

Correctional Nurse Professional Development Practitioner Curriculum

Facility-based nurse educators are not only a marketing tool for recruitment and retention, but with their academic partners can grow the correctional nursing workforce using the CNCPP © Model. Similarly, Clinical Nurse Educators in academic settings with a correctional partnership can support the future workforce by directing them to opportunities for meeting the needs of this targeted underserved population as specified in Phase 1 of the CNCPP © model. Standardization of Correctional Nursing Education will yield consistent and high quality educational and practice outcomes.

Criteria: American Correctional Nursing Association member (ouracna.org)

MS/PhD/DNP in Nursing

Certification in Correctional Health

Certification as a Nurse Professional Development Practitioner (<https://www.nursingworld.org/our-certifications/nursing-professional-development/>)

Role: Two roles are envisioned:

(1) As a national leader you will participate to sustain the CNCPP © core curriculum program by teaching, developing and updating agreed upon content, collecting and using evaluation data for improvement processes, interface with learning software; and,

(2) As a Correctional Nurse Professional Development Practitioner in a correctional-academic partnership.

Learning Objectives:

1. A review of the Nursing Professional Development model, NPD Scope & Standards, The Essentials in Nursing Education, role responsibilities & career traits (<https://www.anpd.org/>). Transitional Stages Framework (doing-being-knowing); differences between new grad vs experienced nurse.
2. Knowledge competency: Necessity and significance of partnering with academia; teaching-learning processes; learner socialization, preceptor/mentor development
3. Skills competency: Self-Learning Assessment. Teaching, learning & evaluation strategies; best practices in teaching; building evidence-based supportive didactic/clinical systems, curriculum design and research rigor, supportive communications for learner engagement
4. Attitude/behavior competency: Empathetic Teaching; managing expectations; Trauma Informed Professional Development; self-reflection of personal impact on learner/staff members' mental health.
5. The Match: Is this what you want to be doing? Can you commit time and effort to this program? Can you sign a Memorandum of Agreement? Is your agency in agreement? You agree to participate in evaluation.