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Participating Organizations:

- Aultman College of Nursing
- Bryant & Stratton College
- Case Western Reserve University
- Center for Health Affairs
- Cleveland State University
- Cuyahoga Community College
- Hiram College
- Huron School of Nursing
- Lakeland Community College
- Lorain County Community College
- Kent State University
- Marymount School of Nursing
- Notre Dame College
- University of Akron
- Ursuline College

Clinical Education in Nursing; Teaching the Art and Science of Nursing *with special guest Diane Wink EdD, FNP, ARNP*

Please join us May 4, 2007 for an exciting one-day workshop with renowned speaker and nurse educator Dr. Diane Wink. The Deans' Round Table is proud to present this program as part of our ongoing faculty development initiative. Seating is limited and offered on a first come first served basis. Register for this dynamic seminar at, <http://www.cchs.net/son/register.htm> no later than April 15, 2007.



Dr. Wink is a Professor in the College of Nursing at University of Central Florida in Orlando, Florida. She has presented and published extensively in the areas of clinical teaching and the use of questions to promote critical thinking. In addition to teaching face-to-face, web mediated and fully web based courses to undergraduate and master's level students, Dr. Wink holds a joint appointment as a Family Nurse Practitioner at a federally qualified health center.

Objectives for Dr. Wink's presentation include: develop a philosophy of clinical teaching; develop clinical learning objectives that reflect course goals, available

learning opportunities and student growth; investigate techniques for the development of clinical reasoning and decision-making skills through clinical learning activities; design an effective clinical evaluation plan, and propose solutions to common clinical teaching and evaluation problems such as, the student at risk and the "star" student.

Even if you have not yet attended one of our basic faculty development programs, don't miss this exceptional opportunity to enhance your professional growth. Discover the challenge and the exhilaration as you learn to integrate the art and science of nursing in the clinical setting.

Adjunct Faculty Database Update



The count down has begun! The stork is on its way and we expect delivery of the Deans' Round Table database application on or near March 28. Our work with Fathom IT Solutions is almost complete and, although our go-live date has been pushed out, we are convinced that good things are truly worth the wait. We have made much progress since our previous

newsletter and our testing is near completion. We are now ready to begin adding the actual courses and available positions related to each of the North East Ohio Schools of Nursing. Just like you, we are eagerly awaiting the birth of this amazing application and are confident the application will function as planned and designed. Once the application is live

each of you will receive a link to the database application via e-mail so that you can complete your online profile and, if you wish, upload your resume or curriculum vita.

We thank you for your continued interest in this exciting initiative.

Together we can make a difference.

Ask the Dean; Teaching Challenges

Dear "Nurse Educator",

I am a new clinical instructor. I was not sure what to say to a student who told me she was bored and not learning anything. The rest of the group seemed enthused and engaged. I was, quite frankly, very angry and felt she was suggesting I was not doing a good job.

What should I have done?

Still Unsure in Cleveland

Dear "Still Unsure",

It sounds like you were being challenged by this student. It can be difficult to not take the challenge personally. I would suggest that you review the student's goals for that particular experience to see if they are realistic, and to determine whether the student has met them. Remember, *the student* is responsible for her own learning. You are there to facilitate the experience.

Interventions might include;

- Having a discussion with the student about her learning needs and how she might meet them during this experience. Ask the student to identify three major strengths and three areas she might like to improve. Help her identify ways to challenge herself in this setting.
- Discuss professionalism with the student, asking

her to reflect on how her attitude impacts others.

- Role-play alternative ways of expressing her frustration with the experience.

I applaud you for seeking advice for this situation. Keep up the good work!

Nurse Educator

Guest Educator

**Kathleen Mahoney, MSN, RN
Professor
Lakeland Community College**



Faculty Corner; Educator Tip

**Diane Jedlicka, Ph.D., RN, CNS
Chair, Division of Nursing
Notre Dame College**



How can you apply the theoretical framework of a program in your clinicals with your students?

The theoretical framework identifies the key concepts and/or theories that serve as the foundation of the nursing curriculum. A specific nursing theory, such as Orem's Self Care Deficit Theory or Roy's Adaptation Theory, may be used. The framework may also be composed of specific concepts, for example, caring,



communication, critical thinking and professional practice. These concepts are then interconnected to form the basic framework of the curriculum. Be sure to review the curriculum framework of the program in which you are serving as a faculty.

You can help the students to apply this framework in the clinical setting. First, read and learn about the particular framework that your program is using. If you are not familiar with the concepts for the curriculum ask for some articles or ask the course coordinator to review it with you.

Second, ask the course coordinator, or whoever is

orienting you to the program, about the concepts they would like you to emphasize in the clinical setting. Certain concepts may be emphasized more in one semester or course versus another.

