

# Self-evaluation and Continuous Quality Improvement in the Academic Nurse Educator Role

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# Upon Completion of this Session, Participants will:

- Identify continuous quality improvement methods in nursing education.



# Percent of Exam and Questions

- ◉ The Content Area is 9% of the examination.
- ◉ Approximately 13 to 14 questions for Content Area 5
- ◉ (CNE Handbook, NLN, 2018)

# Membership in professional organizations

- ◉ Attend meetings
- ◉ Continuing education and professional development



# Committees

- ◉ Department
- ◉ College
- ◉ University
- ◉ System



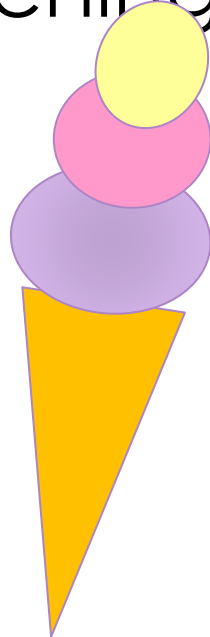
# Lifelong learning

- Responsibility of the nurse
- Continuing nursing competence
- Self-directed learning



# Teaching, Scholarship, Faculty Development Service

- ◉ Integrate teaching, scholarship and service
- ◉ (Caputi, 2015)
- ◉ For example, serve on committees or organizations that also add to your teaching and scholarship
- ◉ “Triple Dipper”



# Self-Reflection

- ◉ Reflect on what you did that was good and opportunities for improvement
- ◉ How might you do that better next time?
- ◉ What would do the same?



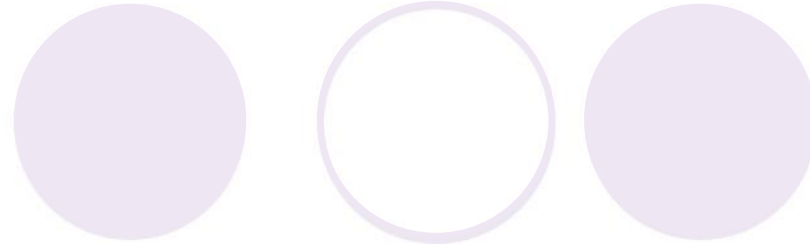
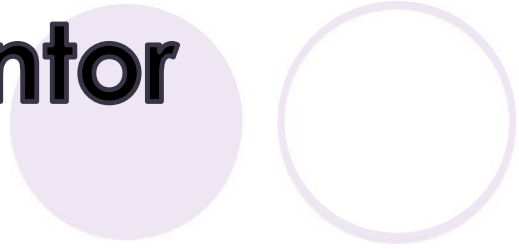


# Evidence-Based Practice



- ◉ Keep updated on new evidence
- ◉ Use evidence to inform your teaching
- ◉ Use evidence to inform your nursing
  
- ◉ Research evidence, Expertise, Values
- ◉ (Schmidt & Brown, 2015)

# Mentor



- ◉ Mentoring
  - ◉ Precepting
  - ◉ Coaching
- 
- ◉ Identify needs; gap analysis (Bruner, Dunbar, Higgins, & Martyn, 2016)

# Involvement in Course and Program Assessment

- ◉ Being involved in continuous course and program assessment is one area of continuous quality improvement in the nurse educator role!

# Program Accreditation

- ◉ Continuous work in the area of program accreditation for a nursing program is another example of continuous quality improvement
- ◉ Other Programs
- ◉ Quality Matters—Course Design, Course Certification through other organizations

# Identify methods to improve teaching practices

- ◉ Select all that are correct
- ◉ A. Self-reflection
- ◉ B. Determining areas of faculty development
- ◉ C. Triangulation of methods
- ◉ D. Following the rules



# Case Study

- ◉ Angie is a new nurse educator. She is just beginning her first position as a nurse educator. You have been assigned to mentor or coach her in her new role.
- ◉ What are some things you would do?



# Summary

- ◉ Quality improvement for the nurse educator includes a broad role
- ◉ Accreditation
- ◉ Mentorship
- ◉ Assessment and Evaluation of courses and program
- ◉ Committees involved with quality improvement
- ◉ Professional Memberships

# References



- ◉ American Nurses Association. (2015). *Scope and standards of practice for nursing professional development*. (3<sup>rd</sup> ed.). Washington, DC: Author.
- ◉ Bruner, D. W., Dunbar, S., Higgins, M., & Martyn, K. (2016). Benchmarking and gap analysis of faculty mentorship priorities and how well they are met. *Nursing Outlook*, 64(4), 321-331. doi:10.1016/j.outlook.2016.02.008
- ◉ Caputi, L. (2015). *Certified nurse educator review book*. Washington, DC: National League for Nursing Press (NLN Press)



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- ◉ National League for Nursing. (2018). CNE Handbook. Retrieved from <https://www.flipsnack.com/nlncommunications/cne-handbook-ft9av0e0p.html>
- ◉ Schmidt, N. A. & Brown, J. M. (2015). *Evidence-based practice for nurses*. (3<sup>rd</sup> ed.). Burlington, MA: Jones & Bartlett.
- ◉ Wittmann-Price, R. A., Godshall, M., & Wilson, L. (2017). *Certified nurse educator (CNE) review manual*. (3<sup>rd</sup> ed.). New York, NY: Springer Publishing Company.