

Faculty Development Plan

Name RN, MSN College of Nursing
Professional Track

May 2018

Teaching Philosophy

Teaching is best accomplished through coaching, mentoring and facilitating a student's learning. All three are vital to the teaching role. In order to accomplish these goals, a trusting relationship needs to be established between the educator and the students. An educator should model professionalism, confidence, optimism, consistency, resilience, and hope. Providing timely guidance and feedback to students helps strengthen needed knowledge and skill areas. Positive reinforcement should be given in order to facilitate desired behaviors.

Nursing students need to be prepared to enter the nursing field with the skills necessary to provide safe, accurate, and compassionate care. They need to be prepared for a career of continual self-directed learning and adaptation. When instructors use learner-centered teaching as a basis for teaching and curriculum students become actively involved in the learning process and develop increased motivation and accountability for their learning. The use of learner-centered teaching can help students to develop clinical reasoning and application of knowledge into practice.

Results of learner-centered teaching include increased confidence, collaboration, and critical thinking; improved student outcomes; and the development of lifelong learning. Development of these skills prepares nursing students for their complex role. Students become confident and empowered to discover learning on a new level, preparing them for a career of continued, self-directed learning in clinical practice.

Teaching

Strengths:

- Twenty-eight years of experience in the nursing profession.
- Expertise in nursing leadership, emergency/trauma, resuscitation, quality and safety, and education/simulation.
- Previous education experience in-hospital and academia.
- Positive attitude, communicate well with others, approachable, and easy to work with.
- Organized.
- Enjoy students and love to see growth in others.

Areas for improvement:

- Improve overall presentation skills for large groups.
- Use student feedback constructively to make needed changes.
- Improve with the writing of test questions and student learning evaluations.
- Improve crucial conversation skills with students to help them meet high learning standards and growth.
- Incorporate the gospel into courses and discussions.

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Short-Term Goals (1-2 years):

1. Attend Iggy's Boot Camp (Conference for training nurse educators) in July 2018. Learn new presentation techniques, improve writing & evaluation of student learning.
2. Join American Organization for Nurse Executives (AONE). Use resources, training, conferences, and networking to stay current in a dynamic field as needed for teaching N491 and N492 (Nursing Capstone). Apply information to course and update as needed in order to have credibility and confidence in teaching materials, and to provide students with optimal learning and outcomes.
3. Gain an understanding of student evaluation process and interpretation of data. Analyze student feedback, look for trends, and make adjustments and goals to improve. Seek feedback from mentor as well as from Center for Teaching and Learning (CTL).
4. Review text on *Crucial Conversations* and use crucial conversation tools provided. Practice as needed prior to conversation(s) with mentor.
5. Pray for guidance with courses. Pay attention to the Spirit and seek guidance in class preparation and in the classroom. Become comfortable incorporating the gospel into classes by initially adding prompts and prepared materials into lecture/discussion.

Long-Term Goals:

1. Study and take test to become a "Certified Nurse Educator".
2. Use CTL and Student Consultant on Teaching (SCOT) resources to evaluate and make suggestions for student evaluation concerns that continue during self-improvement efforts.
3. Continue with spiritual growth efforts. Attend religion course as student annually.

Citizenship:

Strengths:

- Team player!
- Joy in giving service in my home, ward, and community.
- Served on a variety of committees and teams in my professional life and in the College of Nursing.
- Member of the ENA, ANA/UNA, and Sigma Theta Tau.

Areas for Improvement:

- Increase activity in professional organizations by attending meetings, following through with assignments, join task force, and explore leadership roles.

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- Serve on a professional board or position at state or national level by sixth year review.

