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Evaluation of the Clinician to Educator Course for New Educators

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Abstract

Background: Nursing programs continue to experience shortages of qualified nursing faculty who will help to address the critical shortage of registered nurses. While adjunct faculty can be employed to teach didactic and clinical courses, many adjunct faculty, even those with advanced education, may not have coursework or experience in the process of nursing education.

Objectives: The purpose of this project was to develop and offer an innovative program to provide new faculty with the conceptual knowledge-base necessary for the development, implementation, and evaluation of nursing courses in academic settings.

Methods: Participants explored legal issues, curriculum development, teaching/learning strategies and program accreditation related to classroom education. Three cohorts participated between January 2019 and February 2021. Participants completed between 30-35 hours of synchronous classes either face-to-face or via various internet technologies. Participants were master's prepared registered nurses who represented multiple colleges, universities, and health care facilities in Central, Southern, and Western Maryland. The course sessions were led by a team of doctorally prepared nursing faculty (two PhD, two DNP) who were senior faculty members at the host university. Upon completion of the course, participants completed a focus-group session conducted by independent educational consultants who completed data analyses.

Results: Data revealed that participants felt better-prepared with essential tools for classroom teaching, student interactions, faculty interactions, use of technologies, the evaluation of classroom activities, and curriculum development and evaluation. In addition, participants emphasized the knowledge gained from real-life case studies, scenarios, and other classroom and teaching examples from the team of experienced faculty.

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