MA: Jones & Bartlett Learning.

Learning Activities

u01s1 - Studies

Readings

Use your *Becoming a Nurse Educator: Dialogue for an Emerging Career* text to read the following:

- Chapter 1, "Know the Self as Teacher," pages 1–10.
- Chapter 2, "Honoring the Present in the Best and Worst Year," pages 11–24.

Use the Capella library to read the following:

- Fairman's 2012 article, "[History for the Future \(of Nursing\)](#)," in *Nursing History Review*, volume, 20, pages 10–13.
- Faison's 2012 article, "[Nursing Education: A Historical Overview](#)," in *JOCEPS: The Journal of Chi Eta Phi Sorority*, volume 56, issue 1, pages 2–4.
- Gebbie's 2009 article, "[20th-Century Reports on Nursing and Nursing Education: What Difference Did They Make?](#)" in *Nursing Outlook*, volume 57, issue 2, pages 84–92.
- Selanders and Crane's 2012 article, "[The Voice of Florence Nightingale on Advocacy](#)," in *Online Journal of Issues in Nursing*, volume 17, issue 1, pages 1–10.

- Stevens' 2013 article, "[The Impact of Evidence-Based Practice in Nursing and the Next Big Ideas](#)," in *Online Journal of Issues in Nursing*, volume 18, issue 2, pages 1–13.

Multimedia

- Click **Timeline of Education and Nursing** to view an interactive media piece.
- Click **Influences on Nursing Education** to view an illustration.

Course Resources

[Influences on Nursing Education](#)

[Timeline of Education and Nursing](#)

u01d1 - Historical Influences on Nursing Education

Use the articles and multimedia from the unit studies to review significant factors that have impacted education and nursing throughout the time continuum. Identify five key historical influences on education and nursing that impact nursing and nursing education today. Discuss why you believe each key influence is important.

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. Respond to posts with similar factors to the ones you chose but identified different reasons for their importance. How might your observations regarding the significance of the factor(s), when compared to the observations of your peer, be the result of a difference in perspective, either due to your experiences as a nurse or your current or future role in nursing education? Explain your rationale for assigning significance to the historical factor(s).

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

u01d2 - Nursing Trends

In our textbook, Zorn tells us to pause and reflect. When you pause and reflect on the history of nursing education and nursing going forward, what do you see as the next big trends for the future? How do those trends relate to what you have learned about nursing history, both past and recent?

Response Guidelines

Respectfully respond according to the Faculty Expectations Message guidelines, considering a trend that you find surprising or unlikely. What alternate direction might you see as more likely? What are the implications (both positive and negative) if the trend he or she predicted comes to pass? What do you think would be nursing education's role in preparing for this trend?

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 2 >> The Tripartite Role of Teaching, Service, and Scholarship

Introduction

When we say we are nurse educators, the image that comes to mind for many is that of a nursing instructor in an undergraduate nursing program. The work that person is engaged in is teaching others how to be nurses. While that is certainly one aspect of the nurse educator role, the setting and the work may vary greatly. Some nurse educators, especially in university settings, will hold joint appointments as nursing faculty in a college of nursing and as clinicians in the university hospital. Other educators will work exclusively in a hospital or community setting, educating staff, patients, or community. Regardless of the setting, the role of educator encompasses more than teaching; there is also an expectation for scholarship and for service.

For nursing faculty in colleges and universities, promotion and tenure will be partially determined by meeting expectations in all three areas: teaching, service, and scholarship. In many practice settings, including large health care systems, there is also often the expectation for educators and administration nurses to participate in service and scholarship. Scholarship is sometimes thought of as contributing to the professional literature with articles, books, or Internet materials. This may be one aspect, but as we will discuss in this unit and in Unit 9, nursing considers scholarship from a broader perspective. Service is contributions made beyond those that are expected as part of a position description. This might include volunteer work with health care groups or in the community. It might also include involvement with professional organizations in the form of holding office or serving on committees.

Later in this course we will look specifically at a scholarship model that is very relevant for nurses both in academic and in clinical settings. In this unit we are going to look at expectations for nursing faculty related to promotion and tenure. We also will discuss the value of mentoring and how this can help novice nurse educators develop skills and find their niche.

Learning Activities

u02s1 - Studies

Readings

Use your *Becoming a Nurse Educator: Dialogue for an Emerging Career* text to read the following:

- Chapter 5, "The Rhythm of Education: Dr. Harriet Werley, Thank you for Teaching Me," pages 47–54.

Use the Capella library to read the following:

- In your *Teaching in Nursing: The Complete Guide to Best Practice in Teaching, Evaluation, and Curriculum Development* text:
 - Chapter 1, "The Process of Becoming a Nurse Educator," pages 2–15.
- Bosold and Darnell's 2012 article, "[Faculty Practice: Is It Scholarly Activity?](#)" in *Journal of Professional Nursing*, volume 28, issue 2, pages 90–95.
- Lindell, Hagler, and Poindexter's 2015 article, "[Your Path to Becoming a Nurse Educator](#)," in *American Nurse Today*, volume 10, issue 5, pages 40–42.
- Schoening's 2013 article, "[From Bedside to Classroom: The Nurse Educator Transition Model](#)," in *Nursing Education Perspectives*, volume 34, issue 3, pages 167–172.