Short-Term Goals (1-2 years):

1. Continue membership in previously identified organizations. Attend meetings. Be engaged in meetings and fulfill responsibilities in a timely manner, and report back on outcomes.
2. Join American Organization for Nurse Executives (AONE). Use resources, training, conferences, and networking to reflect current state of the discipline in related courses. Become involved and network with other members.
3. Look for leadership opportunities in professional organizations at a state level.
4. Continue to serve on assigned college councils. Attend all meetings. Be engaged in meetings and fulfill responsibilities in a timely manner. Report back on outcomes.

Long-Term Goals:

1. Hold a leadership position in a professional organization at a state or national level.
2. Chair college committee if opportunity arises.

Contribution to the Discipline (Scholarship)

Strengths:

- Twenty-eight years of experience in the nursing profession.
- Expertise in nursing leadership, emergency/trauma, resuscitation, quality and safety, and education/simulation.
- Passionate about evidence-based practice in nursing.
- Love to help others learn and grow.

Areas for Improvement:

- Gain credibility in nursing academia through experience and high standard of teaching.
- I have only done podium presentations at a local level, not at a state or national level.
- Limited confidence and experience in my ability to write scholastically.

Short-Term Goals (1-2 years):

1. Continue active membership in professional organizations (ENA, ANA/UNA, and Sigma Theta Tau) and look for leadership opportunities. Join American Organization for Nurse Executives (AONE). Become involved and network with other members.
2. Seek out presentations in order to present either poster or podium presentation in area of focus, Nursing Education and Nursing Leadership, annually at state level.
3. Work with PhD faculty (Bret Lyman and Ryan Rasmussen) in the College of Nursing on their research initiatives and efforts. Present research findings with faculty as able.

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4. Take writing courses offered through University Writing.

Long-Term Goals:

1. Study and take test to become a “Certified Nurse Educator”.
2. Hold a leadership position in a professional organization at a state or a national level.
3. Seek out presentations in order to present either poster or podium presentation each year at minimum of national level.
4. Continue to work with PhD faculty (Bret Lyman and Ryan Rasmussen) in the College of Nursing on their research initiatives and efforts. Present research findings with faculty as able.
5. Develop my own original research and present findings in area of focus, Nursing Education and Nursing Leadership.

Resources Needed to Accomplish Goals:

1. Funding to travel to conferences and achieve certifications.
2. Continued support from College of Nursing faculty and for committee involvement and assignments.
3. Continued support and resources from CTL for classes, consulting, etc.
4. Time: Better use of time or time allowance (workload) from College of Nursing in order to work on professional organizations, projects, research, certifications, and conferences and still maintain life-work balance.

Citizenship Project Proposal

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June 2018

Citizenship Project Proposal #1:

Continue membership in the following organizations: Emergency Nurses Association, American Nurses Association, Utah Nurses Association, and Sigma Theta Tau International. Join American Organization for Nurse Executives.

How will I accomplish this goal:

1. Attend meetings as scheduled. Be engaged in meetings and fulfill responsibilities in a timely manner and report back.
2. Improve networking in organizations by being more involved and gaining a relationship with other members.
3. Continue as "Archivist" in Sigma Theta Tau and on "Educational Committee" in Utah Nurses Association. Fulfill role responsibilities.
4. Look for leadership opportunities in a professional organizations at a state level.

Citizenship Project Proposal #2:

Work with PhD faculty, Bret Lyman and Ryan Rasmussen, in the College of Nursing on their research initiatives and efforts. Present research findings with faculty as able. This will help me increase collegiality with other professors, gain an appreciation for nursing research, and increase credibility in nursing academia.

How will I accomplish this goal:

Both professors have already offered to have me help them with their current research. Be more engaged and proactive by:

1. Set up a meeting with them by October 1, 2018 to understand research progress and plan going forward. Assess their need for assistance and accept assignments.
2. Follow up on assignments by arrange due date.
3. Help develop and submit proposals for presentations.
4. Offer to present and develop presentation materials.

