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A. Personal Philosophy of Teaching and Learning

I have been a nurse for thirty-five years; during that time, most of my career has been in a leadership role. My first opportunity to assume a leadership responsibility came when we were implementing computerized care plans. The nurse manager of my unit asked me to be in charge of the implementation, and just like that, I was down the road of leading a project and then a department and eventually a hospital. It was a teacher in high school who first led me to my career as a nurse. He was genuinely interested in me, my aspirations, and my goals, which at the time were to be a beautician. He encouraged me to be the best I could be. He taught me the value of learning and the importance of education. I believe I am a nurse today because he cared enough to plant a seed in me that flourished and grew.

My experience in high school influences my teaching today. Over the years, I have had the opportunity of learning from great nurse mentors and teachers. The essential qualities that resonate with me are connecting with students and personally caring about each person. These are the qualities that I try to emulate when teaching students.

I have been blessed in my life to seek and have an education. *To another is given the word of knowledge, that all may be taught to be wise and to have knowledge, D&C 46:18*, I am committed to using these blessings to help my students learn and grow in their professional and personal lives. I want my students to feel safe in my classroom and believe that they can learn the course objectives. I want to help build confidence by using various teaching methods to engage each student in the learning process. I also want my students to know that I care about them and want to get to know them to help them realize their true potential. Most of all, I want my students to know that I trust them, and together we will learn from each other. Following the Savior's example, I believe students can sense when I honestly and authentically care for them. Keeping the Savior's example in my life, I will be able to prepare well for the classes I teach and continue improving and educate myself to best prepare my students, to learn "the healer's art, and go forth and serve."

Most often, we ask others to repeat back what they have been taught or perform a skill. We may also request that a written or oral test be associated with the learning process. The ability to perform the new skill frequently provides the necessary information for the teacher to feel the objective of learning has been met. However, this does not consider each style of learning and how to assess if the student has learned. Assessment of knowledge can be done through observation and interaction and student behavior changes (Merriam & Bierema, 2013). We must adapt the evaluation to the student to fully understand if someone has learned what is being taught (Benner, 1982). I believe this can be done in various ways, and an exam at the end of the semester may not always accomplish this goal.

The inability to learn from others that may be different from ourselves will impact our ability to learn. Paulo Freire speaks of being curious and tolerant in his life pursuit of scholarly learning. In his last recorded video, he speaks of his ability to be tolerant of others, which has allowed him to learn from people different from himself. When we close off others that may think, look, or speak differently from us, we lose the richness of the world around us ("Paulo Freire - An Incredible Conversation - YouTube," December 30, 2009).

My instructional strategies consist of reading, discussions, lectures, and writing. I believe students learn best when they are part of the process. I like to have students conduct seminars and assist

in the learning objectives. If students are motivated and put forth the effort, they will be satisfied with their grades.

B. Teaching

Strengths:

I am enthusiastic about teaching and sharing with my students my love and passion for nursing. I enjoy interacting with students and lecturing, and finding resources to engage my students in the learning process. I have fantastic role models and mentors to help me with my new role here at BYU. I have a post-graduate certificate in Nursing Education that I achieved while completing my PhD. The skills I learned in my post-graduate certificate program have been beneficial to my teaching skills.

Areas for improvement:

I am new to teaching. Although I have been a nurse for 35 years, this is the first time I have been teaching consistently in a formal academic setting. I am learning how to connect with my students spiritually and academically and be an effective educator.

Short Term Goals (1-2) years:

- Consistently bring the Spirit to my classroom through always starting class with a prayer and providing gospel insights when appropriate to discussions and lesson planning.
- Develop and fine-tune my skills with learning outcomes, curriculum development, evaluation practices.
- Attend all CTL courses for new faculty and incorporate skills into my teaching practice
- Read *The Skillful Teacher* – Steven Brookfield
- Read *Educating Zion* – Welch/Norton
- Read *Learning in the Light of Faith* – Henry B. Eyring

Long Term Goals

- Continue to incorporate student feedback in my teaching style and format.
- Continue to incorporate gospel insights and teaching by the Spirit.
- Utilize CTL services to gain additional insight and skills.

C. Citizenship

Strengths:

I have been serving in professional capacities for many years. I currently serve on the American Organization of Nurse Leaders publication committee. I have authored several invited articles for the Voice for Nursing Leadership as part of the assigned committee work. I am also serving on the Nominating Committee for the Western Institute of Nursing.

I serve on the College of Nursing, Research and Evidence Based Practice Council and College of Nursing, Diversity, Equity & Belonging taskforce, College of Nursing, Simulation Council.

I have completed over 14 blind peer reviews for Qualitative Health Research.

Areas for improvement:

Make sure I am not overextending myself with my volunteer commitments.

Short Term Goals (1-2) years:

- Continue serving on national and regional Boards and Committees

Faculty Development Plan
Professorial Track

- Complete certification as a Nurse Educator with the National League for Nursing
- Continue to serve as a peer reviewer for Qualitative Health Research.

Long Term Goals:

- Continue to serve on national and regional Boards and Committees. Obtain a national Board leadership position.
- Serve as a resource to faculty on being involved in professional organizations and serving on committees and Boards.
- Add an additional journal to serve as a peer reviewer.

D. Scholarship

Strengths:

I have a defined research trajectory, focusing on supporting nurses following a serious medical error through organizational learning. I am currently finalizing two scholarly articles for publication from my dissertation and hope to have both accepted by the end of the year. I have an established research team with four research assistants. I have received internal funding from the College of Nursing through the Myrtie Fulton Mentorship Grant and have a research project ready for IRB approval and implementation in Fall 2021. I presented at the Western Institute of Nursing Research Conference, Spring 2021. I completed the Grant Writing Seminar, and I am working with a research team in the College of Nursing to obtain outside funding.

Areas for improvement:

I need to publish scholarly articles. I struggle to put writing on my schedule every day and need to make this a priority.

Short Term Goals (1-2) years:

- Publish two scholarly articles from my dissertation work.
- Obtain outside funding for additional research
- Continue to mentor undergraduate students in research by having four research assistances
- Mentor students on a poster presentation, publication of current research

Long Term Goals:

- Established research trajectory with several peer-reviewed publications.
- Established funding for research through various sources (College of Nursing, University, and outside grants).
- Establish a multidisciplinary research team and receive funding on a future research project.

E. Resources Needed to Accomplish Goals

- Financial support for research assistance and allocated time to conduct research
- Continued mentoring support from College of Nursing – [REDACTED]
- Attend New Faculty Series and additional Faculty Center events when possible
- Support from CTL through consultation and additional seminars

References

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