



Clinical Nurse/Midwifery Educator Professional Development Pathway



SLHD Nursing & Midwifery Services

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Forward

The Australian healthcare environment is becoming increasingly complex. Effective clinical leadership and education is essential to ensuring positive care outcomes are achieved for our patients and their families.

Clinical Nurse Educators (CNEs) and Clinical Midwifery Educators (CMEs) play a critical role in the professional development of nurses, maintaining and advancing nursing practice and building the clinical competence of nurses thereby ensuring safe and effective patient care¹. Successful CNEs and CMEs require attributes and skills in critical and reflective thinking, effective leadership and communication skills and a commitment to learners and the learning process².

The CNEs and CMEs Professional Development Pathway has been developed to provide clear direction to CNEs and CMEs and those seeking to pursue these roles. The pathway ensures that our CNEs and CMEs have a foundation knowledge and skill set when entering these pivotal roles and that these skills and knowledge are nurtured and developed as they progress.

In addition, the pathway supports the implementation of the NSW Public Service Commission's Performance Development Framework. It is designed as a supporting document to ensure appropriate learning and development opportunities are discussed and made available during performance development/feedback conversations.

The pathway aims to support the facilities and services in robust succession planning and meaningful performance development of our CNEs and CMEs. By improving the way support is provided in the early and on-going development of emerging and current CNEs and CMEs, we can increase productivity, effectiveness and job satisfaction.

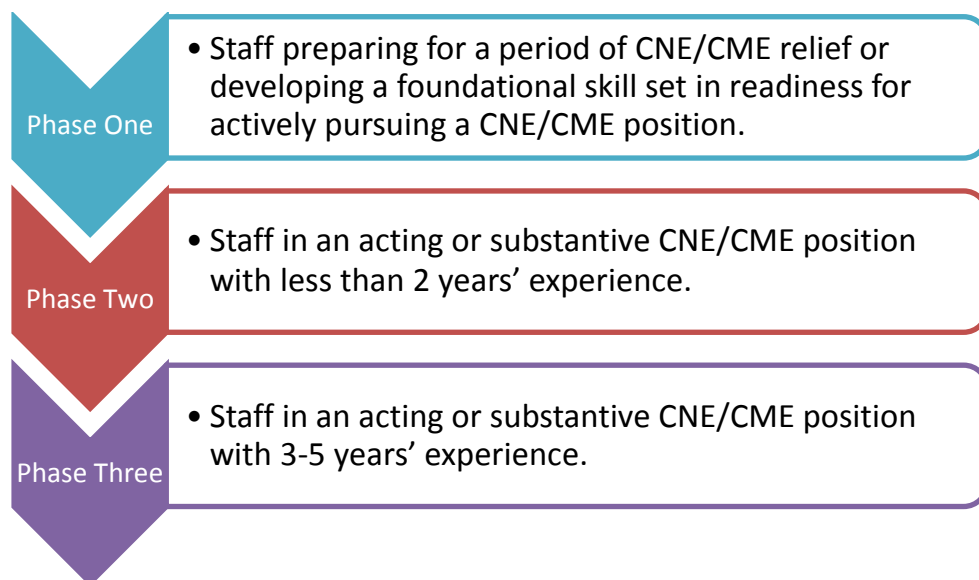
What is the Clinical Nurse/Midwife Educator's Professional Development Pathway?

The CNEs and CMEs Professional Development Pathway outlines the approach for managing the professional development requirements of current CNEs and CMEs and those aspiring CNEs and CMEs.

The pathway outlines a recommended list of learning and development opportunities offered by the Centre for Education and Workforce Development (CEWD) and the Health Education Institute (HETI).

The pathway consists of three phases that support the different stages that a CNE or CME progresses through, each of which contribute to succession planning and professional development of current and/or emerging CNE's and CME's.

These phases include:



The training activities listed for each staff group are a recommended list. The activities included in the NSW Health Mandatory Education and Training Requirements have been identified with a red flag. It is the expectation that staff members who are completing the opportunities available in this pathway have firstly completed their mandatory training. The Mandatory training and education pathway can be found at: <http://www.heti.nsw.gov.au/programs/mandatory-training/mandatory-training-and-education-matrix/>

Additional learning and development should be undertaken according to the learning needs of the individual. It is recommended that staff interested in pursuing the role of a CNE or CME do not complete the learning activities in phases two and three until they have commenced in the position.