Citizenship Project Proposal

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June 2018

Professional Project Proposal

NAME N, MSN
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June 2018

Professional Project Proposal #1:

Join American Organization for Nurse Executives (AONE). This professional organization is considered the voice for nursing leadership. Although I have a strong nursing leadership background by joining this organization I can use the resources, training, conferences, and networking provided to stay current in material for teaching N491 and N492 (Nursing Capstone). I will be able to apply information to the courses and update courses as needed in order to have credibility and confidence in teaching materials. This will provide students with optimal learning and outcomes.

How will I meet this goal:

1. Join American Organization for Nurse Executives (AONE) by September 1, 2018.
2. Complete one on-line training webinar monthly that pertains to information/materials needed to teach courses with credibility and confidence.
3. Read journals and newsletters provided through membership to AONE to maintain knowledge and be aware of updates in nursing leadership.
4. Attend AONE conference in April 2018.
5. Evaluate and update course as need to reflect current trends and practice in nursing leadership.

Professional Project Proposal #2:

Join "On-Course Learning" team. On-Course Learning is an independent organization that provides continuing education to practicing nurses in order to maintain their licensure. This position will give me the opportunity to update continuing education modules in the field of Nursing. My role will include reviewing and updating modules as needed to ensure accuracy of content. This will include current statistics, new guidelines, trends, evidence, etc., and all information must be supported by a reference list in which 75% of the list is less than 5 years old. As a result of this process I will be able to continue on the fore-front of nursing practice which will improve my credibility in nursing education. I will also gain an improved proficiency in evidence-based research and writing which will help me in my advancement of scholarship in academia.

Professional Project Proposal

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How will I meet this goal:

1. Contact “On-Course Learning” about my interest in joining their team as a content reviewer and fill out needed paperwork including credentials by June 30, 2018.
2. Review one module per quarter.
3. Add reviewed modules to curriculum vitae.

Teaching Grant Proposal

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June 2018

Proposal to use \$300 Teaching Grant:

I propose to use the \$300 teaching grant to assist me in joining the American Organization for Nurse Executives (AONE). This professional organization is considered the voice for nursing leadership. Although I have a strong nursing leadership background, by joining this organization I can use the resources, training, conferences, and networking provided to stay current in material and provide evidence-based research for teaching N491 and N492 (Nursing Capstone).

The cost of a two year membership is \$400. AONE membership presents an opportunity to join 9,700 of the best and brightest people working in health care today. This membership will provide me with access to updated news and publications, tools and resources, and education programs. By becoming a member of this professional organization, I can stay up to date on trends and research in nursing leadership, enhance my professional development and education, and acquire valuable tools to use in teaching.

With the training and education that I will have access to by joining AONE I will be able to present and update courses as needed in order to gain confidence in teaching materials and have credibility as an instructor. Not only will this allow continual improvement to my courses, but it also will provide my students with optimal learning opportunities and outcomes.

Nursing 491

Nursing Capstone

**This was developed August 2017 at the CTL session. I team teach this course with another faculty and I am responsible only to develop content for weeks 2-8 of the semester; however, I teach all content. Course was updated and changed to new design and syllabus for Winter Semester 2018.*

Course Purpose:

The student will transition into practice as a Registered Nurse feeling empowered as a leader of a professional team.

Course Learning Outcomes:

1. Students will be able to demonstrate critical thinking strategies with a patient in crisis as a team leader including delegation, prioritization, crucial conversations, de-escalation, effective communication, and teamwork.
2. Students will be able to demonstrate the basic process that is followed to achieve quality assurance in healthcare and its importance.
3. Students will be able to understand the dynamics of the healthcare environment, how it effects their practice as a Registered Nurse, and know the latest trends that are effecting healthcare at this time.

