

Nurse Educator Practicum Proposal

Nathon Kelley

Ferris State University

Abstract

During the process of becoming a nurse educator, it is important to practice the skills that have been taught throughout the ones education. I have learned many new skills during my education at Ferris State University in the Masters of Science in Nursing program. To accomplish this practice a practicum is established to partner the student with a skilled nurse educator. This practicum gives the student the opportunity to use their new skills under the direction of an experienced preceptor in an environment that is safe and educational. This practicum will take place at Holland Hospital in Holland MI. This paper describes my plan for this practicum experience and what I hope to learn from it.

Nurse Educator Practicum Proposal

Nursing education has a long history that starts with the first nurse educator, Florence Nightingale. Her work helped create the model for nursing education that was used to create the first nurse training school in 1872 (nursingeducationhistory.org, 2012). From these early nursing schools, the profession of nursing educators was created. The profession of nurse educators continues to advance and seek better ways to train novice educators.

Teaching has been described as part art, and part science (Tuli & File, 2009). The use of a formal practicum helps to develop the novice educator's skills in a classroom setting. This is not unlike the clinicals that all student nurses complete during their training. A practicum gives the student nurse educator an environment, where they can hone and sharpen the skills needed to be an effective educator, which is safe and monitored (Tuli & File, 2009). Tuli & File also found that teaching expertise is the biggest factor in determining student achievement (2009). The time a nurse educator spends in a practicum helps develop this expertise and contributes to future student achievement

The purpose of this paper is to lay out a plan for a practicum experience that will assist in the development of the skills needed to be an effective nurse educator. Education experience, practicum setting, practicum goals and objectives, clinical project, identification of preceptor, roles and activities, and timeframe will all be discussed.

Education Experience

I started my nurse education journey in 2004 at Grand Rapids Community College (GRCC). I graduated from GRCC in the summer of 2007 with an Associate Degree in Nursing and took a position as a staff nurse to begin honing my bedside nursing skills. I started the

Bachelors of Science in Nursing (BSN) at Ferris State University in January of 2010. While working towards my BSN, I was often tasked with orientating new nurses. This was my first experience in educating nurses. During the last semester of my BSN program, I made the decision to pursue a career as a nurse educator. I have taken every opportunity I could to work on my education skills. I have been preceptor to several nursing students who were taking their leadership rotation. I have also volunteered to be a hands-on educator to my fellow coworkers. This practicum is a continuation of my nurse educator education. I completed my BSN in December of 2011 and started my Masters of Science in Nursing (MSN) at Ferris State University in January 2012.

Master of Science Coursework

Throughout my MSN course work I have been developing the knowledge, skills, and attitude needed to achieve the goals for my practicum experience. My course work has included examining current nursing theorists and their impact on nursing practice. I have also assisted in the creation of a class syllabus and developed a lesson based off this syllabus. During this process I have also examined how a student's culture and ethnic background can affect the way they approach learning. I have studied different learning styles and how to best educate students based on their preferred learning style.

These varied classes have given me a comprehensive education that has focused on teaching others. They have also equipped me with the tools necessary to better understand and assimilate nursing research. The knowledge and skills need to be successful advanced practice nurses have also been taught to me.

Setting

Holland Hospital in Holland MI will be the setting for my practicum experience. The majority of this practicum will occur on the intensive care and telemetry units. This unit is a 22 bed telemetry unit combined with an eight bed intensive care unit. Currently there are approximately 60 staff members consisting of a mix between registered nurses and unit techs. Other parts of this practicum will occur throughout the hospital.

Goals and Objectives

There will be one goal for this practicum experience to increase personal experience and knowledge though the role of clinical nurse instructor with focus on National League of Nursing *The Scope of Practice for Academic Nurse Educators (2012)* Competency I: Facilitate Learning and Competency III: Use Assessment and Evaluation Strategies during the fall 2013 semester (Appendix A). To achieve this goal two objectives have been created. The first is to establish a firm understanding of student and instructor roles and responsibilities in the clinical setting during the fall 2013 semester. The second is to further refine the skills necessary to accurately evaluate student performance during clinical setting during the fall 2013 semester.

