

Jeanne Merkle Sorrell
Pamela R. Cangelosi

A photograph of three healthcare professionals in a clinical setting. On the left, a person in blue scrubs is seen from the back. In the center, a woman in teal scrubs smiles. On the right, a woman in a white lab coat over a red top smiles. The background is a light blue curtain.

Expert Clinician **to Novice Nurse** **Educator**

LEARNING FROM FIRST-HAND NARRATIVES

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Expert Clinician To Novice Nurse Educator Learning From First Hand Narratives

**Teresa Shellenbarger, Jennie C. De
Gagne, Marilyn H. Oermann, Kathleen
B. Gaberson**

Expert Clinician To Novice Nurse Educator Learning From First Hand Narratives:

Expert Clinician to Novice Nurse Educator Jeanne Merkle Sorrell, Pamela Cangelosi, Pamela Rubel Cangelosi, 2015-08-24 Research shows that the sharing of personal first hand stories not only enhances learning and eases the transition to a new role but also helps novice educators to understand that their challenges are shared by others With the goal of improving the experience of nurses transitioning from clinician to educator in hospitals as well as schools of nursing this unique book presents the stories of nurses who made this transition It presents the findings of several qualitative studies addressing the question What is the lived experience of clinicians as they assume new roles as clinical nurse educators These narratives describe the challenges they faced and transformations in each nurse s identity and relationships during the transition process The text includes recommendations from the Carnegie Foundation for the Advancement of Teaching and specific problem solving strategies that have worked for others The narratives are from nurse clinicians nurse educators and students who provide insights into such common dilemmas faced by novice educators as How do I keep a patient safe while allowing the student nurse to practice a skill for the first time If a student is slow to catch on to a procedure how long do I wait before they fail How do I help provide a safe and effective learning environment for new graduate nurses The book includes stories of students who describe caring and uncaring experiences with clinical nurse educators Stories address cultural diversity bullying and dilemmas related to critical and ethical thinking Nurse educators themselves share insights into what they wish they had done differently to guide students and new graduate nurses in their learning While these storytellers had diverse clinical and educational backgrounds there were consistent similarities between the experiences they described One common thread was the need to embrace the role of a novice in order to succeed The book will serve as a valuable text for graduate students in nurse educator courses as well as students and nurses seeking support insight and inspiration in their transition to the clinical nurse educator role

Key Features Presents experiential narratives from nurses who made the transition from clinician to educator Describes important aspects of a nurse s transition from the role of clinical expert to that of novice educator Includes research based insights in a highly accessible style and format Integrates National League for Nursing Core Competencies into the text Provides inspiring helpful and comforting guidance for nurse clinicians feeling lost or confused in a new role

Mentoring in Nursing through Narrative Stories Across the World Nancy Rollins Gantz, Thóra B. Hafsteinsdóttir, 2023-07-15 The book explores how mentoring theoretical background of mentoring and how mentoring is used by nurses in all arenas where they work in health care education research policy politics and academia in supporting nurses with their professional and career development Over 300 mentors and mentees from a wide range of countries across all continents share their stories of mentoring reflecting on their development in leadership clinical practice education research and politics The book describes various types of mentoring including more traditional types of mentoring as well as virtual online and peer mentoring During the mentorship trajectories the nurses address an inclusive collection of issues that

they are faced with and share supporting strategies The book highlights the importance of mentoring for nurses to support their personal and professional leadership development Also it emphasizes the importance of mentoring for when nurses engaged in variety of projects that could entail or encompass evidence based clinical practice development within education research in the clinical arena policy formation political affairs or cultural inclusion that present significant impact in patient care and healthcare outcomes within and across countries With The Future of Nursing 2020 2030 Charting a Path to Achieve Health Equity report from the National Academies of Sciences published in 2021 the role of nursing will become ever more dynamic and therefore the profession of nursing must be visible in improving and securing the future for patients families and communities across the globe Mentoring practices to build the profession s leaders are forever essential acute and imperative This book shows how mentoring can support nurses in further developing nursing as a profession and scientific discipline across countries to support clinical application of evidence based practice and nursing education and research dissemination Accordingly this book shares essential diverse and pioneering expertise through wide range of narrative stories that will benefit nurses at all years of experience from early career nurses emerging leaders nurse educators leaders policy makers and nurse scientists around the globe The nursing profession must magnify its position in health care and nurses need to proliferate their contributions throughout the globe They can accomplish that through mentoring and growing and nurturing other nurses to advance and thrive in today s world