Week 1: Introduction to Course

- Verbalize and understand the expectations of the course and how it relates to bridging/ clinical.
- Understand emotional intelligence, why it is important in practice, and how you can improve your emotional intelligence.
- Discuss key components of professional behaviors.
- Understand how you fit into the healthcare system a nursing graduate.
- Students will demonstrate awareness of their own strengths and abilities pertaining to the nursing profession.
- Students will demonstrate an understanding of their personal accountability as members of the nursing profession

Week 2: Working with others to Achieve More

- Understand the importance of delegation and supervision as a registered Nurse.
- Be able to identify tasks that can be delegated and describe strategies for delegation.
- Develop skills needed for effective prioritization of care for single and multiple patients in the care setting.
- Students will demonstrate an ability to expand their influence on excellent patient care through effective delegation and prioritization.

Readings:

Text: *The Nurse Professional* by Deborah Dolan Hunt

- Pages 224-227, Issues with Management and Organizational Skills
- Pages 172-175, Roles and Responsibilities in Clinical Practice
- Pages 165-166, Time management and Organizational Skills
- Chapter 12: Delegation, Pages 191-204

Review Maslow’s Hierarchy of Needs, importance of delegation, five rights of delegation, what determines scope of practice, barriers or prioritization and delegation, strategies for improving time management.

Class Outline:

Time	Activity
5 min	Quiz
5 min	Welcome, Prayer Announcements
15 min	Delegation Discussion use PowerPoint
20 min	Delegation Polling Activity and Discussion
10 min	Break
5 min	Self-Care Activity
10 min	Prioritization Discussion use PowerPoint
30 min	Group Activity: ABC Tools 9 & 10
10 min	Review, Reflect, & What’s Next

Week 3: Handling Crisis with Co-Workers

- Understand what incivility is, how it affects professional practice, and ways that you can combat incivility in your practice.
- Know the steps to initiate and complete a crucial conversation.

Readings:

- Article: The Missing Link: Using **Emotional Intelligence** to Reduce **Workplace** Stress and **Workplace Violence** in Our **Nursing** and Other Health Care Professions. Littlejohn, Patricia
- *The Nurse Professional* by Deborah Dolan Hunt (Chapter 15 “Violence and Bullying in the Workplace”- pages 239-250)
- *Crucial Conversations: Tools for Talking When Stakes Are High.* Patterson K., Grenny J., McMillian R., Switzler A. (2002). New York: McGraw-Hill.

- Concentrate on Chapters 2, 10 & 12 for 2002 book or 2nd edition Chapters are 2 and 11

Understand what bullying/ incivility is and the negative effects, understand horizontal vs. lateral violence, know some basic strategies to protect yourself from incivility, understand what a crucial conversation is and when it may be used.

Class Outline:

Time	Activity
5 min	Quiz
5 min	Welcome, Prayer Announcements
10 min	Incivility Discussion use PowerPoint,
10 min	Difficult Conversations: Think, Pair, Share Activity
5 min	Introduce Crucial Conversations use power point
5 min	Individual Reflection: Use worksheet
5 min	Steps of Crucial Conversations use PowerPoint
10 min	Group Activity: Step 1
10 min	Break
5 min	Self-Care Activity
5 min	Continued Discussion on STATE and tips in having CC per PowerPoint
30 min	Group Activity: Step 2 with Role Play
5 min	Review, Reflect, & What's Next

Week 4: Maintaining Safety in Tense Situations

- Be able to recognize early cues of disruptive or violent behavior.
- Know how to create a safe environment to maintain physical safety while maintaining an environment of respect and compassion for others.
- Develop skills of reflective listening and verbal de-escalation.
- Students will demonstrate effective strategies for handling conflict with co-workers, including de-escalating a situation with a co-worker
- Students will demonstrate effective strategies for handling tense situations with patients, including de-escalating a confrontation with a patient
- Students will recognize the importance of self-advocacy in the workplace

Readings:

- Article: "Reducing violence and aggression in the emergency department", Denise Powley, Emergency Nurse July 2013 | Volume 21 | Number 4. Pages 26-29.

Understand things that you can do to deal with work place violence, know basic tactics in diffusing violent situations, understanding the basic signs of violent behavior.