Third, think about ways you can challenge the students to apply these concepts. For example, if caring is an essential concept, ask your students to identify what constitutes caring from the patient's perspective? If systems is an essential component of the framework, you could ask the student how they would assess the family as a system. If Orem's Self Care Deficit is the theoretical framework, you could ask the student

to assess the care demands of the patient and the ability of the patient to meet these self care demands. What factors could be affecting the patient's self care agency?

Students often need help in applying the theoretical framework to their practice. You have the perfect opportunity to make the framework come alive for them!! In the process, you will find yourself challenged as well!



Best Practices in Teaching: Evaluating Students Or Did I pass the Course?

Marcy Caplin, MSN, RN
Director of KSU Geauga/Twinsburg
Center's Associate Degree in Nursing
Program

Nursing faculty constantly gather data about student performance. This vital information helps us design and select the best learning experiences for our students and provide critical feedback to guide them toward meeting the course and clinical objectives. Specific, timely comments and observations can help students clarify their strengths and weaknesses. Ongoing evaluation is called *formative evaluation* and it happens in



a variety of ways, from daily verbal feedback to weekly written evaluations.

Evaluations should be deliberate and aligned with the clinical objectives. If you are not required to complete a weekly written evaluation, keeping your own objective notes or anecdotes with specific examples of each student's behaviors, successes, and deficiencies will be a tremendous help when writing the final or *summative* clinical evaluation.

Clarity, objectivity, and specificity are paramount in evaluation. For example, rather than saying, "You need to improve in patient safety," you might say, "You left the patient's room leaving Mr. B's bed in the high position. Anytime you leave the bedside, the bed

must be in the lowest position with the call bell within reach."

Common areas of student evaluation include: critical thinking, patient safety, nursing process, prioritizing and individualizing care, professional accountability and responsibility, documentation, collaboration and team work, patient teaching, therapeutic communication, and nursing procedures.

At the completion of the course you'll need to provide a written summative evaluation documenting whether or not the student successfully met the course objectives. Supporting data comes primarily from your observations, patient and nurse feedback, student self-evaluations, written documentation, and care



plans. Record both strengths and deficiencies and always provide objective examples of the behavior. Since the behaviors you will be asked to evaluate vary by course, be sure to review the specific evaluation tool found in the course syllabus with your students.

To learn more about the intricacies of clinical evaluation join us May 4th for our CNE presentation, "Clinical Education in Nursing: Teaching the Art and Science of Nursing." (See story on page 1.)

Faculty Teaching Opportunities

While our database is in the final stages of testing, we will continue to alert you to open faculty positions via e-mail or newsletters.

Cleveland Clinic On-Site ADN Program with Cuyahoga Community College

The summer semester of the on-site program consists of three clinical rotations. Each rotation is four

and one-half weeks or nine clinical days. There are open positions in the following specialties:

OB 5/19 to 6/16

- 3 positions for 7:00 am to 1:15 pm
- 1 position 3:00 pm to 9:15 pm

Pediatrics 6/17 to 7/15

- 4 positions for 7:00 am to 1:15 pm

- 1 position 3:00 pm to 9:15 pm

Behavioral Services 7/21 to 8/19

- 6 positions from 7:00 am to 1:15 pm

If you are interested in discussing any of the open positions listed, please contact Joan Kavanaj at 216-445-6927 or kavanaj@ccf.org



Attention Future Nursing Faculty Members!!

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Who

Current registered nurses who would like to become nursing faculty members in Ohio.

What

Five dollars of the licensure renewal fee paid by every Ohio nurse is transferred to the Nurse Education Assistance Loan fund. This program is administered by the Ohio Board of Regents, with assistance from the Ohio Board of Nursing.

In addition to pre-licensure students, the Nurse Education Assistance Loan Program now makes loans to eligible applicants pursuing post-licensure education to become nursing faculty members.

When

Beginning January 1, 2007 for students who intend to start nursing education programs in the fall. The deadline for completed applications is June 1, 2007. You may also apply between June 2, 2007 and November 1, 2007 for new nurse education programs that begin on or after January 1, 2008.

Where

Please visit www.regents.ohio.gov/sgs/nealp and select "for future instructors" for more information.

Why

Awardees can receive up to \$5,000 per year, provided the applicant submits a letter of intent to work in the

state of Ohio for 4 years after graduation as a nursing faculty member. The principle and interest of the loans may be forgiven at a rate of 25% of the loan amount for each year the awardee works as a faculty member at an approved nursing education program in the state.

How

Complete a 2007-08 Free Application for Federal Student Aid (FAFSA) and visit the Nursing Education Assistance Loan Program website to apply online.



The principle and interest of the loans may be forgiven at a rate of 25% of the loan amount for each year the awardee works as a faculty member at an approved nursing education program in the state.