

## Professional Expertise

My experiences as a professional nurse began in the long-term care environment and progressed over the next ten years to include general nursing care, shift supervisor, clinical coordinator, Assistant Director of Nursing, and Director of Nursing, for a 100 bed facility. As Director of Nursing, for five years, I was able to expand my nurse management skills by meeting the development needs of my staff, and instituting policies that encouraged evidenced-based practice within the facility. The learning opportunities gleaned from these experiences encouraged me to further my education in order to keep pace with shifting health-care expectations and evolving practice requirements. I completed my degree with a Bachelor of Science in Nursing and utilized my experiences to transition into a management position for a local hospital as the Director of the Medical-Surgical Unit. I thrived in this high-volume health environment and was able to utilize new technologies and expanding evidenced-based health services for four years. These combined experiences afforded me the opportunity to teach as an adjunct instructor at a local college where I was able to facilitate the transference of competencies to new nursing generations and contribute to maintaining and enhancing the quality of health services. This adjunct position catapulted me into a full-time position as Certified Nurse Aide instructor, which led to my current position as Level One Clinical instructor for the Nurse Science department. As full time instructor, for the past six years, I have been able to prepare students to think critically, communicate accurately, and perform indicated therapeutic nursing interventions in patient care situations while exhibiting the caring behaviors inherent in nursing actions. These experiences have enhanced by ability to apply an ethical perspective in clinical decision making and function effectively as a team member within the organizational structures surrounding the delivery of patient care.

## Teaching Philosophy

My personal philosophy, in the practice of professional nursing, integrates the study and practice of care delivery in a manner that best serves the patient and the profession. By following a system of mutual communication that is dedicated to the welfare of the public where concern for the patient is of the highest priority, a sense of growth and self-awareness can be created within the student body. Within this communicative tool, the conjoining of life experience with humanity can begin to flourish and movement toward knowing, wisdom, and selfless care can be imparted into the learner's knowledge base. By aligning these values with the needs of my students, the philosophy of mirrored care can be introduced into the classroom and this caritive factor can resonate within the teaching and learning environment.

As a nurse educator, I believe that engaging in genuine teaching-learning experiences that attend to the wholeness of the individual and by attempting to stay within an other's frame of reference, I can transfer a caring consciousness into the practices of my students. By practicing a healing environment at all levels, assisting with care needs, and engaging in the artistry of caring-healing practices, I can motivate my students to administer human care essentials and train students in the art of mirrored care which potentiates alignment of mind-body-spirit, and the wholeness aspects of care. By enlisting compassion for each other, harnessing a tender heart, and conveying courtesy to others, my ability to transfer a caring consciousness to my students can be preserved.

My teaching philosophy utilizes the practice of care delivery through personal experiences, professional training, and spiritual awareness to identify students' learning needs, plan and present relevant material, explain concepts, demonstrate procedures, and instill sound assessment practices (Oermann & Gaberson, 2017). These delivery techniques exemplify the competencies [1], [2], [5], [6], that today's professional nursing instructors must emulate to best serve the community of health, the profession of nursing, and the call of service to others.

As a nurse educator, the practice of teaching involves the personal interjection of self -mentally, emotionally, physically, and spiritually. The profession of nurse educator is a journey toward excellence in communication, the conjoining of life experience, and the movement toward knowing, wisdom, and selfless care for not only my students, but also for myself. By imparting the practice of mirrored care into the educator role, I hope to instill a caring attitude that is others-centered and compassion-focused.

# Curriculum Vitae

## Career Objective

As a nurse educator, I expect to play a pivotal role in strengthening the nursing workforce, serving as a role model, and providing the leadership needed to implement evidence-based practice. It is my professional goal to provide a learning environment that creates a permanent change in behavior, in the students, based on environmental interaction and exposure to new information. I look forward to collaborating with interprofessional organizations to integrate cutting-edge knowledge and research that influences the next generation of nurses and impacts health care through community involvement, patient-centered care, and innovative solutions in care services to others.

## Work History

### **Charge Nurse • Sunny Acres of Dekalb • Aug 1981 - 1990**

Managed 100 bed nursing facility with a concentration on patient care and management of staff to ensure patient safety and comfort.

### **Assistant Director of Nursing • Sunny Acres of Dekalb • 1990 – 1995**

Provided assistance in the management of 100 bed nursing facility. Responsibilities included staff development, MDS Coordination, Staff Training and Education services, Patient Centered Services provided to the residents and family members.

### **RN CONSULTANT SERVICES • SELF EMPLOYED • 1993 – 1995**

Provided Nursing Home Consulting for 5 local area nursing homes located in the Texarkana, TX, DeKalb TX., New Boston, TX., Linden, TX., and Omaha, TX. Services included staff development, problem resolution, MDS Coordination, and general management services based on the needs of the client.