It is vital that the learning completed during these courses is supported with opportunities to apply and practice newly acquired skills within the work environment. This is a shared responsibility between the manager to support these opportunities and for the staff member to proactively pursue these professional development activities.

For more information and to enrol in the courses outlined in the pathway, go to the CEWD website at: <http://www.slhd.nsw.gov.au/cewd/default.html>

Who does the Clinical Nurse Educator and Clinical Midwifery Educator Professional Development Pathway apply to?

The CNE and CME Professional Development Pathway applies to all CNEs and CMEs or staff members considering clinical education as a career path. This pathway provides staff with an opportunity to proactively pursue learning and development opportunities that address their job performance requirements.

Further, this pathway will assist Nursing and Midwifery Unit Managers in succession planning and development of their staff. It is envisaged that this pathway will be used to support Performance Development conversations and assist in measuring staff engagement in the available learning and development opportunities.

CNE Professional Development Pathway

Phase 1: Preparation for the Role

The purpose of this section is to ensure staff considering clinical education as a career path have solid foundational skills. It is the expectation that in addition to the courses outlined below, staff seeking to pursue the CNE/ CME role would also have completed all of their core and specialty competencies relevant to their area of clinical practice prior to commencing in an acting or permanent CNE/ CME role.

	Course Name	Delivery Method	Provider	Timeframe
Professional Practice	Conflict Resolution (Deal with Conflict)	2 days face to face	CEWD	Prior to commencing in an acting or permanent CNE/ CME role.
	Clinician Disclosure	2 hours Online	HETI	
	Person Centred Care	30mins Online	HETI	
	Negotiation Skills	60mins Online	HETI	
	Inter-professional Communication	50mins Online	HETI	
	Complaints Management at Point of Service	20mins Online	HETI	
	Critical Conversations in Health Care	20mins Online	HETI	
	Emotional Intelligence	40 mins Online	HETI	
Educating & Leading Others	Preceptor Program	1 day face to face	CEWD	Prior to commencing in an acting or permanent CNE/ CME role.
	Supporting the Learner	30mins Online	HETI	
	Adult Learning Theories and Principles	20mins Online	HETI	
	Facilitating for Learner Success	30mins Online	HETI	

Phase 2: Less than 2 years' experience in the CNE/ CME role

	Course Name	Delivery Method	Provider	Timeframe
Educating & Leading Others	Assessing Others	20 mins Online	HETI	1 month
	Teaching on the Run	2 days face to Face	CEWD	2 months
	Public Speaking and Presentation skills	1 day face to face	CEWD	3 months
	Building Effective Teams	20 mins Online	HETI	6 months
	Empowering all to educate	20 mins online	HETI	6 months
	Exploring Education Delivery Methods	30 mins online	HETI	6 months
	Microsoft PowerPoint Foundations	4 hours face to face	CEWD	6 months
	Microsoft Excel Foundations	1 day face to face	CEWD	6 months
	Empowering the Educator: Capability Framework Self-Assessment	20 mins online	HETI	6 - 8 months
	Challenging Conversations	2 days face to face	CEWD	12 months
	CNE/ CME Professional Development Program	5 days face to face	CEWD	1 st year
	Provide Workplace Coaching	2 days face to face	CEWD	18 months
	Performance Development Process	2 days 2 days face to face	CEWD	18 months
	Engaging and Motivating Learners	60 mins online	HETI	18 months
	Clinical Supervision support for Nurses and Midwives	1 hour online	HETI	18 months

It is strongly recommended that any CNE/CME who has been in the role for 2 years or greater consider post graduate studies in an education related field.

Phase 3: 2-5 years' experience in the CNE/ CME role

	Course Name	Delivery Method	Provider	Timeframe
Educating & Leading Others	Evaluating Education and Training	30 mins Online	HETI	2 years
	Making Meetings Work	20 mins Online	HETI	2 years
	Project Management in a Nutshell	30 mins Online	HETI	3-5 years
	Group clinical supervisor training	3-5 days face to face	CEWD	3-5 years

CNEs and CMEs who have been in their role for more than 5 years should be participating in other professional development activities as agreed by their line manager and set out in their performance development plan.

References

1. Sayers JM and DiGiacomo M, 2008, 'The nurse educator role in the acute care setting in Australia: important but poorly described', *Australian Journal of Advanced Nursing* Vol 28, No 4, pp.44-52.
2. Conway J and Elwin C, 2007, 'Mistaken, misshapen and mythical images of nurse education: Creating a shared identity for clinical nurse educator practice', *Nurse Education in Practice*, Vol 7, pp. 187-194