Due to my lack of experience instructing a group of staff nurses, I feel I need to address the basic competencies of being a nurse educator before I can move towards more advanced competencies. I will be working on two National League for Nursing's (2012) academic nurse educator competencies during this practicum. The first one is Competency I: Facilitate Learning. Creating an effective learning environment can be a challenge. To facilitate a student's education I will need to utilize many of the strategies that I have been taught throughout my master's course work. One of these strategies is to understand and embrace the cultural and ethnic

diversity within a learning group. Through previous course work I have learned students have different ideas about the importance of learning and these need to be recognized and understood (Nieto & Bode, 2012). Each person also has their own learning style and teaching needs to accommodate these various styles. Grasha-Riechmann identified six learning styles that are identified and they are: competitive, independent, collaborative, dependent, avoidant and participant (Baykul et. al, 2010).

I will work to tailor my teaching style to meet as many of these learning styles as possible. This will be accomplished by the use of several teaching methods. Some recommended teaching methods are: exams, individual papers, and group presentations (Baykul et. al, 2010). I will need to modify these methods for the hospital setting by creating post-tests and group hands on demonstrations. These methods will be modified using the concepts of “just-in-time” learning. This learning method does away with the traditional classroom lecture and instead delivers the needed content in formats more accessible to the learner (Baruah, 2013). It will also be important for me to recognize my own learning style because an educator often reverts to their own learning style when facing an unknown challenge (Nieto & Bode, 2012). Based on the learning styles of Grasha-Riechmann I best fit into the participant learning style. This style is described as one where the student takes responsibility for their learning, and is able to be successful self-learners (Baykul et. al, 2010). This learning style results in me preferring to learn on my own time and in my own setting. I do not rely on a formal instructor for much of my learning. This style however, is not one that will work for many other students who need a more traditional learning experience.

The second competency that I will be focusing on is Competency III: Use Assessment and Evaluation Strategies. To evaluate my students I will be using the strategy discussed by

Bloom (1956). This strategy looks at three different domains of learning, which are cognitive, psychomotor, and affective domains. Bloom (1956) suggests that in order for learning to occur input for all three domains needs to be present. During this practicum I will be focusing on two of these domains. The two domains are cognitive and psychomotor. During this practicum I will be educating critical care nurses on several topics with some being review of previous content and some being new. To assess a nurse's achievement in the cognitive domain a post test will be created and administered. This will allow me to establish that the nurse has the needed knowledge about the taught subject.

I will also be educating nurses on the use of equipment and proper procedures. This training falls in the psychomotor domain. The nurses I will be educating have various levels of experience with the equipment and teaching will need to be modified. Each nurse will need various amounts of time spent reviewing the task. This can vary from a basic refresher to a complete training session.

Although my main focus will be on competencies I and III I will also gain experience addressing the other competencies as well. For example competency II: Facilitate Learner Development and Socialization will be one such competency that I will gain knowledge in during this practicum. I will be working closely with a group of nurses as they work on mastering the skills they have learned. I will be actively creating an environment that is conducive to learning.

Preceptors

Due to the nature of this practicum two preceptors have been chosen. The main preceptor with whom I will be working with closely is Kara Heck BSN, RN-BC, CCRN. Kara is

the nurse educator for the intensive care/ telemetry unit at Holland Hospital. She is tasked with educating and maintaining the competencies of almost 60 nurses and techs. She has been in this role for seven years. During this time she has created and taught many different educational classes at Holland Hospital. Kara's past and current experience as a nurse educator will be a great asset to my completion of the goals and objectives I have set for myself. Kara is passionate about her role as nurse educator and it is this passion that I feel will assist me to fully embrace this practicum experience. I will be able to rely on her for insight on how to teach my fellow nurses. She will also be a resource for me as I am creating the various educational materials so that I can teach. Another of Kara's abilities that will serve me well during my practicum is her leadership. Zilembo & Monterosso (2008) found that leadership was the key to a successful practicum experience for student nurses. A preceptor with good leadership skill is able to assist student in development of their new skills and to also give them a real life experience.

