

**GEORGE MASON UNIVERSITY**  
**College of Health and Human Services**  
**School of Nursing**  
**May 2008**

**Course Number:** NURS 605

**Course Title:** Clinical Nurse Educator Academy

**Credits:** (3:3:0) **Placement in Curriculum:** Elective

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### **Course Description**

Integrates knowledge and skills from clinical practice with new knowledge and skills needed as a clinical nurse educator. Narratives are used to teach essential skills for clinical nurse educators, such as assessment of learning needs, writing of objectives, teaching strategies, clinical simulation, and performance evaluation.

### **Objectives**

The student will be able to:

1. Discuss important elements in moving from the clinician to nurse educator role
2. Describe the similarities and differences in the roles of clinical nurse preceptor and clinical nurse educator
3. Identify 8 nurse educator competencies proposed by National League for Nursing
4. Articulate behavioral objectives for junior and senior level clinical experiences
5. Identify specific curricular issues appropriate to the clinical nurse educator role
6. Discuss innovative clinical education strategies for adult learners
7. Design clinical simulation scenarios to stimulate critical thinking
8. Compare and contrast clinical evaluation methodologies
9. Discuss educational strategies for working with a diverse study body
10. Identify critical elements in a mentor/protégé relationship for clinical nurse educators

### **Topical Outline**

National League for Nursing (NLN) nurse educator competencies; learning communities; cultural competence; clinical nurse educator/preceptor role; assessment of learning needs; behavioral objectives; clinical teaching strategies; curricular concerns in clinical teaching; narrative pedagogy; clinical simulation; teaching “at risk” students; clinical evaluation; mentoring; nurse educator certification; scholarship of clinical teaching.

### **Teaching Strategies**

Students meet in a compressed 3-day workshop format with assigned preparatory readings prior to the workshop. Workshop activities include seminar, small group discussion, collaborative activities, audio-visual materials, reflective writing, and clinical simulations.

### **Recommended Text**

American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th Ed). Washington, DC: American Psychological Association.

### **Evaluation Methods**

Workshop participation: 25%

Journal reviews: 25%

Progressive Reflective Essay/Journal (3 short papers): 20%

Evidenced-based paper on Clinical Education: 30%

### **Disability Resource Center**

If you are a student with a disability, and you need academic accommodations, please contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.

### **Honor Code**

*Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.* See full honor code in catalog or at <http://www.gmu.edu/catalog/acadpol.html#registration>

### **Required Readings**

Assigned readings will be available at the George Mason University Library & in the course learning packets. These reading will be made available to registered students in bibliographic format **prior** to attending the workshop.

### **Workshop Participation**

Criteria for workshop participation include evidence of thoughtful reading and analysis of the readings. This is demonstrated during the workshop and through written assignments.

### **Journal Reviews**

Using the *Tool for Assessing Nursing Education Journals* in the syllabus, students will review a one-year period of publication for a specific journal – due to **assigned faculty no later than July 1, 2008**.

### **Progressive Reflective Essay/Journal**

Students will submit 3 papers reflecting their experiences related to the Academy. These papers are to be written in the 1<sup>st</sup> person, in either a reflective essay or a journal reflection format. These short papers (12 point font and no longer than 5 double spaced typed, please) do not require references but should be clearly written and present ideas in a logical manner.

Please submit the reflective papers on the topics described below to **assigned** faculty by email no later *than June 15, 2008*:

- Paper 1. A Personal Student Encounter with a Clinical Nurse Educator
- Paper 2. Making a Difference as a Clinical Nurse Educator
- Paper 3. Perceptions of Future Needs as a New Clinical Nurse Educator

**Evidenced-Based Clinical Education Paper** – submit by email to **assigned** faculty by 7/15/2008. See Grading Criteria for Evidence-Based Clinical Education Paper on page 7.

### **Guidelines for Evidenced-Based Clinical Education Paper**

**Purpose:** The purpose of this paper is for you to utilize the research literature to present an evidence based evaluation of a topic relevant to clinical nursing education. Building on your personal experience, the content of the Academy, and the Journal Review Assignment, the paper will be a culmination of the work that you will begin in class. Your audience will be other clinical nurse educators..

**Topics:** These are clinical education questions that interest you. Please identify a topic that you want to explore. Topic identification should be based on your experiences to date with real clinical education problems/questions or those identified during the Academy

**Research Evidence:** Identify research articles that are directly related to your topic. In addition, please ensure that they are appropriately current (< 5 years or seminal or influential studies).

**Synthesis:** Your final product will be a synthesis of the literature related to the specific clinical education problem/question. The outline for your paper should follow the template below. In your review of the literature, you will be expected to summarize the literature reviewed (research and non-research articles) relevant to your clinical education topic. The culmination of your paper will be a recommendation for clinical education practice based on your research literature review.

**Format:** The paper should follow APA format precisely. The body of your paper (not including title page and references) should not exceed 12 double spaced pages, using standard size type (12 Font). Using headings that follow the outline (see below) will aid your instructor in finding the required components.

