Clinical Faculty & Educator Certificate Program

FACULTY & TEAM

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Course Overview

The *Clinical Faculty & Educator Certificate Program* utilizes research on teaching and learning, skill acquisition, and clinical reasoning. The implications for teaching and learning for the Novice, Advanced Beginner, Competent, and Proficient levels in the Dreyfus Model of Skill Acquisition will be presented. The program applies the universal apprenticeships for any practice discipline, the Cognitive Apprenticeship, the Practice Apprenticeship and the Ethical Comportment and Formation Apprenticeship, to organize the course content. The Four Paradigm Shifts are examined and provide a pathway for nurse educators to prepare nursing students for success. A distinction is made between mere application of technical knowledge and productive use of knowledge in actual clinical practice (a higher order form of situated thinking). Canvas™ houses the virtual learning classroom, and course content is divided into (6) modules, each with a corresponding synchronous zoom workshop.

Program Learning Competencies

The following nine competencies are essential for the clinical nurse educator to utilize for success in the teaching role.

- ❖ Diagnosing and managing clinical conditions.
- ❖ The skilled know-how of managing a crisis.
- ❖ Providing comfort measures for patients, families, and communities.
- ❖ Caring about patients, families, communities, and self.
- ❖ Preventing hazards in a technological environment.
- ❖ Decision-making and caring in advanced illness, loss, and the end-of-life.
- ❖ Making a case: Communicating clinical assessments and improving teamwork.
- ❖ Patient safety: Monitoring quality, preventing, and managing breakdown.
- ❖ The skilled know-how of clinical and moral leadership and the coaching and mentoring of others.

Program Learning Modules & Outcomes

MODULE 1: The Three Apprenticeships & The Four Paradigm Shifts

- ❖ The learner will explore the foundations of nursing education and the relationship to their own journey of teaching and learning.
- ❖ The learner will incorporate trauma-informed education principles to develop a pedagogical care model of teaching practice.
- ❖ The learner will begin to incorporate the three apprenticeships and four paradigm shifts into professional nursing practice and teaching.

MODULE 2: Developing a Practice: Understanding the Foundations of Clinical Reasoning and Learning Sciences

- ❖ The learner will understand the concepts of clinical grasp and a sense of salience and the importance of understanding whole clinical situations.
- ❖ The learner will be able to differentiate the concepts of clinical reasoning & judgment from critical thinking.
- ❖ The learner will be able to apply one learning science framework and pedagogy to develop skills in at least two of the nine competencies.
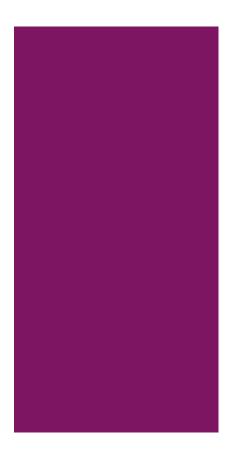
MODULE 3: The Art of Situated Coaching

- ❖ The learner will participate in two foundational pedagogies designed to meet core nursing competencies grounded in the latest learning science to develop clinical reasoning and a sense of salience.
- ❖ The learner will be able to change their teaching from an abstract isolated didactic content to the cohesive clinical application for a sense of salience & situated knowledge.
- ❖ The learner will be able to apply one learning science framework and pedagogy to develop skills in at least four of the nine competencies.

MODULE 4: Developing Clinical Imagination & Forethought

- ❖ The learner will develop clinical imagination and forethought strategies for productive use of knowledge in clinical practice and teaching.
- ❖ The learner will utilize a holistic approach to foster a practice of cultural humility and recognize the importance of mitigating implicit bias impact on clinical judgement in professional practice.
- ❖ The learner will be able to apply one learning science framework and pedagogy to develop skills in at least five of the nine competencies.