Use the Internet to read the following:

- O'Connor and Yanni's 2013 article, "[Promotion and Tenure in Nursing Education: Lessons Learned](#)," in *Journal of Nursing Education and Practice*, volume 3, issue 5, pages 78–88.
- Nick et al.'s 2012 article, "[Best Practices in Academic Mentoring: A Model for Excellence](#)," in *Nursing Research and Practice*.

u02s2 - Assignment Preparation

Take a few minutes to read through the four assignments in the course and their requirements. Note that most of the assignments require you to conduct research and use multiple references from peer-reviewed sources; plan your time accordingly to complete these activities.

u02d1 - Exploring the Implications of the Tripartite Role

Faculty in universities and colleges are expected to teach, participate in scholarly activities, and participate in service, which is defined as activities contributing to the good of the community, university, or profession beyond one's defined job description. Many health care institutions will also have similar expectations for nurses in upper-level positions. Based on your understanding, readings, and research regarding the tripartite role, discuss what you see as the responsibilities for teaching, service, and scholarship in the educator role you would choose for yourself. How do these three aspects interrelate, and how do they contribute to the nurse educator's skills?

Response Guidelines

Respond according to the Faculty Expectation Message guidelines, considering a chosen role similar to the one you chose for yourself. What additional considerations on scholarship and service did the post provide to you? What additional suggestions might you have for your peer in preparation for that role?

Course Resources

Graduate Discussion Participation Scoring Guide

u02d2 - Mentors and Preceptors

In any new position, orientation is very important. Often a preceptor or mentor is part of a longer period of becoming familiar with the new position and organization. Discuss why orientation and mentoring is vital in the academic nurse educator role.

In academic educator roles, promotion and tenure are based on teaching, scholarship, and service. Based on what you learned from the readings, what is your understanding of tenure? What would be your major concerns transitioning into an academic nurse educator role?

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. Based on his or her insights into the importance of preceptors, what might you choose to add to your preparation for the position you envision yourself obtaining? How might you make the most of partnering with a mentor?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Developing a Nurse Educator Philosophy

Introduction

As nurses we develop our own philosophy about our role as a nurse. For some, it is steeped in the tradition of the nursing program we attended. For most of us our philosophy has evolved over time as we gain experience and develop specializations. We may not always articulate a clear philosophy, but each nurse does have a system of beliefs and values about health, health care, nursing, and his or her role as a nurse that guides practice. In this unit our focus will be on developing another individual philosophy: that of the nurse educator. The philosophies will vary depending upon individual values and beliefs, values and beliefs about nursing, and the educator role that each person is preparing for.

In this unit we are focusing specifically on education theories and strategies that can be applied in nursing education. As we learn about these theories and strategies, some will be more applicable than others, depending on the individual nurse educator role. This content on education theories and strategies is valuable as you determine your own path as a nurse educator and the areas that will be your focus within nursing and health care.

Learning Activities

u03s1 - Studies

Readings

Use your *Becoming a Nurse Educator: Dialogue for an Emerging Career* text to read the following:

- Chapter 6, "How Can the Students Help Us Teach?," pages 59–74.
- Chapter 7, "Presence with Students: Posing Interest, Not Merely Paying Attention," pages 75–85.

Use the Capella library to read the following:

- In your *Teaching in Nursing: The Complete Guide to Best Practice in Teaching, Evaluation, and Curriculum Development* text:
 - Chapter 2, "Learning Theories," pages 16–27.
 - Chapter 3, "Understanding the Learner," pages 28–42.
 - Chapter 4, "Learning Environment and Teaching Methods," pages 46–73.
- Ali's 2014 article, "[Teaching Philosophy of a Novice Educator](#)," in *International Journal of Nursing Education*, volume 6, issue 2, pages 122–124.
- Felicilda-Reynaldo and Utley's 2015 article, "[Reflections of Evidence-Based Practice in Nurse Educators' Teaching Philosophy Statements](#)," in *Nursing Education Perspectives*, volume 36, issue 2, pages 89–95.
- Russell's 2006 article, "[An Overview of Adult Learning Processes](#)," in *Urological Nursing*, volume 26, issue 5, pages 349–352.

Use the Internet to read the following:

- Capella's page [Writing a Statement of Teaching Philosophy](#).
- United States Department of Agriculture, Natural Resources Conservation Service's article "[Application of Adult Learning Theory](#)."
- Weimer, M. (2013). [Five characteristics of learner-centered teaching \[PDF\]](#). Available from <https://cte.tamu.edu/getattachment/Faculty-Teaching-Resource/Program-ReDesign/Orientation-and-Team-Formation/Book-Summary-Learner-Centered-Teaching-by-Maryellen-Weimer.pdf.aspx>

u03s2 - MSN Practicum

Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in care coordination or nursing leadership and administration are required to complete 100 documented hours of hands-on practicum experience.

Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in nursing education are required to complete 100 documented hours of hands-on practicum experience, with a minimum of 20 of those hours completed in a clinical practice setting.

Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in nursing informatics are required to complete 200 documented hours of hands-on practicum experience.

Once you complete all specialization courses in your MSN program, you will be eligible to enroll in MSN Practicum and Capstone.

Action Required

In preparation for your practicum, you will want to review the [MSN Practicum page](#) and begin the application process. Your site and preceptor should be approved well before you start your practicum course (at least 1–2 months).

The review process may take up to two weeks, so please ensure your program progression is not delayed. Submit all requirements as soon as possible for review and approval.

During your MSN Practicum, you will be required to submit multiple artifacts and documents for successful course completion. This may include items such as time logs, site evaluations, preceptor evaluations, and other projects unique to this course.

CORE ELMS

Capella has partnered with CORE Higher Education Group to provide a cloud-based experiential learning management system (ELMS) to support learners during practice immersion, practicum, or internship. CORE ELMS, here after referred to as CORE, provides a safe and secure repository to house forms and other coursework that requires visibility and input from third parties (such as preceptors).

Note: While you will still be submitting assignments to your instructor via the MSN courseroom, you will be instructed specifically where and when content should be submitted to CORE. Read your assignments carefully for directions and contact your instructor with any questions.

u03a1 - Tripartite Model Reflection

Write a short paper (1 to 2 pages) reflecting on how you will meet the three aspects of the tripartite model for nurse educators: teaching, service, and scholarship. The reflection paper should include the following:

- State clearly the role of nurse educator that you plan to have after completing your MSN.
- Briefly analyze the teaching, service, and scholarship expectations for that role as you understand them.
- Discuss how you might meet each aspect of the tripartite model: teaching, service, and scholarship. If you have specific goals, such as writing for publication, please include them.
- Analyze any specific additional qualifications that you believe you will need for this role and how you see being a change agent in this role (additional education, certifications, skills, and so on).

Additional Requirements

- The paper should be in double spaced in Microsoft Word.
- Page length is no more than two pages, not including a title page and a references page (if used).
- Use correct APA format, including running head, page numbers, and a title page.
- Use 12-point Times New Roman or Arial font.
- Your paper should be free of grammar and spelling errors that distract from content.
- Citations and references (if used) are to be in correct APA format.

This is a reflection paper and is largely your own views. The use of references is optional; if you do reference, follow correct APA format. You may write in first-person point of view.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Writing Feedback Tool](#)

[APA Style and Format](#)

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

u03d1 - Teaching Philosophy

As a nurse educator you will primarily be teaching adults; therefore, understanding adult learning theory and how various learning theories apply is important. It is also important to develop your own teaching philosophy, similar to your nursing philosophy but applied to nursing education. Using your understanding of adult learning theory, learner-centered education, and applicable learning theories, discuss how you will apply these ideas as an educator. What theories will be most important to you in your teaching role? Explain why you selected those theories. How do they fit with your developing nursing education philosophy?

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. Select a post that identifies different preferred learning theories than your choices. Analyze how you see the different theories being used: Are they a fit for the area of nursing education identified by your peer? What other suggestions do you have for applicable theories in this learner's area of interest?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 >> Nurse Educator Competencies for Academia

Introduction

In the next two units, our focus will be on specific nurse educator competencies. First, we will look at the competencies required for nurse educators working in nursing education programs at all levels. As an academic nurse educator or nursing faculty member, it is necessary to have a combination of skills. The nursing skills that we have learned and developed over time are extremely important as we teach others to become nurses or teach nurses to develop new skills and acquire further education. We also, however, need skills to teach, critique, and offer guidance to students; evaluate student performance; develop curriculum; and advance our professional knowledge. The challenge for academic nurse educators in this time of rapid practice changes is to be teaching a bit ahead of the curve so that new graduates at all levels are prepared for the advancements in the practice world.

In this unit we will look at the National League for Nursing (NLN) competencies for academic nurse educators and at the Certified Nurse Educator (CNE) credential that is offered by the NLN:

For academic nurse educators, it [the Certified Nurse Educator credential] establishes nursing education as a specialty area of practice and creates a means for faculty to demonstrate their expertise in this role. It communicates to students, peers and the academic and health care communities that the highest standards of excellence are being met. By becoming credentialed as a Certified Nurse Educator (CNE), you serve as a leader and a role model. (n.d., para. 2)

Reference

National League for Nursing. (n.d.). Professional development programs: Certification for nurse educators. Retrieved from <http://www.nln.org/professional-development-programs/Certification-for-Nurse-Educators>

Learning Activities

u04s1 - Studies

Readings

Use your *Becoming a Nurse Educator: Dialogue for an Emerging Career* text to read the following:

- Chapter 3, "As If: More of That First Year," pages 25–36.

Use the Capella library to read the following:

- In your *Teaching in Nursing: The Complete Guide to Best Practice in Teaching, Evaluation, and Curriculum Development* text:
 - Chapter 15, "The Context in Which Teaching Takes Place: The Curriculum," pages 300–319.
- Kalb's 2008 article, "Core Competencies of Nurse Educators: Inspiring Excellence in Nurse Educator Practice," in *Nursing Education Perspectives*, volume, 29, issue 4, pages 217–219.
- Patterson and Krouse's 2015 article, "Competencies for Leaders in Nursing Education," in *Nursing Education Perspectives*, volume 36, issue 2, pages 76–78.

