The growth of technology and increase in the human lifespan has greatly changed the way nursing care is delivered. As such, nursing education should change as well. The goal of any higher learning institution should be to promote the growth of practice-ready nurses. To achieve this goal the facility is focusing on recruiting and retaining competent faculty. Many faculty start their teaching careers with little to no training and often experienced faculty members’ teaching techniques become outdated due to a lack of professional development and continuous training (Hardell, 2011). The proposal is for the development of a training and professional development program for faculty. This program will consist of computer-based training, in-services, simulation, and mentorship from trained mentors. This approach will address learners of all types and promote the growth of competent faculty who are able to educate the students effectively and confidently. The potential benefits of this program are numerous. This program can improve the confidence and skills of both novice and experienced faculty. An increase in the confidence of nursing instructors will improve their instructional techniques and encourage them to use various methods of instruction (Singh et al., 2013). The instructors will also learn best practices for educating the student more efficiently. This is to benefit both students and faculty. The program will be developed for nursing faculty, but has the potential to expand across other disciplines. Davidson and Roseke (2012) emphasized the importance of the training and onboarding process of novice instructors. Inadequate training leads poor retention as the instructors often leave within their first year. Many of these instructors leave because they feel as though they are not competent or prepared enough to instruct their students (Davidson & Roseke, 2012). With the development of an adequate training program, this could be prevented.

Upon completion of this program the learner will:

- Create lesson plans based on the most current information available
- Assess at risk students and revise the lesson to suit their needs
- Demonstrate competence in teaching a course using technology
- Perform as instructors independently in the classroom and/or skills/simulation lab
- Function as mentors to novice instructors

This program seeks to ensure that the instructors are providing the students with the most effective instructional methods that will develop competent clinical skills. This program will consist of computer-based training, in-services, simulation, and mentorship from trained mentors. The computer-based training will be at the beginning of hire as part of the on-boarding process and yearly competence and consist of interactive activities that update the user on the program and technologies used as well as advancements in best practices for instructional methods. The in-services will be given every term and spotlight active learning strategies that have been used with success in similar program. The simulation will be a part of the onboarding process and yearly competence. The simulation will be used to train clinical instructors by having them do a simulation of instructing clinical students (volunteers will be used), it will ensure that they are instructing them properly and are able to adapt to issues that may occur when out at clinical sites. The simulation will be able to be used to ensure that instructors are able to perform nursing tasks in their chosen specialty. ‘Teeny’ staff will be expected to complete a simulation scenario-based in their specialty as part of the professional development program. Every new faculty member will have a mentor who has been trained to ensure that they are creating their assessments properly for their courses, prepping properly and having proper prep time, have help dealing with academic conflicts, and that they are comfortable using technology in the classroom. This program is meant to be updated yearly and overseen by the professional development officer of the educational institution. Progress will be evaluated with rubrics for competency and anonymous survey for satisfaction and improvements.

Currently, the program has been used on one faculty member. However, the program is to be tested out on several faculty members in the summer of 2016 and is being considered for publication.