This practicum requires the insight of a nurse who has gone through a master's program. In order for me to receive the masters prepared nurses view and experience I have recruited a second preceptor for this practicum. My second preceptor is Carolyn Schaefer RN, MS, NEA, BC. Carolyn is the director of all med surg, intensive care, and telemetry units at Holland Hospital. I will be looking to Carolyn to help me work through the challenges that are unique to masters prepared nurses. Gillanardo (2011) found that one such challenge was the lack of experience in the chosen advanced role prior to graduation. This is one challenge that I hope to diminish with this practicum. Carolyn will assist me in minimizing this challenge through her oversight as I perform many tasks of a typical hospital based nurse educator. Her experience advancing from a bedside nurse to an advance practice nurse will be invaluable as I transition through this practicum experience.

Role and Activities

I will be working closely with my preceptors as I take on various roles throughout this practicum. The role of educator will be central to this practicum. One activity is to teach during critical care education day. During this day I will be taking on the role of educator and teaching my fellow nurses about the use of intra-aortic balloon pumps. I also will be training both nurses and techs in the proper use of the new hospital beds that are being purchased. This will give me the opportunity to teach individuals that are at different levels of medical education.

Beyond the role of educator and student I will also take on the role of evaluator during this practicum. I will be working with my preceptors closely to develop a plan of learning that can be applied to all of our new intensive care nurses. This will be done through the use of an online education program. My role will be to review each piece of the program and to make recommendations on its inclusion or exclusion from the teaching of new nurses. This will assist in the creation of a new online learning module system and will allow the unit to create a more standardized orientation and teaching environment.

Theoretical Framework

There are many nursing theories that can be applied to this practicum experience and like bedside practice many different theories can be applied to ones nursing practice. My own practice is guided by several nursing theorists one of which is Ida Jean Orlando. Orlando was a pioneer in nursing theory with her Deliberative Nursing Process (Tomey & Alligood, 2006). I have always been drawn to this theory due to its simplicity and scientific nature. Orlando's theory has led to the modern nursing process of assessment, diagnoses, planning, implementation, and evaluation (Tomey & Alligood, 2006). It is these steps that I will use in this

practicum as I work to accomplish my goals. One example of how this theory will be put in to practice during this practicum is during my teaching of intra-aortic balloon pumps (IABP). I envision this project flowing as follows: I will meet with the nurse educator to assess the staff's current understanding of IABP, I will then diagnose the current gaps in the knowledge base, I will create a plan of education based on these gaps, next I will implement this plan during critical care education day, and last I will evaluate learning and make corrections as needed.

Timeline

This practicum will occur during the fall 2013 semester of Ferris State University. The semester runs from August 26th to December 6th, 2013. The activities for this practicum are spread throughout the allotted time. For a more detailed timeline, please see appendix A.

Evaluation

Evaluation is the final step of a carefully planned nursing process but it is one of the most important. It is during this stage that the creator of the plan is able to assess the effectiveness of the outcomes and determine if the goals have been met (Urden, Lough, & Stacy, 2012). The evaluation phase also allows the nurse to reflect on any outcome that was not accomplished, and to investigate reasons for its lack of completion.

In order for me to have an effective evaluation I will start with the establishing my goal and outcomes with my preceptors. I will meet with them to discuss my goals and objections so that we can all agree to them. This will allow us to all be in agreement and to understand what the practicum is about. I will also create an evaluation tool that will be filled out by each preceptor and myself. This tool will be based on the National League of Nursing *The Scope of Practice for Academic Nurse Educators (2012)* Competency I: Facilitate Learning and

Competency III: Use Assessment and Evaluation Strategies. This tool can be found in Appendix B.

Conclusion

This practicum experience is not only a requirement for graduation but it will also expand my understanding and knowledge as a nurse educator. The many projects and experiences that are planned for this practicum will contribute unique learning opportunities. I am looking forward to the challenges that I will face during the practicum and the continued journey to competence as a nurse educator.