Internet Resources

Use the Internet to examine the following Web pages from the National League for Nursing:

- [Centers for Nursing Education: Overview](#).
- [Certification for Nurse Educators: The Certified Nurse Educator \(CNE\) Examination](#).

u04d1 - NLN Nurse Educator Core Competencies

Having read about the National League for Nursing Core Competencies of Nurse Educators, discuss how these competencies reflect quality nursing education. What are the competencies that you see as most important? Explain your choice. Are there any changes that you think need to be made to the competencies to keep them responsive to the current and future needs for preparing competent nurses? What changes would you suggest?

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. Evaluate the implications of your fellow learners' suggested changes (both promising and problematic) to the competencies. If possible, suggest a mitigation for any potential concerns that you have. Identify any additional reasons (beyond what your peer provided) for incorporating the suggested change(s).

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Certified Nurse Educator Credential

The Certified Nurse Educator (CNE) credential is designed to recognize academic educators with current skills and competencies. Should this credential be a requirement for educators in faculty positions? Explain the rationale for your response.

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. How did your fellow learners' response modify your thinking about this issue? Alternately, if the argument did not change your position, how do you respond to the points made?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Nurse Educator Competencies for Staff and Hospital Educators

Introduction

In Unit 5 we turn our attention away from the academic educator role to focus on the staff development specialist and hospital educator roles. Nurses in these positions are very much nurse educators, but the scope of their practice and areas of responsibility will differ, often depending on the demands of the health care organization and the specialties of the individual nurse educators. Some nurse educators in these roles will hold certifications in specific nursing specialties to demonstrate their skill and competence in those areas. Other nurse educators who focus more broadly on staff development will be interested in the American Nurse's Association's Professional Development Specialist certification.

As health care expands into community services, wellness and prevention services, and a myriad of other areas, nurse educators have expanding roles as well. For some this includes nurse navigator positions that will focus on working with patients with chronic or severe illnesses and guiding them through the health care system. Other nurse educators may become case managers or work in the health care industry developing tools and educating medical and nursing staff, as well as health care consumers, on various health-related products. The field of nursing education continues to expand, and there will continue to be a variety of opportunities where the nurse educator competencies will be a good fit.

Learning Activities

u05s1 - Studies

Readings

Use your *Becoming a Nurse Educator: Dialogue for an Emerging Career* text to read the following:

- Chapter 8, "Clinical Teaching is Where the Magic Lies," pages 89–100.

Use the Capella library to read the following:

- In your *Teaching in Nursing: The Complete Guide to Best Practice in Teaching, Evaluation, and Curriculum Development* text:
 - Chapter 10, "Clinical Teaching in Nursing," pages 178–201.
- Wolf and Morgan's 2011 article, "Nursing Professional Development Specialists as Change Agents and Innovators," in *Journal for Nurses in Staff Development*, volume 27, issue 2, pages 92–93.
- McClelland, McCoy, and Burson's 2013 article, "Clinical Nurse Specialists: Then, Now, and the Future of the Profession," in *Clinical Nurse Specialist*, volume 27, issue 2, 96–102.
- Wittmann-Price, Celia, and Dunn's 2013 article, "Successful Implementation of Evidence-Based Nursing Practice: The Indispensable Role of Staff Development," in *Journal for Nurses in Professional Development*, volume 29, issue 4, 202–204.

Internet Resources

Use the Internet to complete the following:

- Read Swihart's 2010 article, "What Does a Nursing Professional Development Specialist (Nurse Educator) Do?," from *American Nurse Today*, volume 5, issue 8.
- Examine the American Nurses Credentialing Center's [Nursing Professional Development](#) Web page, particularly the certification examination.

u05a1 - Scholarship and Philosophy of Teaching

Write a short paper (3 to 5 pages) that relates your knowledge of pertinent historical events, your areas of interest in nursing education, and the competencies you will need. Discuss how you will meet the tripartite roles and create your own nurse educator philosophy statement to guide your practice as a nurse educator. The paper should include the following:

- A brief introduction that clearly states the purpose of the paper.
- An analysis of the relationship of significant historical events to today's nursing education environment.
- Identification of the area of nursing education or the area in health care where you will apply your MSN, education specialization skills, and knowledge.
- A discussion of nurse educator competencies that are pertinent to your area of focus as an MSN-prepared nurse educator.
- An analysis of the tripartite roles of teaching, scholarship, and service in the area of nursing education that you are interested in. Include how you might meet each of these role expectations.
- An individual nurse educator philosophy statement based on the previous points. This does not have to be an elaborate philosophical statement but should be at least one-half of a page and focused on your specific interests as a nurse educator (nursing faculty, staff development, patient education, community educator, or other positions).
- A conclusion that summarizes the content of the paper.