Pathways to a Nursing Education Career, Second Edition Judith A. Halstead, Betsy Frank, 2017-08-28 First Edition Winner of the Journal of Nursing Education s Top Teaching Tools Award This award winning text presents top notch guidance and a host of practical tools for nursing clinicians transitioning into a faculty role The second edition is updated to address the many significant innovations taking place in nursing education and how they affect the faculty role including expanding emphasis on interprofessional education increasing use of interactive teaching strategies and technology enhanced learning acquiring research funding in a competitive environment and the growing importance of fostering faculty leadership and succession Enriching new chapter features include examples of tools rubrics and strategies to illustrate concept application Getting Started callouts offering first step strategies activities to help novice educators apply chapter concepts in their faculty role also serving as ready made faculty assignments The second edition also includes real life case examples that guide novice educators in managing common challenges in academia Extensive resources strategies and tips along with guidance for self assessment help new educators to adapt and even excel during the challenging first year in a faculty role Content New to the Second Edition Discusses key changes and challenges in the nursing profession health care higher education and nursing education Covers teaching in interprofessional education environments Addresses teaching in technology enhanced learning environments and evolving curricular models Explains how to establish teaching presence Emphasizes developing faculty leaders and leadership succession Addresses acquiring funding to support research Includes new chapter on establishing student faculty

relationships Key Features Delivers proven strategies to help novice educators assume the faculty role Provides real life case studies describing how to manage common challenges Includes resources tips and strategies on navigating the first faculty year Helps novice educators to engage in self assessment to determine best fit in the academic environment **From Novice to Expert to Novice Again** Carla Crider,2020 Relatively few nurse educators receive the formal pedagogical training needed to smoothly transition from the clinical nurse role to the nurse educator role Cooley especially as it relates to the evaluation and testing of student learning The lack thereof creates a dissonance between clinical practice and academia Cooley Murray Stanley Wright 2014 Such dissonance often leaves the nurse educator in unfamiliar territory Cooley De Gagne 2016 teaching and testing by trial and error Schoening 2013 The transition from clinical nursing practice to academia is well documented in the qualitative nursing literature An essential component of learning to be an educator is learning how to teach effectively and prepare useful student assessments However an extensive search of the literature revealed inadequate available research regarding how novice nurse educators learn the complex task of writing as well as the implementation and analysis of a valid psychometrically sound exam All questions used in this narrowly focused study were designed to elicit the personal experience i e the story of the expert clinician turned novice nurse educator specific to the creation administration and analyses of exams during the first year of full time teaching in an associate degree nursing ADN program Findings from this study point to the need for nurse education to develop an academic standard of care that would enhance nurse educators and provide great benefit for students The information provided by this study may help the nursing profession as a whole and nursing education programs specifically to provide better mentorship and guidance for novice nurse educators

Transition from Clinician to Educator Fressola,G. Elaine Patterson,2016-08 The American Association of Colleges of Nursing AACN reports that in recent years U S nursing schools have turned away thousands of qualified applicants from baccalaureate and graduate nursing programs due to an insufficient number of faculty clinical sites classroom space clinical preceptors and budget constraints One potential group of faculty can be found in the clinical practitioner pool some of whom are awaiting the opportunity to transition into academic education This book is intended as a response to the needs of experienced clinicians lacking in academic preparation and experience in teaching This book covers the organizational world of academia classroom and clinical teaching and using technology in classrooms and clinical education preface Clinical Nurse Educator Competencies Teresa Shellenbarger,2018-03-08 Excellence in clinical nursing education is essential in training today s nursing students The first resource of its kind to address this specialized area of expertise Clinical Nurse Educator Competencies equips educators with a mastery of the evidence based competencies and tasks needed to confidently guide students through learning experiences in clinical settings and to produce competent nurses ready for practice Detailed analysis of each competency synthesizes relevant literature and reflects the insight of the NLN Task Group on Clinical Nurse Educators providing an authoritative framework to help educators prepare students for the rigors of clinical nursing practice