Class Outline:

Time	Activity
5 min	Quiz
5 min	Welcome, Prayer Announcements
15 min	Introduction WPV Discussion-Follow PP/ Video
10 min	Reflective listening Activity
10 min	Continued Discussion- Follow PP
5 min	Progressing aggression video with discussion
10 min	Finish Discussion
10 min	Break
5 min	Self-Care Activity
30 min	Practice Scenarios: Work in groups, follow with discussion
5 min	Review, Reflect, & What's Next

Week 5: Recognizing a Patient in Crisis & Teamwork

- Develop the skills to recognize a patient is crisis.
- Understand the significance of teamwork and collaboration when working with critical patient.
- Students will demonstrate an ability to assess and establish roles & goals within a team when a patient is in crisis.

Readings:

- Text: The Nurse Professional by Deborah Dolan Hunt
 - Pages 148-150, Group dynamics
- Article: Better, safer patient care through evidence-based practice and teamwork by Marie-Elena Barry, MSN, RN. American Nurse July 1, 2014
- Article: Recognizing Signs and Symptoms of Patient Deterioration by Michelle Felton RN. Emergency Nurse December 1, 2012.

Understand group dynamics, importance of teamwork in patient care, and strategies in recognizing patient deterioration.

Class Outline:

Time	Activity
5 min	Quiz-Come prepared with Tool # 2, Step 1 of progressive scenario completed
5 min	Welcome, Prayer Announcements
10 min	Discussion introduction- Recognizing a patient in crisis, anticipation. Follow PP
15 min	Group activity (6 groups): Tool #1, Step 2 of progressive scenario

10 min	Continued discussion- Follow PP
10 min	Break
5 min	Self-Care Activity
10 min	Discussion: Working as a team: Establishing Roles and Goals. Follow PP
15 min	Group activity (6 groups)- Continue progressing scenario Tool #2--Step 3 and 4: Establishing roles & goals for a patient in crisis
12 min	Group 2 Minute Presentations (6 groups)
5 min	Review, Reflect, & What's Next

Week 6: Responding to a Patient in Crisis: Interdisciplinary Teamwork

- Demonstrate beginning proficiency in collaborative leadership with an interdisciplinary team.
- Demonstrate proficiency in the use of SBAR and other TEAMSTEPS tools in having effective team communication.
- Understand Crisis Resource Management (CRM) principles and know how they can help you in dealing with a patient in crisis.
- Students will demonstrate effective communication techniques with interdisciplinary team members

Readings:

- Text: The Nurse Professional by Deborah Dolan Hunt
 - Chapter 13 "Leadership Development" - Pages 207-218
- TeamSTEPS pocket guide

Know traits of transformational leader, understand the Institute of Medicine stand on leadership in nursing, describe leadership styles, understand the basic TeamSTEPS strategies to use in nursing communication.

Class Outline:

Time	Activity
5 min	Quiz
5 min	Welcome, Prayer Announcements
5 min	Intro discussion with Madagascar video clip
30 min	Survivor Scenario
10 min	Break
5 min	Self-Care Activity
10 min	Leadership Discussion- follow PP link to activity
5 min	Personal Reflection on Leadership
20 min	Discussion: Working as a team using TEAMSTEPS Tools and CRM Principles. Follow PP.

10 min	Group reflection
5 min	Review, Reflect, & What's Next

Week 7: Mid-term

Mid-term Simulation Student Objectives:

1. Students will be able to identify tasks that can be delegated and demonstrate proper delegation.
2. Students will be able to recognize early cues of disruptive or violent behavior.
3. Students will create a respectful environment while maintaining physical safety for themselves and others.
4. Students will demonstrate effective strategies for handling conflict and tense situations with co-workers, patients, and family members including de-escalating a situation and initiation of a crucial conversation.
5. Students will demonstrate beginning proficiency in collaborative leadership within an interdisciplinary team including establishing roles and goals within a team when a patient is in crisis.
6. Students will demonstrate the use of SBAR and other TEAMSTEPS tools in having effective team communication.
7. Students will effectively prioritize patient and team needs throughout simulation experience.

