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EDITORS

TEACHING in NURSING and ROLE of the EDUCATOR

The Complete Guide to Best Practice in Teaching,
Evaluation, and Curriculum Development

THIRD EDITION

See Code Inside

Teaching in Nursing and Role of the Educator

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Preface

There is a critical need to prepare nurses for roles as educators in schools of nursing and healthcare settings. This book, in its third edition, is written to meet that need: It is a comprehensive text that provides, under one cover, essential concepts for effective teaching in nursing and carrying out other dimensions of the educator role. The book begins with a description of the role of a faculty member in a school of nursing and nurse educator in other settings. A new chapter examines the transition from clinician to educator, barriers and facilitators to the transition process, and strategies to facilitate this transition. Other chapters describe theories of learning; teaching methods, including integrating technology in teaching; teaching in online environments, simulation, learning laboratories, and clinical settings; interprofessional education; developing partnerships with clinical agencies; and preparing graduates to contribute to global health.

Nurse educators also need to assess learning and performance, and for this reason the book includes chapters on assessment, testing, and clinical evaluation. Teachers in nursing should understand the curriculum and how it is developed and evaluated, also explained in this book. There is a new chapter in this edition on program evaluation and accreditation of nursing programs. Another new chapter describes the roles and responsibilities of Nursing Professional Development (NPD) practitioners in healthcare settings; these nurse educators help employees to become and remain competent in their roles. It is important in nursing education that teachers use evidence to guide their educational practices and develop their scholarship; those areas are addressed in the last section of the book. Chapters are written by leading experts who integrate research findings and other evidence in their chapters.

The book was written for students in master's, doctor of nursing practice (DNP), and PhD nursing programs who are preparing themselves for a teaching role; nurses in clinical settings who are transitioning into nurse educator roles or are teaching students in addition to their practice positions; students and nurses learning about nursing education through continuing education and certificate programs; and novice and experienced teachers who want to expand their knowledge about teaching and gain new ideas for their courses. If students are taking only one or two nursing education courses in their graduate program, this book will be of particular value because of its comprehensiveness. Chapters provide the background and understanding needed for certification as a Certified Nurse Educator (CNE®). One of the goals was to prepare a scholarly book on teaching in nursing that is also practical, and the chapters are written with that goal in mind.

Nurse educators are employed in academic institutions and in healthcare and other types of settings. They educate nursing students at all levels, and in healthcare

settings they are responsible for providing continuing education and training. Many clinicians also teach nursing students in the clinical setting as part of their role, serving as preceptors and clinical nurse educators. Chapter 1 discusses trends supporting careers in nursing education, role of the nurse educator in a school of nursing, and the educational preparation needed for a faculty role and for educator roles in healthcare settings. A later chapter (21) examines the role and responsibilities of educators in NPD. Competencies and responsibilities of nurse educators and certification are examined in the chapter.

The transition from clinician to nurse educator is rarely easy. Most novice educators assume an academic or a professional development role without formal preparation in nursing education. Chapter 2 examines the transition from clinician to educator, barriers and facilitators to the transition process, and strategies to facilitate this transition. The Nurse Educator Transition Model and core competencies of nurse educators provide a framework for understanding the process that occurs during the role transition from nurse to nurse educator. The chapter includes resources to help novice educators gain competence in their new role.

Understanding how students learn is essential for effective teaching. Chapter 3 describes theories of learning: behaviorism, cognitivism, social cognitivism, humanism, constructivism, brain-based learning, and technology-mediated learning. For each of these theories, related teaching methods are identified.

Understanding learners is an important component of quality teaching. Nurse educators need an understanding of the varied attributes of students, which can affect their learning process and outcomes; students' culture; and their learning style preferences—the way in which students approach a particular learning situation. Chapter 4 examines varied attributes of nursing students, learner differences that can influence what and how we teach, and multiple strategies nurse educators can use that take into consideration these different characteristics.

Chapter 5 describes the teacher's role in developing a supportive learning environment and using a variety of teaching methods, with guidance for selecting methods to fit the intended learning outcomes, learner characteristics, and available resources. This chapter describes teaching methods for use in nursing education. Teaching methods are considered in relation to supporting learner development in the cognitive, affective, and psychomotor learning domains. Strategies are described for incorporating active learning and for promoting critical thinking.

The rapid advances and constant pace of change in technology create challenges and opportunities for teaching and learning. Successful integration of technology in the nursing curriculum requires new competencies for the teacher as the technology continues to evolve. Chapter 6 focuses on technology integration that supports achievement of learning outcomes with attention to curriculum and classroom alignment. The chapter guides nurse educators in exploring and embracing technology tools that support good teaching practices.

