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Supporting critical care nurses transitioning to education: a ten-rule framework

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Supporting Critical Care Nurses Transitioning to Education: A Ten-Rule Framework

Introduction

This educational session focuses on the transition from clinical critical care roles into education positions. It introduces a structured, evidence-informed framework that addresses common challenges nurses face when moving into education, including role identity, pedagogical development, and maintaining clinical relevance. The session aims to prepare critical care nurses for this professional shift and support their development as future educators.

Learning Objectives

Participants will be able to:

1. Recognise the professional and identity challenges experienced by critical care nurses transitioning to education roles, aligning with CC3N Step 2 competency 2.9.1 (Enhancing Professionalism) and 2.10.1 (Demonstrating Personal Qualities).
2. Identify practical strategies to build confidence in teaching and balance clinical relevance in education roles, supporting CC3N Step 4 competency 4.6.3 (Education) requirements for promoting learning environments and supporting staff development.
3. Apply a structured framework to support themselves or colleagues through the clinical-to-education transition, demonstrating competencies outlined in CC3N Step 2 (2.10.2 Working With Others) and Step 4 (4.5.1 Leadership Capability, 4.2.2 Communicating as a Leader).

Teaching methods

The session will use a combination of short didactic presentation, small group discussion, and interactive activities. Participants will reflect on their own readiness for education roles, engage with a case-based scenario using the “Ten Rules” framework, and contribute to anonymous polling to share experiences and questions. The session is designed to be highly participatory and support knowledge sharing among peers.

Target level of practice

Intermediate/All

Brief Biography

Melanconia Duval Pazzaglia is a Senior Lecturer Practitioner in Critical Care at the University of West London and London North West University Healthcare Trust. With over 10 years' experience in intensive care and a strong interest in education and professional development. Her dual role allows her to bridge the gap between clinical practice and academia. She is passionate about workforce development and retention with a focus on those from internationally trained backgrounds.

References

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