Week 8: Legal Issues in Nursing

- Students will demonstrate an awareness of legal issues related to malpractice in nursing
- Discuss legalities of professional practice and how to best protect yourself as a licensed provider.
- Understand malpractice and negligence.
- Understand the pros and cons of having your own malpractice insurance.

Readings:

- Text: The Nurse Professional by Deborah Dolan Hunt
 - Chapter 6: Legal, Moral, and Ethical Issues, pages 81-101.
 - Pages 176-178, Clinical Issues

Describe the seven key principles to promote patient safety and to protect you legally, identify legal issues that impact your role as a registered nurse, understand patient abandonment, know four things that must be proven in a malpractice case, list some taboos when documenting, understand informed consent.

Class Outline:

Time	Activity
5 min	Quiz
5 min	Welcome, Prayer Announcements
15 min	Introduce topic, review reading, prep for legal case
5 min	Self-Care Activity
30 min	Legal Scenario (BYU Law team)
10 min	Break
20 min	Discussion: Protecting Yourself (BYU Law Team)
15 min	Group debriefing & reflection
5 min	Review, Reflect, & What's Next

Week 9: Foundations of Quality and Safety

- Discuss the purpose of quality improvement and understand issues related to safety and quality of care.
- Discuss the process of quality improvement and how it relates to you as a bedside nurse.
- Understand the importance of evidence-based, patient centered initiatives to improve quality and safety in healthcare.
- Students will identify and analyze unit-level and organizational-level systems that influence patient care.
- Understand and know how to use SMART goals and PDSA as strategies for quality improvement.

Week 10: Collaborating for Quality and Safety

- Develop an understanding of how national governing agencies play a role in quality and safety in healthcare.
- Understand National Patient Safety Goals (NPSG), why they exist, and how they impact patient safety.
- Know what a high-reliability organization is and how they can improve Healthcare (Zero harm/ Agency for Healthcare Research & Quality).
- Students will demonstrate an understanding of strategies and tools to improve unit-level systems of care.

Week 11: Change Management

- Students will demonstrate effective strategies for initiating unit-level change in systems of patient care

- Understand how human factors affect patient safety and quality, and making changes.
- Understand the process of change management and how you can be empowered in the change process.
- Students will demonstrate an understanding of strategies for sustaining (and improving reliability) changes in systems-level care.

Week 12/13: Emerging Trends, Technologies, and Delivery Models in Healthcare

- Develop an awareness of Emerging Trends in healthcare that are effecting Healthcare itself and patient care.
- Students will demonstrate an awareness of emerging trends and technologies that have the potential to shape patient care.

Week 14: End of Semester (Program) Activities

Updated Goals for course Fall Semester 2018 to Winter Semester 2019:

1. Attend Iggy's Boot Camp (Conference for training nurse educators) in July 2018. Learn new presentation techniques, improve writing & evaluation of student learning.
2. Join American Organization for Nurse Executives (AONE). Use resources, training, conferences, and networking to stay current in needed for teaching N491 and N492 (Nursing Capstone). Apply information to course and update as needed in order to have credibility and confidence in teaching materials, and provide students with optimal learning and outcomes.
3. Gain an understanding of student evaluation process and interpretation of data. Analyze student feedback, look for trends, and make adjustments and goals to improve. Seek mentor feedback as well as Center for Teaching and Learning (CTL).
4. Review text on Crucial Conversations. Use crucial conversation tools provided. Practice as needed prior to conversation(s) with mentor.
5. Pray for guidance with courses. Pay attention to the spirit and let him guide me in class preparation and in the classroom. Become comfortable incorporating the gospel into classes by initially adding prompts and prepared materials into lecture/discussion.