Teaching online is not the same as teaching in a classroom. Chapter 7 focuses on the differences between teaching in the traditional classroom and teaching online. The roles of the facilitator and the student are discussed in relation to pedagogy, course content, teaching strategies, reconceptualizing and designing online learning environments, interacting online, and using technology to teach and learn.

Traditionally, simulations have been used to provide opportunities for students to practice patient care in a safe environment before going into the clinical setting. However, in the current environment of increasing patient acuity and limited clinical

placements, simulation serves a broader role as an adjunct or replacement for traditional clinical experiences. Chapter 8 provides an overview of types of simulations in nursing and how to integrate them into a nursing curriculum. Debriefing approaches, evaluation processes to use when developing and implementing clinical simulations, and evidence on the use of clinical simulations are discussed in this chapter.

The transformation of healthcare, coupled with alarming patient care outcome data, is heralding a new mandate to prepare nurses for collaborative team-based models of care. This educational reform presents a challenge, as the configuration of most nursing, medicine, and allied health programs reflects singular siloed programs of study. Such design results in nursing and healthcare profession graduates who have limited knowledge of what their respective colleagues do and insufficient skill and experience in interprofessional communication and working together on teams. Chapter 9 examines the content and processes for weaving interprofessional education into nursing curricula. Foundational frameworks are provided, along with examples of didactic, simulation, and clinical learning experiences that promote collaborative practice capabilities.

Skills acquisition is an important component of nursing education, beginning early in the curriculum and continuing throughout the nursing program. Learning laboratories provide a safe environment for initial psychomotor skills acquisition while offering opportunities to socialize students into the professional role of a nurse. Chapter 10 examines phases of skill development, deliberate practice, and development of professional confidence; roles of the teacher, staff, mentors, and others in the learning laboratory; expectations for learners; types of learning laboratories and their integration into the curriculum; competency evaluations; and other important topics. The chapter is comprehensive and also describes laboratory organization and management.

The clinical teacher plays a pivotal role in shaping learning for nursing students in the clinical setting. Because of this, it is essential that clinical teachers exhibit effective teaching behaviors, use best practices in teaching, and inspire students. Chapter 11 explains why effective clinical teaching is so critical and the process of clinical teaching. The chapter includes how to create a learning climate that is supportive to students, how to foster effective relationships in the clinical setting, how to design an effective clinical orientation, and how to choose clinical assignments for students.

Academic–practice partnerships exist at several levels for the purpose of preparing the nursing workforce to meet nursing practice realities and contemporary healthcare challenges. Chapter 12 provides guidelines for establishing and sustaining meaningful partnerships between education and practice to stimulate collaborative models of clinical nursing education. The chapter includes a discussion of the importance of academic–practice partnerships, characteristics of meaningful partnerships, roles and responsibilities of the nurse educator and collaborating practice partners, and developing and evaluating partnerships. Models of clinical education including interprofessional education partnerships, peer teaching, service learning, the clinical scholar model, and dedicated education units are also described in the chapter.

Through the process of assessment, the teacher collects information about student learning and performance. With this information, the teacher can determine further learning needs, plan learning activities to meet those needs, and confirm the outcomes and competencies met by the students. Chapter 13 explains assessment,

evaluation, and grading in nursing education. Methods are described for assessing learning, with examples of these methods.

Tests are a common assessment method used in nursing education, and varied types of test items are described in Chapter 14. A test must produce relevant and consistent results to form the basis for sound inferences about what learners know and can do. Good planning, careful test construction, proper administration, accurate scoring, and sound interpretation of scores are essential for producing useful test results. This chapter describes the process of planning, constructing, administering, scoring, and analyzing tests. Various types of test items are presented with examples of each item.

As students learn about nursing, they develop their knowledge base, higher level thinking skills, and a wide range of clinical competencies essential for patient care. Learning concepts in a classroom or an online environment is not sufficient: Students need to apply those concepts and other knowledge to clinical situations and be proficient in carrying out care. Teachers guide student learning in the clinical setting and evaluate their performance in practice. Chapter 15 describes the clinical evaluation process, the importance of giving prompt, specific, and instructional feedback to students as they are learning, principles that are important when observing and rating performance, and grading clinical practice.

It is vital that nurse educators take into account the context in which teaching takes place. Often, both new and experienced teachers focus on the specific content of the classes they teach and lose sight of the outcomes and how they relate to the overall program. Chapter 16 describes the processes for curriculum development or revision in schools of nursing and educational programs in healthcare settings. The chapter reviews the factors that influence nursing education programs and curricula and provides guidelines for collecting and analyzing data to make informed decisions about revising or developing curricula.