Additional Requirements

- The paper should be double spaced in Microsoft Word.
- The length of the paper should be 3 to 5 pages, not including a title page and a references page.
- Use APA-formatted subheadings to indicate major topic areas in the paper.
- Use correct APA format, including running head, page numbers, and title page.
- Use 12-point Times New Roman or Arial Font.
- Your paper should be free of grammar and spelling errors that distract from content.
- Use a **minimum** of five references (three from peer-reviewed sources).
- Citations and references are to be in correct APA format.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

[APA Style and Format](#)

[Writing Feedback Tool](#)

u05d1 - Role Competencies and Expectations

Select one of the following roles, and describe the competencies needed for the role. Identify what role expectations there might be, including any cultural considerations. Identify any concerns you might have in beginning the role and any additional preparation that you think you would need.

- A patient educator in a community health clinic located in the Southern United States with high numbers of patients with heart failure and diabetes.
- A staff development specialist who will start a nurse residency for new graduates in a moderate-sized health system located in Southern California
- A clinical nurse educator assigned to a critical care unit and two adjoining medical/surgical units in a teaching hospital located in a major urban area in the Eastern United States.

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. Identify any additional competencies, potential points of concern, or particularly insightful points that your peer made. How might recent developments in health care have changed the factors to consider in the chosen scenario?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Legal and Ethical Aspects of Nursing Education

Introduction

As nurses we are all, no doubt, very aware of the myriad of legal and ethical issues in any health care setting. We are familiar with licensing for health care professionals, perhaps carry our own malpractice insurance, and have been cautioned by our employing institutions to always follow policy and procedures. Nursing education is no different; there are specific legal and ethical issues that are of concern to nurse educators. In this unit we will concentrate on some of the specific areas of which nurses working in education need to be well aware, including faculty rights and responsibilities, student rights, clinical evaluation of students, and academic dishonesty. We will also learn about the Family Education Rights and Privacy Act (FERPA) and the responsibility of faculty regarding information about students. This is important for both academic faculty and for clinical faculty supervising students in clinical areas. As in clinical practice, documentation of concerns and issues that arise in educational settings can be very important.

This unit also includes four education case scenarios that will be used in completing the assignment in Unit 7. The scenarios are designed to reflect real-life occurrences in education settings that must be responded to with an education intervention designed to change behavior of participants.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to read the following:

- In your *Teaching in Nursing: The Complete Guide to Best Practice in Teaching, Evaluation, and Curriculum Development* text:
 - Chapter 14, "Clinical Evaluation," pages 282–296.

- Killam and Heerschap's 2013 article, "[Challenges to Student Learning in the Clinical Setting: A Qualitative Descriptive Study](#)," in *Nurse Education Today*, volume 33, issue 6, pages 684–691.
- Klocko's 2014 article, "[Academic Dishonesty in Schools of Nursing: A Literature Review](#)," in *Journal of Nursing Education*, volume 53, issue 3, pages 121–125.
- Pitt, Powis, Levett-Jones, and Hunter's 2012 article, "[Factors Influencing Nursing Students' Academic and Clinical Performance and Attrition: An Integrative Literature Review](#)," in *Nurse Education Today*, volume 32, issue 8, pages 903–913.
- Robertson's 2012 article, "[Can't We All Just Get Along? A Primer on Student Incivility in Nursing Education](#)," in *Nursing Education Perspectives*, volume 33, issue 1, pages 21–26.

Use the Internet to read the following:

- Hlavac and Easterly's 2015 article, "[FERPA Primer: The Basics and Beyond](#)," from the National Association of Colleges and Employers Web site.

Multimedia

- View the [Nursing Education Legal and Ethical Scenarios](#) you will use for your Unit 7 assignment.

u06d1 - FERPA Scenario

Assuming the role of a nursing professor in a BSN program, discuss your understanding of the Family Education Rights and Privacy Act (FERPA) in a situation where a 20-year-old nursing student's mother calls you to discuss her daughter's progress in your pharmacology class. What would be your response to the parent? Explain your rationale for that response. Would you consider any further action after the phone call?

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. Identify elements of the response and rationale that were particularly helpful to you. If your current role involves adherence to FERPA, how might you apply this proposed response to your current environment? (Be careful not to violate FERPA standards in the process of responding.) If your current role does not include required adherence to FERPA, how may you use this knowledge in the future?

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Plagiarism

A serious ethical issue that occurs at all levels of education, including nursing education, is plagiarism. Colleges and universities have policies on academic dishonesty, but individual faculty have to deal with each situation as it arises. As nursing faculty, you find content in a student's paper on nursing history that is taken directly from an Internet source without a citation. What steps will you take? Explain each step and your rationale for how you would handle the situation.

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. Identify key steps that you found useful. Alternately, identify potential points of escalation or legal implications that might occur if one of the steps described were to be implemented.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> The Change Agent Role in Nursing Education

Introduction

Education is a powerful means for changing behavior and beliefs. As nurses we have all engaged in patient education designed to help individual patients change behaviors that are damaging their health. We educate staff on new practices designed to engage them in a new approach to patient care. As nurse educators much of our work is designed toward changes, either through adding to knowledge so that individuals are better informed in how to accomplish goals or in providing new knowledge to change behavior or solve a problem.