### **DIRECTOR OF NURSING • SUNNY ACRES OF DEKALB • 1995 – SEPT 2004**

Provided management of 100 bed nursing facility. Responsibilities included staff development, MDS Coordination, Staff Training and Education services, Patient Centered Services provided to the residents and family members.

### **MED-SURG UNIT DIRECTOR • TITUS REGIONAL MEDICAL CENTER• 2004 – 2009**

Managed Staffing for 30+ employees, verified payroll / hours; Quality Assurance Programs implemented, House Supervisor, Quality Improvement Management; Ensured patient care services met JCAHO requirements.

### **ADJUNCT NURSING FACULTY INSTRUCTOR • NORTHEAST TEXAS COMMUNITY COLLEGE• OCT 2009 – SEPT 2013**

Certified Nurse Aide Instructor, Aided LVN clinical skills, and ADN clinical skills.

### **NURSING FACULTY INSTRUCTOR • NORTHEAST TEXAS COMMUNITY COLLEGE• SEPT 2013 – AUG 2018**

Certified Nurse Aide instructor, LVN clinical skills instructor, ADN clinical skills instructor.

### **NURSING FACULTY PROFESSOR• NORTHEAST TEXAS COMMUNITY COLLEGE• AUG 2018 – PRESENT**

Certified Nurse Aide Program Instructor, ADN clinical skills instructor.

## **Educational History**

Associate Degree in Nursing - Registered Nurse • AUG 1981 • Texarkana Community College - Texas Board of Nursing

Bachelor of Science in Nursing • AUG 2008 • Texas A&M- Texarkana

Master of Science Degree DEC 2019- Nurse Education • LIBERTY UNIVERSITY – VIRGINIA

## **Licensure**

Texas Board of Nursing – Registered Nurse – Expires November 30, 2021

## **Certifications**

Collaborative Institutional Training Initiative – Expires September 30, 2021

## **Memberships**

American Nurses Association – Expires 08/2020

Texas Nurses Association – Expires 08/2020

National Student Nurses Organization

## **Recognitions**

Membership in Sigma Theta Tau International – Liberty University – Virginia Chapter - Expires April 30, 2020

Liberty University – Graduate with Distinction

## **Professional Development**

Professional development goals inspire educators to achieve and maintain a level of competence where care is provided in the most efficient way using the most recent evidence-based practices to ensure the best outcomes. Additionally, the profession of nursing integrates a commitment to professional development with lifelong learning through certification, regulatory, and accreditation criteria and standards. As a professional nurse educator, I have realized these commitments through the following educational endeavors:

1. Health Policy & Ethics NURS 501 / Summer 2017 / 3 Hours
2. Advanced Health & Physical Assessment NURS 505 / Summer 2017 / 3 Hours
3. Advanced Physiology & Pathophysiology NURS 506 / Fall 2017 / 3 Hours
4. Managing Population Health NURS 503 / Spring 2018 / 3 Hours
5. Advanced Practice Core Advanced Pharmacology NURS 504 / Spring 2018 / 3 Hours
6. Nursing Theory & Advanced Practice NURS 502 / Summer 2018 / 3 Hours
7. Nursing Issues, Informatics & Technology NURS 521 / Summer 2018 / 3 Hours

8. Research NURS 500 Research / Fall 2018 / 3 Hours
9. Evaluation Strategies for Nurse Educators NURS 600 / Fall 2018 / 3 Hours
10. Advanced Clinical Applications for Nurse Educators NURS 617 / Spring 2019 / 3 Hours
11. NURS 523 Fin & Resource Management for Nurse Leaders / Spring 2019 / 3 Hours
12. NURS 522 Performance Management Healthcare / Summer 2019 / 3 Hours
13. Nursing Education I: Teaching Strategies & Evaluation NURS 618 / Summer 2019 / 3 Hours
14. Nursing Education II: Curriculum Development NURS 619 / Fall 2019 / 3 Hours
15. Nursing Education III: Advanced Practicum NURS 620 / Fall 2019 / 3 hours

### **Professional Service**

- TNA District 35 Membership Chairman - August 2016 - Present

### **Community Service**

- Community Health Fair - October 2013; October 2014; October 2015; October 2016; October 2017; October 2018; October 2019

### **Sample Academic Work**

The following example represents an academic success in the field of research and highlights the significance that palliative care referrals make in the lives of the patients, the families, and their loved ones.

Please Click the Link Below to access this document:

<https://www.typhongroup.net/careplans/data/8175-1804-26678FJAMDQPDCWEAHES.pdf>