

Goals

To educate matriculated graduate doctoral, matriculated master's students aspiring toward doctoral study, and post-master's nurses about how to teach effectively and creatively with innovative technology in their professional careers.



Students who complete the Nurse Educator Graduate Certificate Program are eligible for nurse educator certification through the National League for Nursing after two years of full-time employment in an academic faculty role within the previous five years at the time of application for certification.

Admission Requirements

The Nurse Educator Graduate Certificate Program is available to all students who are enrolled in a MN, MS, DNP, or PhD, program, and those who have already received a graduate degree. A goal statement is required with a description of why the student would like to complete the certificate program.

For further questions, contact:

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Nurse Educator Graduate Certificate Program

Currently Offered on the Seattle Campus



School of Nursing 
UNIVERSITY OF WASHINGTON

Nurse Educator Graduate Certificate Program

Program Goals

1. Offer best practice models of how various pedagogies can be used to meet special challenges of a practice-based science.
2. Showcase faculty and staff expertise in instructional methods as venues for certificate student learning and analysis.
3. Incorporate interdisciplinary instructional and methodological perspectives into the role of educator.
4. Offer a mentored capstone opportunity to synthesize knowledge and methods as an educator.



Student Learning Outcomes

1. Analyze and apply or adopt best practice models of pedagogies to a population of learners in an academic or clinical setting.
2. Develop expertise in an instructional methodology.
3. Incorporate an interdisciplinary perspective into an educator role.
4. Synthesize a role as educator through a mentored educator experience.

Curriculum

Students will complete two core nursing courses designed to develop expertise in the pedagogy (NSG 545 for 3 credits) and instructional technology (NSG 546 for 3 credits) of teaching in a practice-based discipline. The core and capstone courses each include three sessions, for a total of 9 hrs, of seminar on-campus (or synchronous sessions for students who live outside the greater Seattle area) plus remaining hrs spent in online, individualized, or mentored (capstone) learning activities.

Students will select electives from a menu of interdisciplinary courses about Conceptual Foundations for Education or Technology (3 credits) and Methods of Educational Assessment (3 credits). Elective courses embrace disciplines across the UW campus to enrich students' approaches to nursing education.

Their certificate capstone project (NSG 547 for 3 credits) is a mentored experience as educator with seminar discussion to enrich students' learning across experiences. A certificate capstone project may entail, but not be limited one of the following: provide technical assistance to an ongoing educational project or study; complete an internship as an educator in an academic or clinical setting; develop a manuscript exploring an aspect of education or policy analysis with educational implications; or develop a case scenario pertinent to teaching, learning, or evaluation. For DNP students, the certificate capstone project might dovetail with, yet be distinct from, their DNP capstone project. For example, a certificate capstone project might involve creation of a simulation or Web-site environment in preparation for a DNP capstone project to engage nursing staff in learning a new clinical technology or program of care.

Course	Credits
Core	
NSG 545: Pedagogies for a Practice-Based Discipline	3cr
NSG 546: Instructional Technology	3cr
Electives	
Conceptual Foundations for Education or Technology	3cr
Methods of Educational Assessment	3cr
Required Capstone	
NSG 547: Capstone Teaching Seminar	3cr
Total:	15cr

NSG 545 Pedagogical Frameworks for a Practice-Based Discipline (3 credits, Fall)

Analysis of pedagogies that educators employ to coach, transform, and mentor learners in developing knowledge, skills, and affective dimensions within a practice-based context. Application of pedagogies that engage learners in higher order thought. Assessment of the impact of pedagogies on learner outcomes in academic or clinical settings.

NSG 546 Instructional Technology (3 credits, Winter)

Development of expertise in the theoretical foundations and proposal of instructional design, technology, and analysis for a focused population of learners.

NSG 547 Capstone Teaching Seminar (3 credits, Spring)

Credit/no credit only. Completion, presentation, and analysis of a project that synthesizes nursing and interdisciplinary knowledge about education in nursing. Students will collaborate with a faculty/clinical mentor, present their project in a seminar, and analyze the impact of their project on nursing education.

Electives (student selects 6 credits)

Students select 3 credits from Conceptual Foundations for Education or Technology and 3 credits from Methods of Educational Assessment. Recommendations are framed for master's and doctoral level students. Electives come from the following disciplines: Education, Engineering, Information, Conjoint, Medical Education and Biomedical Informatics, Business Administration, and Health Services Administration.

Examples of Elective Courses:

- **EDC&I550 Educational Technology Research** (3 credits)
- **UCONJ 505 Professional Interpersonal Styles of Communication with Families to Enhance Health Outcomes** (3 credits)
- **T C 502 Empirical Traditions in Technical Communication** (4 credits)
- **IMT 510 Human Aspects of Information Systems** (4 credits)
- **EDPSY 512 Classroom Assessment Strategies** (3 credits)
- **MEBI 520 Teaching Methods in Medical Education** (2 credits)