MODULE 5: Skilled Know-How of Clinical & Moral Leadership

❖ The learner will foster a deeper understanding of moral imagination and through a transformative approach to teaching ethical role formation in nursing practice.
❖ The learner will be able to create strategies for fostering advocacy and a sense of agency in the practice environment.
❖ The learner will be able to apply one learning science framework and pedagogy to develop skills in at least seven of the nine competencies.

MODULE 6: Looking to the Future—Nurse Educators as Agents of Change

❖ The learner will create a roadmap for success to develop a practice of teaching for the nursing profession.
❖ The learner will form strategies to cultivate compassion and empathy in nursing students and teaching the practice of nursing.
❖ The learner will be able to apply one learning science framework and pedagogy to develop skills in all nine competencies.

Capstone Project

The culmination of discovery, learning, and growth will be captured in the creation of a capstone project. The curriculum provides an opportunity to learn about three evidence-based pedagogical approaches to teaching and learning—narratives, unfolding case studies and post-conference debriefing. To implement theory into your teaching practice, you will select one of these pedagogies and provide a detailed implementation plan of your project and findings during the final Zoom workshop of this course.

Course Materials & Resources

All course materials and assets are divided across (6) modules. Each course module is accompanied by a synchronized zoom workshop. A virtual classroom will be utilized to create a HyFlex learning environment. You will receive an invitation during the first Zoom Workshop to create a new user account for the Canvas™ platform.

Resource Copyrights & Intellectual Property

HealthImpact's intellectual property includes— Canvas course content, modules, program materials, evaluation tools and/or licensed products that may be utilized during the course. Copyright rules protect the utilization, duplication, and distribution of any course related materials, references, and content without prior permissions.

Technology Requirements

- Desktop/laptop computer platform.
- Novice ability to navigate Zoom.
- Adequate WIFI or landline established internet connection.

Continuing Education Certificate

- All participants must complete all assignments, self-evaluations, and module evaluations, to receive 30 Continuing Education (CE) hours (24 in-person hours and 6 Home Study hours) and certificate of completion. Partial CE hours are not available.
- This course meets the minimum 1-hour requirement for Implicit Bias education, required by the CA BRN.
- Home Study: consists of (6) hours of independent time. This includes the knowledge checks, discussion posts, reflection posts, module and self-evaluations, and capstone project. All the Home Study activities are mapped to the Program and Module learning outcomes.
- All participants are *required* to attend Module #1 Zoom workshop.
- To meet the expectations of the course, there will be an asynchronous remediation plan, for a maximum of (1) missed module.
- Please proactively discuss learning accommodations, extenuating circumstances, and emergency situations with the course faculty and team.

Zoom Schedule

ZOOM	WORKSHOP	DATE/TIME
Zoom 1	The Three Apprenticeships & The Four Paradigm Shifts	Tuesday October 17th, 2023 1300-1700
Zoom 2	Developing a Practice: Understanding the Foundations of Clinical Reasoning and Learning Sciences	Tuesday October 31st, 2023 1300-1700
Zoom 3	The Art of Situated Coaching	Tuesday November 14th, 2023 1300-1700
Zoom 4	Developing Clinical Imagination & Forethought	Tuesday November 28th, 2023 1300-1700
Zoom 5	Skilled Know-How of Clinical & Moral Leadership	Tuesday December 12th, 2023 1300-1700
Zoom 6	Looking to the Future—Nurse Educators as Agents of Change	Tuesday December 19th, 2023 1300-1700

Adult Learning Classroom

- Personal and professional accountability, responsibility for one's own learning, and self-motivation are foundational and vital attributes for the Adult Learner to be successful in this course. The role of the learner requires an active, rather than passive, level of commitment and participation.

- Adult learning in an online classroom setting may prove challenging for some learners. A course which uses Adult Learning Theory as its theoretical framework is a different experience and may require learner accommodation and support from the faculty. The learner should ensure that issues, concerns, and needs are communicated to the faculty to help create a plan for individual learning success.