Reference

- Baruah, H. K. (2013). Just-in-time learning. *Journal of Humanities and Social Science*, 12(4). 53-57.
- Baykul, Y., Gürsel, M., Sulak, H., Ertekin, E., Yazıcı, E., Dülger, O., Aslan, Y., & Büyükkarcı, K. (2010). A Validity and reliability study of GrashaRiechmann student learning style scale. *International Journal of Human and Social Sciences*, 5(3), 177-184.
- Billings, D. M., & Halstead, J. A., (2009). *Teaching in nursing: A guide for faculty*. 3rd Ed. St. Louis, MO: Saunders Elsevier.
- Bloom B. S. (1956). *Taxonomy of educational objectives, handbook I: The cognitive domain*. New York, N.Y.: David McKay Co Inc.
- Giallonardo, L. (2011). Master's-prepared novice? Commentary from a new master's-prepared graduate. *Nursing Leadership*, 24(2), 36-37.
doi:10.12927.cjnl.2011.22463
- National League for Nursing. (2012). *The scope of practice for academic nurse educators*. New York, NY: National League for Nursing.
- Nieto, S. & Bode, P. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. 6th ed. Boston, MA: Pearson.
- Tomey, A. M., & Alligood, M. R. (2006). *Nursing theorists and their work* (6th ed.). St. Louis, MO: Mosby Elsevier.
- Tuli, F. & File, G. (2009). Practicum experience in teacher education. *Ethiopian Journal of Education and Sciences*, 5(1). 107-116.

Urden, L. D., Lough, M. E., & Stacy, K. M. (2012). *Priorities in critical care nursing* (6th ed.).

St. Louis, MO: Mosby Elsevier.

Zilembo, M., & Monterosso, L. (2008). Nursing students' perceptions of desirable

leadership qualities in nurse preceptors: a descriptive survey. *Contemporary Nurse: A*

Journal for the Australian Nursing Profession, 27(2), 194-206.

doi:10.5172/conu.2008.27.2.194

Appendix A

NURS 730 Practicum Proposal Planning Guide

Purpose Statement: The purpose of this practicum is to start the practical development of the skills necessary to be a successful nurse educator. During this practicum I will work on National League of Nursing *The Scope of Practice for Academic Nurse Educators (2012)* Competency I: Facilitate Learning and Competency III: Use Assessment and Evaluation Strategies.

Goals	Objectives	Activities	Timeline
Goal 1: Increase personal experience and knowledge of the role of clinical educator with focus on National League of Nursing <i>The Scope of Practice for Academic Nurse Educators (2012)</i> Competency I: Facilitate Learning and Competency III: Use Assessment and Evaluation Strategies during the Fall 2013 semester.	1.1 Create and teach a lesson on the use of Intra-aortic balloon pumps (IABP) during the Fall 2013 semester. (Clinical Project)	1.1a Create a PowerPoint presentation of about one hour in length to teach critical care nurses on the use of IABP.	1.1a To be completed by September 26, 2013.
		1.1b Teach critical care nurses in the proper use of the IABP during 5 Critical Care ED days.	1.1b To be completed by November 8, 2013.
		1.1c Create and administer a post-test to evaluate IABP learning among the students.	1.1c To be completed by September 26, 2013.
	1.2 Assist educator in the training of employees in regards to new hospital beds during Fall 2013 semester.	1.2a Utilize previously created training materials to educate staff on proper and safe use of hospital beds	1.2a To be completed by November 1, 2013.
	1.3 Assist in the gathering, verifying, and creating of	1.3a Assist with research on current evidence based practice and	1.3a To be completed by October 9, 2013

