

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

**Clinical Nurse Educator Academy**

**Overview of Program**

The goal of this workshop is to assist participants to integrate previous knowledge and skills as expert clinicians with new knowledge and skills as Clinical Nurse Educators. Narratives from research and practice will be used to engage participants in learning essential skills to use in clinical teaching.

**Objectives**

At the end of the Clinical Nurse Educator (CNE) Academy, the participant 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; and
10. Identify critical elements in a mentor/protégé relationship for clinical nurse educators.

**Day 1-June 9, 2009**

**9:00 am:** Welcome from Robin Remsburg, Associate Dean, School of Nursing.

**9:15 – 10:30 am:** *Establishment of Learning Community* - Susan Crocker  
Introductions; structure of workshop; use of stories for learning  
(Competency 2: Facilitate Learner Development and Socialization)

**10:30 am: Break**

**10:45 am – 12:00 pm**

*Expert to Novice: Moving from Nurse Clinician to Nurse Preceptor or Nurse Educator* - Susan Crocker and Pamela Cangelosi  
(Competency 6: Pursue Continuous Quality Improvement in the Nurse Educator Role)

Describe similarities and differences in the roles of nurse preceptor and nurse educator. What is it like to be new? A new preceptor; a new faculty member; a new student? Are we more alike than different? What is the phenomenon of nursing education?

**12:00 pm:** Lunch on your own

**1:30 pm – 2:30 pm:** *A Day of “Clinical” as Preceptor or Faculty* – Caryl Welsh

Best practices related to how to structure a clinical day for students to facilitate learning, including use of objectives, assignments, pre-conference, post-conference. Describe the goals, teaching strategies, and integration of evidence based nursing practice useful during the clinical day.

**2:30 pm:** Break

**2:45 pm – 3:45 pm:** *Where Does Learning Stop and Evaluation Begin?* - Odette Willis (Competency 2: Facilitate Learner Development and Socialization; Competency 3: Use Assessment and Evaluation Strategies)

How do we facilitate learning and effective evaluation? How do we communicate with students about their clinical performance? (competence vs. failure)

**3:45 pm – 4:45 pm** *Overview of Workshop Requirements if Participating for Credit* – Pamela Cangelosi and Susan Crocker

Review of syllabus, assignments, Blackboard, and timeline for completion of assignments

## **Day 2-June 10, 2009**

**9:00 am – 9:45 am:** *The Puzzle of Clinical Learning: Putting the Pieces Together* - Pamela Cangelosi (Competency 1: Facilitate Learning)

What is the role of the clinical preceptor/nurse educator in helping students to assimilate knowledge? Research in which participants voiced the need for faculty to help them put the pieces of their learning together is presented. Often it is in the clinical area that the content from the classroom begins to make sense as it is applied to patient care. How can we set up clinical experiences that make a difference? How do we teach students to engage with clients?

**9:45 am – 10:45 am:** *Celebrating Diversity* -- Charlene Douglas (Competency 2: Facilitate Learner Development and Socialization)

How do I enhance student learning with a diverse student group? Share student stories of how ethnicity, age, gender, and other aspects of diversity affect learning.

**10:45 am – Break**

**11:00 am – 12:00 pm:** *Designing the Educational Experience for Clinical Labs* – Patti Lisk  
(Competency 4: Participate in Curriculum Design and Evaluation of Program Outcomes)

Teaching and learning needs of students and faculty to engage in effective simulation lab learning experiences.

**12:00 pm:** Lunch on your own

**1:00 pm – 3:00 pm:** *Scenarios for Sim Man* – Patti Lisk

**3:00pm – 4:00pm:** *Continued Overview of Workshop Requirements if Participating for Credit* – Pamela Cangelosi and Susan Crocker

### **Day 3-June 11, 2009**

**9:00 am –10:15 am:** *Clinical Nursing Education: A Look at the Evidence* - Marilyn Oermann, PhD, RN, FAAN, ANEF, Professor and Adult/Geriatric Health Chair, University of North Carolina at Chapel Hill  
(Competency 7: Engage in Scholarship)

Creating a culture of value for evidence based clinical nursing education

**10:15 am:** Break

**10:30 am – 11:00 am:** *Some Ideas About Clinical Nursing Education and the Faculty Shortage*  
Marilyn Oermann, PhD, RN, FAAN, ANEF  
(Competency 5: Function as a Change Agent and Leader)

Innovative clinical education models and ideas for addressing the nurse educator shortage.

**11:00 am – 12:00 pm:** *Caring and Uncaring Behaviors: The Power of Preceptors and Faculty*  
Jeanne Sorrell  
(Competency 8: Function within the Educational Environment)

What questions are we not asking because we may not want to hear the answers?  
How can preceptors and faculty use their “power” to care for students and their learning?  
How do we know when we make a difference? How do students know when they make a difference?

**12:00 pm:** Lunch on your own

**1:00 pm – 2:00 pm:** Novice/Advanced Beginner Nurse Educator Panel  
Chris Newby, Tina Hall, Ann McGowan, Karen Whitt

**2:00pm – 2:30pm:** Completing the Circle and Evaluations – Susan Crocker and Pamela Cangelosi

**2:30 pm: Ice Cream Reception**