in today's changing healthcare environment. This synthesis and validation of academic clinical nurse educator competencies defines a scope of practice for the role of the academic clinical nurse educator. The results provide a standard of excellence central to the performance expectations associated with this specialized role.

A phenomenological exploration into the lived transition experiences of expert clinicians to novice nurse educators Robin Coggins Calvert, 2018
The Lived Experiences of Expert Nurse Clinicians' Role Transition Process Into Academia as a Novice Nurse Educator Zahra Shajani, 2020

Reflections B. A. Educator, 2008-06 Providing students with small steps of freedom in their new practice provides them with an increasing self-confidence and reassurance that they are acquiring necessary and useful skills. Sharing the moment of discovery with a student is what I find so rewarding. Being able to make a difference in the education of a nurse makes all the other trials and tribulations encountered along the way seem worthwhile. Shirley Pearson Room to Grow *Reflections: Nurses as Educators* **Leaving an Expert and Returning a Novice** Elizabeth Woytowicz, 2018

From Bedside Care Expert to Novice Educator Kathy Jean Roth, 2013 *Clinical Teaching Strategies in Nursing* Teresa Shellenbarger, Jennie C. De Gagne, Marilyn H. Oermann, Kathleen B. Gaberson, 2026-02 The go-to resource for clinical educators full of exhibits, models, and methods for all clinical teaching environments. Includes CourseConnect Know It Use It Test It The Smarter Way to Learn and Succeed Designed to support clinical educators at every level from novice adjuncts to experienced faculty and preceptors. Includes practical strategies for managing students in the clinical environment with case-based learning, tech integration tips, and competency-based evaluation tools. This updated edition addresses emerging challenges in clinical placement, student engagement, and online education, helping educators thrive in dynamic settings. Know, use, and test your understanding of course content with CourseConnect, an interactive learning platform included with your print purchase. What's New: Expanded guidance on clinical site development and placement challenges; New coverage of artificial intelligence and its role in clinical education; Enhanced content on competency-based education and clinical outcome alignment; Broadened focus on diversity, equity, and inclusion in teaching strategies; Updated approaches for simulation, virtual learning, and tech-enhanced instruction. Key Features: Covers planning, guiding, and evaluating clinical learning across settings with strategies for simulation, tech use, and preceptor support; Prepares educators to confidently lead clinical instruction, adapt to diverse settings, and support student success across all learning formats; Features CNE-aligned objectives, interactive exhibits, and practical tools that enhance learning, retention, and real-world teaching skills. Written by renowned nurse educators with deep expertise in clinical teaching, instructional innovation, and national education standards. Instructor Resources include Instructor's Manual, PowerPoint slides, and more. Maximize Your Learning With CourseConnect Included With Your Print Purchase Enhance your textbook experience with CourseConnect, an interactive learning platform designed to help you engage more deeply, study smarter, and achieve success in your course. Master Complex Concepts Interactive learning activities simplify concepts and improve comprehension and retention. Track Your Progress Real-time analytics and

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Evidence-Based Teaching in Nursing Sharon Cannon,Carol Boswell,2012 Designed to assist aspiring novice and experienced faculty members in obtaining a strong foundation for Evidence Based Teaching EBT Evidence Based Teaching in Nursing A Foundation for Educators explores past present and future aspects for teaching nursing in a variety of settings This text promotes and demonstrates practical approaches for classroom clinical and simulation learning experiences while incorporating technology generational considerations and evidence What s more it addresses the academic environment while considering a wide array of teaching and learning aspects Evidence Based Teaching in Nursing A Foundation for Educators contains Key terms Chapter objectives Practical tips for nurse educators Multiple choice questions with rationales and discussion questions

