

	Speaker Notes Competency #8
1	<p>Welcome to an overview of NLN Nurse Educator Competency 8. Function effectively within the organizational environment and academic community</p> <p>Your narrator is Mary Partusch. This narrated presentation draws on the NLN. (2015) <i>Certified Nurse Educator (CNE) 2015 Candidate Handbook</i> @ nln.org, as well as other references listed at the end. This presentation is intended as an overview and the viewer is encouraged to examine readings for further information.</p>
2	<p>Objectives related to Competency 8</p> <ul style="list-style-type: none"> a. Identify how social, economic, political, and institutional forces influence nursing and higher education b. Make decisions based on knowledge of historical and current trends and issues in higher education c. Integrate the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of learners and colleagues d. Consider the goals of the nursing program and the mission of the parent institution when proposing change or managing issues e. Participate on institutional and departmental committees
3	<p>There are multiple forces impacting nursing, nursing education, and higher education. This and the next slide show both internal and external forces as identified by Glasgow (2013, p. 295). Whereas I will touch on many of these, the viewer is encouraged to seek further information and readings for any of those that are not familiar to you.</p> <p>“Multiculturalism of society Expanding technology, including distance education Limited financial resources Nursing faculty shortage Nursing shortage Aging population Health disparities Knowledge explosion” (Glasgow, 2013, p. 294)</p>
4	<p>These are additional forces identified by Glasgow. “Emphasis on the “learner” instead of the “teacher” in relation to pedagogy</p> <p>Increased demand for accountability</p> <p>Outcomes assessment</p> <p>Accreditation requirements</p> <p>Federal funding</p> <p>General economy</p> <p>Political landscape</p> <p>Health care reform” (Glasgow, 2013, p. 294)</p>

	<p>If you are teaching and/or have students in clinical practice, you can most likely elaborate with stories of how these forces have impacted you. I recently experienced a comprehensive regional accreditation visit to my institution, and also have been involved in preparing for an upcoming nursing accreditation visit. The accreditation criteria for both accreditation bodies overlaps into many of the other forces listed on this and the previous slide. Both also emphasize mission and values threaded through teaching and learning practices.</p>
5	<p>Some of the organizations that influence nursing education are included on this slide. The first three are nursing accreditation bodies.</p> <p>The Higher Learning Commission is a college/university level regional accreditation. There are other commissions for colleges outside the north central region.</p> <p>The Department of Education administers federal loans and laws for colleges on student federal grant programs, such as Title IX Discrimination, and Federal Credit Hour Regulations</p> <p>The US Department of Labor oversees the Americans with Disabilities Act (ADA), which requires reasonable accommodations for students with documented disabilities.</p>
6	<p>The Institute of Medicine and Robert Wood Johnson Foundation collaborated on the Future of Nursing Report (2010), which has the following recommendations (as listed on slide). A goal related to increasing educational levels is that 80% of nurses are BSN prepared by 2020. The National Academy of Sciences has the report published and available through PDF download, and also has follow up initiatives on their website as a result of this report.</p>
7	<p>Partnerships and collaboration with other health professionals to redesign healthcare was a part of the Institute of Medicine recommendation, to increase communication, quality and safety. Nurse educators are collaborating with other health educators in simulation experiences for students across disciplines and should provide other opportunities for interdisciplinary collaboration in health care settings.</p> <p>Partnerships with affiliated health care institutions provide preceptors for students and Dedicated Education Units (DEUs) with professional nursing staff paired with students, results in increased safety and quality. DEUs allow for a larger student to faculty ratio, helping to address nursing faculty shortage.</p> <p>Partnerships with community shelters, underserved schools, and the like, provide service-learning experiences for students and promote civic engagement of students who will become health professionals.</p>
8	<p>Governance involves decision-making and nurse educators have a responsibility to participate in curricular and policy decisions within their department and those involving other departments across the college. Nurse educators as faculty have self-governing roles within the academic setting. Peer review of faculty supports educator development. Participating in a committee to review faculty portfolios and recommend peers for promotion in rank is part of functioning in the institutional environment. It is recommended that you seek out a mentor to support your professional development and</p>

	help you navigate the academic environment. With experience, needs can change and you may find yourself seeking a new mentor to help you lead in the institutional environment and in health care.
9	Promotion in rank provides an opportunity for professional advancement for faculty, including nurse educator faculty. Ranks usually begin with instructor, with focus on teaching abilities consistent with the scholarship of teaching and is at the beginning levels of other areas of scholarship (Glasgow, 2013, p. 303). An assistant professor has more experience teaching and may focus on an area of research, or work on innovative educational curricula, which in turn is presented at national meetings. The assistant professor may seek grants for research, and provide service within and outside the institution. An associate professor demonstrates scholarship (may lead research), leadership within the academic institution beyond the department, and is involved in professional organization leadership activities. A full professor has a doctoral degree and is a role model for other faculty in areas of teaching, scholarship, and service (Glasgow, 2013, p. 303). The faculty role of service includes areas within and outside the academic institution, and the amount and types of service can vary with rank and type of institution (research vs. private 4-year vs. community, and the like)
10	Competency 8 is about functioning effectively in the institutional environment. As you may have noticed, Competency 8 draws on the other competencies. Prior competencies examined the faculty role of scholarship and emphasized the faculty role of teaching. Nurse educators can track their professional development and scholarly activities in an electronic portfolio that can support an application for promotion as well as the Certified Nurse Educator renewal of certification.
11	<p>References</p> <ul style="list-style-type: none"> • Ellis, P. (2016). Systematic program evaluation. Faculty scholarship. In D. Billings & J. Halstead's (Eds.) <i>Teaching in nursing: A guide for faculty</i>. (5th ed.). (pp. 487-90). St. Louis, MO: Elsevier Saunders. • Fisher, M. L. (2016). Teaching in nursing: The faculty role. In D. Billings & J. Halstead's (Eds.) <i>Teaching in nursing: A guide for faculty</i>. (5th ed.). (pp. 1-14). St. Louis, MO: Elsevier Saunders. • Institute of Medicine (IOM). (2011). The future of nursing: Leading change, advancing health. Available for download on National Academy of Sciences @ http://www.nationalacademies.org/hmd/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx
12	<ul style="list-style-type: none"> • Glasgow, M.E.S. (2013). Function effectively within the organizational environment and academic community In Wittmann-Price, R., Godshall, M., & Wilson, L.(Eds.). <i>Certified nurse educator (CNE) review manual</i>, (2nd Ed.), (pp. 293-311). New York: Springer Publishing Co.

	<ul style="list-style-type: none"> • Sharts-Hopko, N. C. (2015). Function effectively within the organizational environment and academic community. In Caputi, L. (Ed.), <i>Certified nurse educator review book</i>, (pp. 125-139). Baltimore: NLN. • US Department of Education (DOE). (n.d.). Retrieved from http://www.ed.gov/ • US Department of Labor . (n.d.). American with Disabilities Act (ADA). Retrieved from https://www.dol.gov/general/topic/disability/ada
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