Nurse educators are expected to implement the approved curriculum. The curriculum enables students to meet the program outcomes, but to achieve that goal, the curriculum has to be internally consistent for students and implemented as designed. Chapter 17, which builds on the prior chapter, examines various models for curriculum design, components of the curriculum, and their relationship to one another. The chapter also includes a discussion of the course syllabus, its development, and why the syllabus is important in teaching.

Through program evaluation, faculty, administrators, and others involved in the evaluation process collect the data needed to make informed decisions and determine the effectiveness of the program in meeting its goals and achieving important outcomes. Chapter 18 explains program evaluation in nursing and the development of a systematic program evaluation plan for a school of nursing. Discussion is included on accreditation of nursing programs, types of and standards for accreditation, differences between regulation and accreditation, and curriculum and teacher evaluation.

Evidence-based teaching is the use of research findings and other evidence to guide educational decisions and practices. Available evidence should be used when developing the curriculum and courses, selecting teaching methods and approaches to use with students, and planning learning activities for students. Chapter 19 describes evidence-based teaching in nursing, phases of evidence-based teaching, evaluating nursing education research, and a process for evidence-based teaching.

The role of the nurse educator includes more than teaching, assessing learning, and developing courses: It also includes scholarship and contributing to the

development of nursing education as a science. Scholars in nursing education question and search for new ideas; they debate and think beyond how it has always been done. For the teacher's work to be considered as scholarship, it needs to be public, peer-reviewed, and critiqued, and shared with others so they can build on that work. Chapter 20 examines scholarship in nursing education and developing one's role as a scholar. Because of the importance of dissemination to scholarship, the chapter includes a description of the process of writing for publication and other strategies for dissemination. In most settings in which nurse educators work, the quality of their teaching, scholarship, service, and clinical practice, if relevant, is assessed by students, peers, administrators, and formal committees. This evaluation, including the use of teaching portfolios, is discussed in the chapter.

Nurse educators employed in clinical practice settings, such as hospitals and healthcare systems, are referred to as NPD practitioners or by similar titles. These nurse educators are charged with helping employees to become and remain competent in their roles. Similar to academic educators, NPD practitioners follow a set of core competencies. Their targeted learners vary depending on their role, but most often are nursing professionals. A new chapter (21) describes the role and responsibilities of NPD practitioners, their scope and standards of practice, the importance of their role in clinical practice settings, and suggested pathways to prepare for, transition to, and develop in the NPD practitioner role.

In today's increasingly globalized and complex world, nurse educators are in unique positions to prepare students as global citizens who can contribute to global health. Accordingly, schools of nursing should be involved in curriculum changes and pedagogical approaches that support students and faculty and integrate global perspectives across the curriculum. Focusing on the role of nurse educators in global education and preparing nurses for interprofessional work in the globalized world, this last chapter in the book, Chapter 22, examines major global health challenges and the impact of globalization on nursing and provides recommendations for incorporating global health in nursing education programs. The chapter also describes strategies for integrating global health competencies in nursing programs that educators can use to ensure that graduates are prepared to contribute to global health.

In addition to this book, we have provided Instructor Resources that include a sample course syllabus; chapter-based PowerPoint presentations; and ready-to-use modules for an online course (with chapter summaries, student learning activities, discussion forum questions, online resources, and assessment strategies). The editors at Springer Publishing, Adrienne Brigido and Joseph Morita, deserve a special acknowledgment for their continued support, enthusiasm, and commitment to nursing education.

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Instructor Resources

Teaching in Nursing and Role of the Educator, Third Edition, includes quality resources for the instructor. Faculty who have adopted the text may gain access to these resources by emailing textbook@springerpub.com.

Instructor resources include:

- Sample Course Syllabus
- Online Course with 22 Modules
- Each Module Includes:
 - Chapter Summaries
 - Student Learning Activities
 - Discussion Questions
 - Online Resources
 - Assessment Strategies
- PowerPoint Presentations for Lecture

Third Edition and COVID-19

The global pandemic has had an enormous impact on the world, and this is especially true in nursing education. Nursing faculty and students had to adapt to a completely online environment, which brought up challenges and frustrations.

The following information in this third edition is particularly apt for issues that have been first and forefront during this pandemic.

LEARNING ENVIRONMENT AND TEACHING METHODS

Chapter 5: This chapter on teaching methods explains how to use these methods in an online environment as well as in the classroom.

TEACHING ONLINE

These two chapters focus on online teaching and the use of technology in the most efficient, student-friendly way:

Chapter 6: Integrating Technology in Education

Chapter 7: Teaching in Online Learning Environments

SIMULATIONS IN NURSING EDUCATION

Chapter 8: This chapter includes content on augmented reality, virtual reality, and screen-based simulations that provide seemingly endless possibilities for innovative teaching and learning online.



Nursing Education: Roles of Teacher and Learner