Clinical Practice Development Using Novice to Expert Theory Barbara Haag-Heitman,1999 This is the first book on novice to expert theory that is a guide to implementation St Luke s Medical Center one of the first institutions in the country to successfully implement Novice to Expert shows how they did it This book can be used as a practical guide by any patient care executive interested in finding out more about novice to expert This book explains the theoretical components of novice to expert how to design and apply a model how to implement that model and what problems and results to expect

Giving Through Teaching Joyce J. Fitzpatrick,Cathleen M. Shultz,Tonia D. Aiken,2010-06-04 Giving Through Teaching presents compelling stories of nurse educators and their students who have given their time talents skills and resources to make the world a better place Sharing stories from more than 70 nurse educators this unique book inspires nurses to continue the work of their peers and to tell their own stories Highlighting the efforts of U S nurse educators both at home and abroad from areas devastated by Hurricane Katrina to Iraq the text showcases the diversity of the nursing profession itself This collection of stories also examines how the knowledge and expertise of nurse educators can help to improve health care standards and achieve the United Nations UN Millennium Development Goals MDGs such as improving maternal health and combating HIV AIDS malaria and other diseases A must have book for current and future generations of nurse educators Giving Through Teaching Explores global and U S based education partnerships with stories of nurses working to improve schools hospitals and communities around the world Helps readers build interpersonal relationships with others Includes stories from nurse educators who have been honored by their peers including Legends of the American Academy of Nursing and recipients of the International Council of Nurses International Achievement Award Will contribute funds raised from book sales to scholarships for future nursing students through the NLN Foundation NLNF

Critical Conversations (Volume 2): Moving from Monologue to Dialogue Susan Gross

Forneris, Mary Kohl Fey, 2020-09-09 With the field of nursing in the midst of an unprecedented transformation nurse educators seek new approaches to classroom teaching and learning that prepare students to confront the complexities of practice and confidently solve problems in clinical settings Building on the foundation of Critical Conversations The NLN Guide for Teaching Thinking this second volume in the NLN's Critical Conversations series delivers specific examples and expert direction grounded in knowledge from learning science and models of experiential situated and constructivist learning that nurse educators can use to engage students in active thinking as they work together to determine the best approaches to clinical situations Structured around the three Cs of context content and course this approachable text enhances the teacher learner relationship and emphasizes clinically focused authentic dialogue to help nurse educators provide the realistic problem solving experiences essential for preparing tomorrow's nurses for practice The value of this second volume in the NLN's Critical Conversations series is in the specific guidance it offers to nurse educators Based on evidence from learning science constructivist and experiential learning theories and the science and philosophy of situated cognition the authors use examples and offer specific instructions to assist nurse educators in all settings to develop the skills they need to transform their teaching and maximize learning Lisa Day PhD RN CNE ANEF FAAN Associate Dean for Academic Affairs and Clinical Professor Washington State University College of Nursing Nurse as Educator: Principles of Teaching and Learning for Nursing Practice Susan B. Bastable, 2021-12-15 Nurse as Educator Principles of Teaching and Learning for Nursing Practice Sixth Edition prepares nurse educators clinical nurse specialists and nurse practitioners and students for their ever increasing role in patient teaching health education and health promotion One of the most outstanding and unique features of this text is that it focuses on multiple audiences therefore making it applicable to both undergraduate and graduate nursing courses The Sixth Edition features coverage of relevant topics in nursing education and health promotion such as health literacy teaching people with disabilities the impact of gender and socioeconomic factors on learning technology for teaching and learning and the ethical legal and economic foundations of the educational process *Narrative Nursing - What Does it Mean to be a Professional Nurse* Joyce J. Fitzpatrick, Peter Stoffan, 2025-12-01 A nursing narrative note is a type of nursing documentation used to provide clear detailed information about a patient A narrative note is written in paragraph form and tells a story if you will about the patient the care being received response to treatment and any interventions or education provided Narrative notes allow for more detailed descriptions of health conditions and concerns which means you have greater freedom when it comes to painting a representative picture of a patient's health You can communicate their thoughts and feelings as well as your own professional judgments The format of the book will cover the Narrative Nursing workshop format that has been instituted over the years with nurses from a range of organizations Each nurse will follow an outline of storytelling and select one meaningful nurse patient nurse colleague or nurse leader encounter to present as a story to share with other nurses Each chapter contains stories from nurses at all levels of development from the novice