	<p>learning resources for and ICU reference website during the Fall 2013 semester.</p> <p>1.4 Assess and evaluate the learning potential and relevance of several web based critical care learning systems during the Fall 2013 semester.</p>	<p>American Association of Critical Care Nurses current standards of practice for various ICU related nursing tasks.</p> <p>1.3b Work with educator to create webpages that conform to Holland Hospital standards.</p> <p>1.4a Meet with preceptor to determine what is needed in a web based learning system</p> <p>1.4b Create an evaluation tool based on the identified criteria.</p> <p>1.4c Evaluate each program with the created tool and report findings to preceptor.</p>	<p>1.3b To be completed by October 21, 2013.</p> <p>1.4a To be completed by October 21, 2013.</p> <p>1.4b To be completed by October 30, 2013</p> <p>1.4c To be completed by November 11, 2013.</p>
--	---	---	---

Appendix B

Nurse Educator Practicum Evaluation

Please rate the attainment of each NLN competency

1 = Needs Improvement

2 = Meets Expectations

3= Exceeds Expectations

Competency I: Facilitate Learning	Grade	Comments
Implements a variety of teaching strategies appropriate to learner needs, desired Learner outcomes, content, and context		
Recognizes multicultural, gender, and experiential influences on teaching and learning		
Engages in self-reflection and continued learning to improve teaching practices that facilitate learning		
Uses information technologies skillfully to support the teaching-learning process		
Practices skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts		

Creates opportunities for learners to develop their critical thinking and critical reasoning skills		
Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students		
Demonstrates interest in and respect for learners		
Uses personal attributes to facilitate learning		
Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice		

Competency III: Use Assessment and Evaluation Strategies

	Grade	Comments
Uses extant literature to develop evidence-based assessment and evaluation practices		
Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains		

<p>Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals</p>		
<p>Uses assessment and evaluation data to enhance the teaching-learning process</p>		
<p>Provides timely, constructive, and thoughtful feedback to learners</p>		
<p>Demonstrates skill in the design and use of tools for assessing clinical practice.</p>		

Appendix C

Bibliography

- American Association of Critical Care Nurses. (2013). *Standards*. Retrieved from <http://www.aacn.org/WD/Practice/Content/standards.content?menu=Practice>
- Billings, D. M., & Halstead, J. A., (2009). *Teaching in nursing: A guide for faculty*. 3rd Ed. St. Louis, MO: Saunders Elsevier.
- Giallonardo, L. (2011). Master's-prepared novice? Commentary from a new master's-prepared graduate. *Nursing Leadership*, 24(2), 36-37.
doi:10.12927.cjnl.2011.22463
- National League for Nursing. (2012). *The scope of practice for academic nurse educators*. New York, NY: National League for Nursing.
- Nieto, S. & Bode, P. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. 6th ed. Boston, MA: Pearson.
- Tomey, A. M., & Alligood, M. R. (2006). *Nursing theorists and their work* (6th ed.). St. Louis, MO: Mosby Elsevier.
- Urden, L. D., Lough, M. E., Stacy, K. M. (2012). *Priorities in critical care nursing* (6th ed.). St. Louis, MO: Mosby Elsevier.

Appendix D

Student and Preceptor: Nurse Educator Practicum Agreement

The purpose of this agreement is to establish a relationship between a student nurse educator and a practicing nurse educator in the context of a practicum experience. The aim of this practicum is to expand the students' knowledge and experience in the role of nurse educator.

Agency: Holland Hospital

Student Name: Nathon Kelley

Student Phone Number: 616-706-3038

Email: nkelly@hollandhospital.org

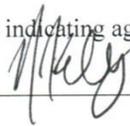
Preceptor Names: Kara Heck BSN, RN-BC, CCRN ICU / TU Clinical Nurse Educator

Carolyn Schaefer RN, MS, NEA, BC: Director MedSurg/Critical Care

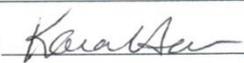
Preceptor Email: Kara Heck: karahe@hollandhospital.org

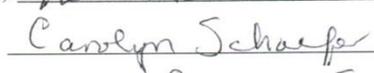
Carolyn Schaefer: carolv@hollandhospital.org

Signature indicating agreement to the participate in this practicum experience.

Student:  Date: 7/24/13

Faculty: _____ Date: _____

Preceptor(s):  Date: 7/24/13

 Date: 7/24/13

Agency Reperentive:  Date: _____

See Attached Sheet for Goals and Objectives