### **Evidence Based Clinical Education Paper Process**

1. Identify a clinical education problem.
2. Identify a clinical education question related to your problem.
3. Review research journals and selected articles relevant to your topic.
4. Identify any major political, economic, social, ethical, or professional factors contributing to this issue. [Background and context]
5. Consult with your assigned faculty member in relation to your topic as needed.
6. Analyze the literature related to the problem, following a research format (e.g. identify population/sample, methodology, study design). [Use Journal Review Assessment as guide]
7. Based on your understanding from the research reports draw a conclusion about desirability and feasibility of implementing an educational intervention in the clinical setting & recommendation for clinical educators based on your research review.

The outline for your paper should follow this format:

- A. **Introduction** - Explain and introduce clinical education situation [Problem and Question] Set stage to introduce issues that relate to your topic.
- B. **Review of the Literature** - State what evidence you have found and how you found it. In your review of the literature, you will be expected to

summarize the findings of each of your research articles. You need to identify the research methods and the framework in each of the research studies selected. Here you are to explain, discuss, and synthesize how the evidence answers or does not answer your question and how clinical education may be improved or changed.

- C. **Conclusion** – Your recommendation for actions to improve clinical education practices based upon this evidence and your understanding of the teaching/learning process.
- D. **References**- List here, using APA format, all references utilized for your paper.

## **Tool for Assessing Nursing Education Journals**

### **NURS 605: Clinical Nurse Educator Academy**

Assess one year of articles (2003-2008) published in a nursing education journal (see Suggestions for Nursing Education Journals in syllabus) and identify those which reflect educational research. Then complete the following form. At the bottom of the page please cite your conclusions about strengths and limitations on dissemination of educational research.

**Name of Journal:**

**Year Assessed:**

**Number of articles that included educational research out of total number of articles that year:**

**General Topics:**

**Approaches Used to Frame Study [Theoretical, Conceptual etc]:**

**Research Methods [Quantitative- cross sectional, longitudinal etc / Qualitative – phenomenology, ethnography etc]:**

**Research Designs [descriptive, exploratory, experimental, non-experimental etc]:**

**Population Studied & Sample Sizes:**

**Data Sources [Surveys, observations, interviews etc]:**

**Types of Analyses [statistical tests, content analysis, hermeneutics etc]:**

Briefly cite your conclusions about educational research dissemination.

## Suggestions for Nursing Education Journals

International Journal of Nursing Education Scholarship (IJNES)

<http://www.bepress.com/ijnes/>

Journal of Continuing Education in Nursing

<http://www.jcenonline.com/>

Journal of Nursing Education (JNE)

<http://www.journalofnursingeducation.com/>

Journal of Professional Nursing

<http://journals.elsevierhealth.com/periodicals/yjpn>

Nurse Education in Practice

<http://intl.elsevierhealth.com/journals/nepr/>

Nursing Education Perspectives

<http://www.nln.org/nlnjournal/generalinfo.htm>

Nurse Education Today

<http://intl.elsevierhealth.com/journals/nedt/>

Nurse Educator

<http://www.nurseeducatoronline.com/>

Nursing Outlook

<http://journals.elsevierhealth.com/periodicals/ymno>

## Suggested Writing and Teaching Resources

American Psychological Association website

<http://www.apastyle.org/elecref.html>

The OWL at Purdue:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Web Sites at GMU for writing assistance:

Writing Across the Curriculum website

[www.gmu.edu/department/wac](http://www.gmu.edu/department/wac)

The George Mason University Writing Center:

[www.gmu.edu/department/writingcenter](http://www.gmu.edu/department/writingcenter)

The George Mason University Center for Teaching Excellence

<http://www.gmu.edu/cte/index.htm>

**George Mason University  
College of Health and Human Services**

**NURS 605: Clinical Nurse Educator Academy**

***Grading Criteria for Evidenced-Based Clinical Education Paper***

Student's Name: \_\_\_\_\_

- \_\_\_\_\_ Clinical education problem/question under investigation is clearly described.
  
- \_\_\_\_\_ There is a clear discussion of the research, background, & contextual issues related to the clinical education problem/question.
  
- \_\_\_\_\_ Review of literature is appropriate, in depth, and relevant for new nurse educators. A diversity of research evidence for nurse educators is described.
  
- \_\_\_\_\_ Paper demonstrates an understanding of the both the teaching/learning and research processes described in literature and how this is related to clinical education problem identified.
  
- \_\_\_\_\_ Paper describes how teaching/learning needs & interventions may differ for the educator in clinical or classroom teaching.
  
- \_\_\_\_\_ Paper identifies information on the strengths/limitations of the research evidence and educational interventions. The conclusions drawn are appropriate, clearly stated, & supported.
  
- \_\_\_\_\_ Suggestions for dissemination of information about clinical educational interventions are identified.
  
- \_\_\_\_\_ Sources are current & cited appropriately to support claims.
  
- \_\_\_\_\_ Content of paper is organized clearly, with subsections and appropriate transition between paragraphs and sections.
  
- \_\_\_\_\_ Appropriate sentence structure, grammar, punctuation, spelling, and APA format are used.

0.0 \_\_\_\_\_ 5 \_\_\_\_\_ 10  
No evidence                      Inconsistent evidence                      Consistent evidence

Comments