As academic nurse educators we are engaged in adding to knowledge so that individuals can learn to be nurses or acquire specialty knowledge in nursing. In staff development we are often involved in initiating new procedures and processes for carrying out health care initiatives. In patient education we are teaching ways to improve health and change harmful behaviors. In all instances, *change* is the key word. Sometimes the changes come easily and the learners are eager for new knowledge; however, sometimes that is not true and we meet resistance from the learners. Finding ways to overcome that resistance is an important aspect of being a change agent.

In this unit we focus on the change agent role. This relates to the unit assignment in which you will design a presentation for educational purposes that will address one of the legal and ethical case scenarios.

Learning Activities

u07s1 - Studies

Readings

Use your *Becoming a Nurse Educator: Dialogue for an Emerging Career* text to read the following:

- Chapter 11, "Creative Projects: 'Could You Please Tell Us What You're Looking For?'" pages 121–131.

Use the Capella library to read the following:

- Fugate, Prussia, and Kinicki's 2012 article, "[Managing Employee Withdrawal During Organizational Change: The Role of Threat Appraisal](#)," in *Journal of Management*, volume 38, issue 3, pages 890–914.
- McCormack et al.'s 2013 article, "[A Realist Review of Interventions and Strategies to Promote Evidence-Informed Healthcare: A Focus on Change Agency](#)," in *Implementation Science*, volume 8, issue 1, pages 2–12.
- Mitchell's 2013 article, "[Selecting the Best Theory to Implement Planned Change](#)," in *Nursing Management*, volume 20, issue 1, pages 32–37.

Use the Internet to read the following:

- Nursing Theory's article on [Lewin's Change Theory](#).
- Guerin's 2013 article, "[Managing Rapid Change in the Health Care Environment](#)," in *Managed Care*.

u07a1 - Initiating Changes With a Teaching PowerPoint

Create a PowerPoint presentation of 12 to 20 slides that you could use to teach a group about a legal or ethical issue.

- Select a case from the Nursing Education Legal and Ethical Scenarios media piece you viewed in Unit 6 (also linked in the Resources for this assignment).
- Reflect on the change that needs to occur and the group that you will be addressing.
- Research what the group needs to know to improve the legal or ethical situation that has occurred. Use a minimum of seven references, five from peer-reviewed sources.
- Synthesize information that will be needed to evoke a change in the situation.
- Create a teaching PowerPoint presentation that you will use in a teaching/learning experience for this group. For your presentation:
 - Choose an appropriate theme and style.
 - Include an introductory slide that identifies the problem and your role.
 - Use slides to convey the needed information to the group.
 - Provide a summary slide that reiterates the important points of the presentation.
 - Conclude with a slide that offers resources for the group after the teaching/learning experience.

- Include a slide with any references used in preparing the PowerPoint.
- Use the speaker's notes feature to provide any additional information that you would include in the presentation. This should include any cultural sensitivity aspects and how the content is expected to make a change regarding the issue being addressed.
- Add two to four additional slides, with references, that do the following. This content is not part of the actual presentation but is information that you as a presenter would need to consider.
 - Discuss any specific cultural and/or diversity aspects of the presentation that could be significant in the learning process.
 - Analyze how the presentation may result in a significant change in the identified environment.

Additional Requirements

- Create a professional-looking PowerPoint presentation, using speaker notes as needed.
- Your presentation should be 12 to 20 slides. Include two additional slides as indicated in the instructions.
- All slides should have correct grammar, punctuation, and spelling.
- Use correct APA for citations and references.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Creating a Presentation in PowerPoint 2010](#)

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

[APA Style and Format](#)

[Writing Feedback Tool](#)

[Nursing Education Legal and Ethical Scenarios](#) | Transcript

u07d1 - Change Management

Change occurs frequently in education and health care. Nurse educators are often responsible for educating staff and initiating changes. However, changes are not always well accepted. Identify three approaches that may be effective for overcoming resistance to change. Discuss how each approach would be used and any cultural aspects that need to be considered.

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. Describe a scenario where the suggested approach would be particularly applicable. Analyze why the approach would be effective in the scenario you described.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 8 >> The Nurse Educator as a Leader

Introduction

Nurse educators are automatically leaders. The leadership role comes from being responsible for changing behaviors through education. This may be academically by educating future nurses and advance practice nurses. It may be clinically by educating staff on evidence-based practice changes and patients on better health practices. It may be in the community setting, providing knowledge on disease prevention and healthy lifestyles. Regardless of the setting, the leadership role is part of the nurse educator designation.