student nurse to the expert nurse and nurse leader The overall purpose is to illustrate in a structured format the impact of nursing care provided to individuals families and communities The storytelling process that will be used includes the key techniques of storytelling namely engaging the audience describing the scene building tension focusing on what is important keeping the flow logical and making the story conclusive particularly in light of the lessons learned from the story Each story will be accompanied by analysis and commentary from the two primary authors remarking on the meaningfulness of the story lessons learned and lessons for other nurses Each story will be unique but there will be conclusions drawn at the end of each story and there will also be an introductory chapter and a final chapter written by the primary authors to introduce the value of story telling and in the final chapter to synthesize lessons learned A main feature of this book is that the stories will allow the reader to identify personal and professional moral and ethical principles confronted by clinical nurses and nurse leaders at all levels

From Practice to Teaching [microform] : the Experiences of New Nurse Educators Jane Christine McDonald, 2004 Based on the results of this study suggestions are made regarding support that might help new nursing teachers to effectively use their knowledge of clinical practice in their teaching and to ease their way as they move from practice to teaching Further research into the way in which novice teachers reflect and research on new teachers that includes participant observation are called for North America faces a shortage of nurses and a coexisting shortage of teachers of nursing problems with enormous implications for the health care system The literature in nursing education has called for the development of strategies to attract more nurses to teaching and for appropriate preparation for those entering the field of nursing education Currently many nurses are hired to teach based on their extensive clinical backgrounds and do not feel prepared to take on the role of nurse educator This qualitative study focused on the experiences of eight nurses all but one of whom were hired part time who were making the transition from clinical practice to teaching The purpose of the study was to learn what these novice educators believed they brought with them from nursing practice that would facilitate their transition to teaching what their experiences were like and whether through the course of their first teaching semester these novices were able to draw on their nursing to facilitate their transition to nursing education Study results show that each of the eight beginning teachers made the transition to teaching relatively smoothly in terms of settling in to their new roles in new institutions learning to teach and actually teaching The theme that emerged from the data was use of self through three frames past life experiences caring as nurses and nursing knowledge and experience Novice teachers experienced difficulty with their roles when they did not experience being cared for as teachers and when they perceived their practical knowledge to be lacking

Developing a Clinical Teaching and Learning Resource for Novice Nurse Educators Katherine Haight, Memorial University of Newfoundland. School of Nursing, 2011

Whispering the Strategies of Language: An Psychological Quest through **Expert Clinician To Novice Nurse Educator Learning From First Hand Narratives**

In a digitally-driven earth wherever monitors reign great and immediate transmission drowns out the subtleties of language, the profound strategies and mental nuances concealed within phrases frequently get unheard. However, located within the pages of **Expert Clinician To Novice Nurse Educator Learning From First Hand Narratives** a fascinating fictional treasure sporting with fresh thoughts, lies an exceptional quest waiting to be undertaken. Written by an experienced wordsmith, that charming opus attracts visitors on an introspective journey, softly unraveling the veiled truths and profound impact resonating within ab muscles fabric of each word. Within the psychological depths of this emotional review, we will embark upon a honest exploration of the book is core subjects, dissect their captivating writing model, and succumb to the powerful resonance it evokes heavy within the recesses of readers hearts.

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