

Speaker's Notes for Lesson 5	
1	Welcome to Lesson 5. This lesson examines the pursuit of systematic self-evaluation and improvement in the academic nurse educator role. The next two slides of the presentation include the test plan objectives for this content. There will not be any voiceover for these slides. The voiceover presentation begins on slide 4. For ease of listening, references are not cited in the voiceover but are available within the speaker's notes.
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4	<ul style="list-style-type: none"> <li>Nurse educators have the tripartite roles as clinician, educator and scholar. Balancing these roles and maintaining competence can be challenging.</li> <li>Quality improvement can serve as the foundation to systematically assess for gaps, implement plans to address these gaps, and evaluate progress. Quality improvement includes systems thinking. Quality improvement is relevant for addressing curriculum management, the student experience, and career enhancement.</li> </ul>
5	<ul style="list-style-type: none"> <li>Learning the role expectations and becoming socialized into the educational setting is critical to becoming a part of the culture. This socialization should extend beyond the program to the college as a whole (Bonnell, 2015).</li> <li>Socialization is based on role theory. Common concepts related to role theory include role conflict, role ambiguity, and role stress. Role conflict may include faculty lacking the time, skills, or education for the role. Role ambiguity is related to lack of clarity on the role. Lastly, role stress or strain results in frustration, tension, and anxiety.</li> <li>Role socialization can be developed through the following strategies  Learning the setting: The NLN Healthful Work Environment Toolkit can be a helpful document to assist in developing clarity in the role. This report addresses assessment of the environment, role preparation, professional development, the collegial environment, workload, and scholarship. New faculty may find the questions related to each of these factors helpful in fully learning the setting.  Once new faculty have learned your setting, orientation is needed. The most successful orientation relies on mentoring relationships. These may be formal and informal relationships that serve as a resource now and into the future.  As one become socialized to the role, it is important to build on familiar connections. Examining teaching experiences in practice, can serve as a foundation to transition into the more formal educator role.</li> </ul>
6	<ul style="list-style-type: none"> <li>Membership in professional organizations provides an opportunity for ongoing learning and serve as a method for continuous quality improvement. While membership is a starting point, service within these organizations is just as important. It is through service and possibly leadership in professional organizations that faculty can experience the</li> </ul>

	<p>greatest benefit. Active involvement allows for networking and information exchange. Active involvement in professional organizations helps address the work of the profession (Shinn, 2013 as cited in Bonnel, 2015).</p>
7	<ul style="list-style-type: none"> <li>• Lifelong learning is necessary to remain current in a rapidly evolving healthcare and higher education environment.</li> <li>• Constructivism theory provides the basis for lifelong learning. Through constructivism faculty are able to construct their own understanding and knowledge through experiences and reflection of these experiences. Several strategies are mentioned here to engage in life-long learning. Reflective self-assessment facilitates one to engage in thinking about experiences and learn from these experiences. Self assessment allows one to assess their own performance against a set of expectations or standards. Self directed learning encourages faculty to seek learning experiences that are a “best-fit” to individual needs and desire for growth. Mapping is another method of achieving lifelong learning. After identifying career objectives, the educator may ask the following questions What related education will I need to gain? How will I apply this learning? How will I evaluate success? (Bonnel, 2015, p. 87)</li> </ul>
8	<ul style="list-style-type: none"> <li>• Professional development is a strategic means of promoting one’s career. This is an active process that can enhance faculty motivation and facilitate quality improvement.</li> <li>• Adult Learning theory can serve as the foundation for professional development. Adult Learning Theory indicates that adults are autonomous, self-directed learners who seek learning that is relevant, practical, and goal oriented to build on their previous experiences and learning.</li> <li>• By being strategic, one identifies career goals and the education necessary to meet those career goals. This education can be formal (i.e. seeking additional degrees or certifications, continuing educational courses, etc.) or informal (i.e. keeping current with journals, personal dissemination of one’s own research/work, etc.)</li> </ul>
9	<ul style="list-style-type: none"> <li>• Faculty in higher education are often expected to function in tripartite roles. These roles include educator, scholar, and service.</li> <li>• Boyer’s Model serves as the foundation for scholarship in higher education (<a href="http://www.aacn.nche.edu/publications/position/defining-scholarship">http://www.aacn.nche.edu/publications/position/defining-scholarship</a>). The levels of scholarship according to Boyer are discovery, where new and unique knowledge is generated teaching, where the teacher creatively builds bridges between his or her own understanding and the students' learning application, where the emphasis is on the use of new knowledge in solving society's problems; and integration, where new relationships among disciplines are discovered</li> <li>• Higher education may define service in a variety of ways and depends on</li> </ul>

	<p>the setting. Service may be to the academic organization through committee work; or to the larger community through practice, professional organizations, or community work.</p> <ul style="list-style-type: none"> <li>• Balancing the tripartite roles can be challenging. Role consolidation involves balancing your work within groups, work toward self development and self care.</li> </ul>
10	<ul style="list-style-type: none"> <li>• Triangulation of feedback data is important when considering the value of feedback from specific entities. Through triangulation of data, one is able to increase the credibility and validity of feedback results (Bonnell, 2015).</li> </ul>
11	<ul style="list-style-type: none"> <li>• Faculty must consider the ethical and legal issues that occur in higher education. Treating everyone with respect and fairness are key in upholding the ethical and legal principles foundational to higher education. Being proactive is instrumental in preventing problems. Three methods of being proactive are outlined here,  Being fair in student evaluation includes having fair and clear grading policies and means of clear criteria for grading. This grading criteria should be applied consistently by faculty. If more than one faculty member is involved in the grading process, inter-rater reliability should be established. This includes classroom, lab, and clinical settings  Faculty can promote academic integrity in a number of ways. Strategies may include  Students signing honesty pledges  Creating an environment where students feel safe in sharing problems  Having specific approaches to identifying plagiarism, and  Having clear policies as to the penalty for academic integrity violations. Care should be taken to ensure the penalty fits the offense.  Dealing with challenging student behavior is just that...challenging. Policies that address student behavior should be enforced along with a mechanism for students to improve. An example of this mechanism might be a remediation plan or behavioral plan.</li> </ul>
12	<ul style="list-style-type: none"> <li>• The NLN Mentoring of Nursing Faculty Tool Kit can serve as a resource to develop mentoring skills and promote a health work environment (<a href="http://www.nln.org/docs/default-source/recognition-programs/toolkit.pdf?sfvrsn=4">http://www.nln.org/docs/default-source/recognition-programs/toolkit.pdf?sfvrsn=4</a>). Mentoring has many positive outcomes. These include meaningful support, sense of belonging, and contributing to growth (Smith, et al., 2012 as cited in Bonnell, 2015).</li> <li>• Self reflection keeps the nurse educator focused on their role as an educator. Through self reflection nurse educators are able to improve teaching practices, student outcomes, and ultimately patient care and outcomes. Faculty should have clarity in understanding the nurse educators role to the college and program mission. Maintaining a CV and/or portfolio are important means of measuring progress and demonstrating outcomes as an educator.</li> </ul>
13	This concludes Lesson 5.