An important aspect of the leadership role is the style of leadership. Some leadership styles come more naturally to us as individuals because they fit our personality and our background; sometimes, though, we have to develop a style that is a better fit for the setting that we are working in. In this unit, we will look at various leadership styles and consider what the most effective style is for each of us as individuals. We are also going to look at the nurse educator as part of the interdisciplinary team that provides education to other health providers. Increasingly, this aspect of the educator role is becoming more prominent. As nurse educators we have to be prepared to work across disciplines and in a variety of settings.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to read the following:

- Adelman-Mullally et al.'s 2013 article, "[The Clinical Nurse Educator as Leader](#)," in *Nurse Education in Practice*, volume 13, issue 1, pages 29–34.
- Hutchinson and Jackson's 2013 article, "[Transformational Leadership in Nursing: Towards a More Critical Interpretation](#)," in *Nursing inquiry*, volume 20, issue 1, pages 11–22.
- Lapkin, Levett-Jones, and Gilligan's 2013 article, "[A Systematic Review of the Effectiveness of Interprofessional Education in Health Professional Programs](#)," in *Nurse Education Today*, volume 33, issue 2, pages 90–102.
- McSherry, Pearce, Grimwood, and McSherry's 2012 article, "[The Pivotal Role of Nurse Managers, Leaders and Educators in Enabling Excellence in Nursing Care](#)," in *Journal of Nursing Management*, volume 20, issue 1, pages 7–19.
- Wong and Laschinger's 2013 article, "[Authentic Leadership, Performance, and Job Satisfaction: The Mediating Role of Empowerment](#)," in *Journal of Advanced Nursing*, volume 69, issue 4, pages 947–959.

Use the Internet to read the following:

- Fransdsen's 2014 article, "[Nursing Leadership: Management and Leadership Styles](#)," from the American Association of Nurse Assessment Coordination (AANAC) Web site.

u08d1 - Leadership Styles

Nurse educators are leaders in teaching and scholarship. Choose an educator role from the following list:

- BSN nursing faculty.
- Community health educator.
- Staff development educator.

Identify and contrast and compare what would be the most effective leadership style for the educator role you chose and what might be least effective. What style would you choose for yourself? Explain why you have chosen that style.

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. Consider the same role choice but a very different leadership style. Discuss whether you see this leadership style as a reasonable choice for the role. Why or why not? Would you consider using this style yourself? Why or why not? What are your suggestions for effective leadership in the role that is being discussed?

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Leadership Scenario

The Institute of Medicine has encouraged interdisciplinary efforts in managing health care and in educating health care professionals. A health care organization has formed an interdisciplinary team to develop a bariatric surgery program for the organization. Identify what would be the nurse educator's role on the team. Would that be a leadership role? What leadership style would best fit this role? What competencies would the educator bring to the team?

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. Consider an approach to the scenario that offers insights that improve your own approach. What perspectives did your peer offer that might be of value to incorporate into your own?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 9 >> The Nurse Educator as a Scholar

Introduction

An expectation for nurse educators is that they are both teachers and scholars. To be a scholar means that the educator is both teaching others in the discipline of nursing and also adding to the advancement of the profession. There are many ways that the nurse educator can be a scholar. Sometimes this is thought of as conducting research and publishing articles and books on research and evidence-based practice. This is certainly one major way to be a scholar, but there are many other ways as well.

In nursing a widely used model for determining scholarship is the Boyer model. This model classifies scholarship activities in the following four main areas:

1. Discovery, where new and unique knowledge is generated; this would include research.
2. Teaching, where the teacher creatively engages in partnerships with learners to facilitate expanding knowledge.
3. Application, where the emphasis is on the use of new knowledge in solving society's problems. An example of this aspect of scholarship is initiatives to introduce evidence-based practice changes.
4. Integration, where new relationships among disciplines are discovered. An example would be efforts to engage in interdisciplinary education initiatives.

Learning Activities

u09s1 - Studies

Readings

Use the Capella library to read the following:

- In your *Teaching in Nursing: The Complete Guide to Best Practice in Teaching, Evaluation, and Curriculum Development* text:
 - Chapter 19, "Becoming a Scholar in Nursing Education," pages 378–395.
- Limoges, Acorn, and Osborne's 2015 article, "[The Scholarship of Application: Recognizing and Promoting Nurses' Contribution to Knowledge Development](#)," in *The Journal of Continuing Education in Nursing*, volume 46, issue 2, pages 77–82.
- Pape's 2000 article, "[Boyer's Model of Scholarly Nursing Applied to Professional Development](#)," in *AORN Journal*, volume 71, issue 5, page 995–999 and 1001–1003.
- Price's 2010 article, "[Disseminating Best Practice Through Publication in Journals](#)," in *Nursing Standard*, volume 24, issue 26, pages 35–41.

Use the Internet to read the following:

- Peterson and Stevens' 2013 article, "[Integrating the Scholarship of Practice Into the Nurse Academician Portfolio](#)," in *Journal of Nursing Education and Practice*, volume 3, issue 11, pages 84–92.

