

Centre for Faculty Development

Stepping Stones Program

Annotated Bibliography

Building Capacity for Nursing Educators

By: Leasa Knechtel

Leasa Knechtel (RN, MN) is the Nursing Education Chief at Sunnybrook Health Sciences Centre and an Adjunct Lecturer with the Bloomberg Faculty of Nursing at the University of Toronto. Leasa received her undergraduate degree from the University of Western Ontario, her Masters of Nursing from the University of Toronto, and holds a number of specialty certificates in both nursing and healthcare leadership. Leasa has a strong clinical background in Cardiac and Critical Care nursing. She has held various positions at Sunnybrook and spoken locally, nationally and internationally at conferences and workshops. She continues to participate as a co-investigator on a number of research studies related to both critical care & health care education. Leasa represents nursing, hospital based-education, and Sunnybrook on various institutional, academic and Ministry-led committees, work groups and panels.

- 1. Semeniuk, P., Mildon, B., Purkis, M.E., Thorne, S., Wejr, P. (2010). The BC Educator Pathway Collaborative Framework: Creating the Foundation for Nursing Education Capacity. *Nursing Research*, 23(2), 47-59.**

This is a descriptive paper that introduces the framework and organizational structure for a large collaborative project in British Columbia that aims to address a nursing workforce shortage. The collaborative project aims to build education capacity and career mobility in both the healthcare workplace and schools of nursing, and integrate nursing curriculum and clinical service education. The authors clearly articulate and support with evidence, the need for this initiative. While the article is based in BC, the landscape of nursing education has very similar challenges in Ontario and at Sunnybrook including: the large number of imminently retiring nurses and subsequent loss of expert knowledge, and the number of clinical educators and frontline preceptors without formal education theoretical training. The authors appropriately represent the education and clinical partners involved in the project, and bring a variety of experience in research and publication. They describe the method and evaluation strategy being implemented. The framework makes sense as an approach to implementing and evaluating the initiative. Preliminary qualitative results are shared but this is an initial documentation for the project with various manuscripts being formally composed. This article frames my bibliography, as this method of building capacity of nursing educators across sectors is a direction I am taking in my role at Sunnybrook. The subsequent articles look at different elements to support both preceptors and those in formal education roles.

2. Baker, S.L. (2010). Nurse Educator Orientation: Professional Development that Promotes Retention. *The Journal of Continuing Education in Nursing*, 41(9), 413-7.

This was a small scale qualitative study written by the Dean of the California State University School of Nursing. The study used self-assessment scores and qualitative comments of novice nursing faculty to evaluate the effectiveness of a new faculty orientation program. They measured perceived competence and comfort with educator competencies as well as retention rates at the Faculty. There was a strong literature review and the curriculum development was evidence based. The study design and analysis was not strong, however, the program was successful in retaining their novice faculty. This study fit nicely with the work in the first article and had practical applicability to my role in developing an Advanced Practice Nurse/Clinical Educator orientation program.

3. Horton, C., DePaoli, S., Hertach, M., Bower, M. (2012). Enhancing the Effectiveness of Nurse Preceptors. *Journal for Nurses in Staff Development*, 28(4), E1-E7.

This study used both qualitative and quantitative methods to evaluate the effectiveness of a nurse preceptor curriculum. It was a large scale project with over 700 nurse preceptors. The results identified a number of tools and concepts that preceptors learned and subsequently adopted into their practice after attending the program. The preceptors also reported a high level of confidence following the program. The method was well done despite the apparent inexperience of the authors. This study complements the BC model, specifically related to enhancing the effectiveness of preceptors. Both initiatives use educator development strategies to assist with health human resource planning. Lots of practical “take away” ideas for integrating into an existing program at Sunnybrook. Strategies are broad and include skill development as well as management support to provide preceptor evaluation & feedback.

4. Santos, M. (2012). Nurses’ Barriers to Learning: an Integrative Review. *Journal for Nurses in Staff Development*, 28(4), 182-185.

This was an integrative review to identify nurses’ barriers to learning. The method was appropriate given the diverse nature and wide variety of methodologies of previous works and description goals. Five major themes identified as barriers to staff nurses’ learning were: financial constraints, workplace culture (manager/peer support, application of new knowledge and access and relevance), and competency in accessing electronic evidence-based practice

literature. The method was well done for this type of review that included a clear purpose, search and inclusion criteria. Limitations were related to the small number of studies (10) and the fact that they were from very diverse countries, experiences and healthcare systems. While not directly related to educator development, these are important barriers for educators to be aware of and work to mitigate. This could be an important component to include in an orientation program for novice educators to set the context and enhance their ability to successfully create the environment for learning.

5. **Storey, S., Crist, L., Nelis, D.A., Murphy, I., Fisher, M.L. (2007). Creation of a Career Enhancement program for a Hospital-Based Education and Development Department. *Journal for Nurses in Staff Development, 23(2), 55-61.***

This article is a descriptive piece that reviews the process, framework and tools developed by a hospital based centralized education department. The purpose of the program is to achieve organizational and individual goals related to educator development and recognition. The article has only described the process for development, including an extensive literature review and the applied use of theory in the development of the program, and process for face validity testing within the organization. Results of implementation and their ability to achieve educator development and recognition goals are not addressed. Again a very fitting article within the context of this bibliography and some take home ideas for framing an Educator development program here. Unfortunately the lack of “program testing” and evaluation of its success is missing.