- The American Association of Colleges of Nursing's article, "[Defining Scholarship for the Discipline of Nursing.](#)"

u09a1 - Professional Development Plan

Write a 6- to 8-page professional development plan for your career as an MSN-prepared nurse. The professional development plan should include the following:

- A brief introductory paragraph that clearly states the purpose of the paper.
- A description of your specific area of focus in nursing education, the position that you wish to obtain, and the educator competencies that you will need as an MSN-prepared nurse.
- A statement of your specific professional goals (a minimum of three) and discussion of their relationship to your nurse educator philosophy.
- A brief description of any additional forces (social, economic, political, institutional) that may influence your nursing education role.
- An analysis of how you will carry out scholarship activities as an MSN-prepared nurse and a specific plan for scholarship based on a model.
- A discussion of specific ways (a minimum of two) that you will develop a leadership role in the area of focus you have chosen.
- Specific plans for professional growth and any additional education, certifications, or training to be acquired.
- A reflection in a concluding paragraph on your abilities to meet goals and achieve your professional development plan and ethical practice.

Additional Requirements

- The paper should be double spaced in Microsoft Word.
- Page length is 6 to 8 pages, not including a title page and a reference page.
- Use APA-formatted subheadings to indicate major topic areas in the paper.
- Use correct APA format, including a cover page, running head, page numbers, and correct citations and references.
- Use 12-point Times New Roman or Arial Font.
- Your paper should be free of grammar and spelling errors that distract from content.
- Use a **minimum** of twelve references (nine from peer-reviewed sources, other than the textbook).
- Citations and references are to be in correct APA format.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

[APA Style and Format](#)

[Writing Feedback Tool](#)

u09d1 - Boyer's Model

Boyer's model of scholarship is an appropriate model for nursing. Many nurses have accomplished more scholarship than they realize. Explain at least one way you have met each of the four categories. Discuss any future plans that you have for scholarship as a nurse educator. Would you consider writing for publication, or have you written for publication?

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. Consider accomplishments or plans identified that might also be a good fit for your professional goals. Explain how these activities might fit into your plans for scholarly development. Briefly discuss your priority for scholarly development.

Graduate Discussion Participation Scoring Guide

Unit 10 >> Professional Development in Nursing Education

Introduction

Learning never stops for the nurse educator; lifelong learning is necessary to stay current both in the practice world and in education. Nurse educators need to have a plan for their own continued professional development that will help them maintain and advance their skills both as nurses and as educators. Part of professional development is also to be a reflective teacher, to continue to do as Zorn advises us: to pause and reflect on who we are as people and as educators.

The nursing profession needs nurse educators to educate more nurses, to introduce and educate about evidence-based practice changes, and more than ever to join with our colleagues in other health care disciplines to exchange ideas and engage in interdisciplinary learning. As educators we must continue to learn, be certified, and function at a high level to ensure continued growth for the nursing profession. The Institute of Medicine has charged nurses to be leaders in health care change, and that requires educators to be at the forefront of those changes.

Learning Activities

u10s1 - Studies

Readings

Use your *Becoming a Nurse Educator: Dialogue for an Emerging Career* text to read the following:

- Afterword, "The Musicality of Teaching: More Dreams for the Future Than Memories of the Past," pages 155–160.

Use the Capella library to read the following:

- In your *Teaching in Nursing: The Complete Guide to Best Practice in Teaching, Evaluation, and Curriculum Development* text:
 - Chapter 11, "Partnerships With Clinical Settings: Roles and Responsibilities of Nurse Educators," pages 202–228.
 - Chapter 18, "Evidence-Based Teaching in Nursing," pages 362–377.
- Annan, Tratnack, Rubenstein, Metzler-Sawin, and Hulton's 2013 article, "[An Integrative Review of Student Evaluations of Teaching: Implications for Evaluation of Nursing Faculty](#)," in *Journal of Professional Nursing*, volume 29, issue 5, pages e10–e24.
- McDermid, Peters, Jackson, and Daly's 2012 article, "[Factors Contributing to the Shortage of Nurse Faculty: A Review of the Literature](#)," in *Nurse Education Today*, volume 32, issue 5, pages 565–569.
- Salminen, Stolt, Koskinen, Katajisto, and Leino-Kilpi's 2013 article, "[The Competence and the Cooperation of Nurse Educators](#)," in *Nurse Education Today*, volume 33, issue 11, pages 1376–1381.

Internet Resources

Use the Internet to browse the following:

- The National Council of State Boards of Nursing's [Online Courses](#).
- The National League for Nursing's [Simulation Innovation Resource Center](#).

u10d1 - Evaluation

Nurse educators are regularly evaluated by students and administrators. There may also be peer evaluations of teaching skills. As an educator, how do you or would you view these evaluation processes? What can be most useful to faculty from student evaluations? Identify at least one strategy that might be used for professional improvement in the educator role you have or will have.

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. Suggest an additional strategy for professional improvement in her or his chosen educator role. Explain why this strategy would be a good fit for your peer.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d2 - Life-Long Learning

Continuing to learn and improve our skills in nursing and nursing education is necessary. What is your plan for yourself to build on what you will have learned in your MSN program? Do you plan to seek certification? If so, in what area? What are additional skills that you would like to add to your educator toolbox?

Response Guidelines

Respond according to the Faculty Expectations Message guidelines. Consider the plans for life-long learning that have similarities to your own. Review your peer's plan and identify those strategies that you think will most advance his or her chosen career as an educator. Suggest any additional strategies that might be helpful to your peer's professional development.

Course Resources

Graduate Discussion Participation Scoring Guide