BOX 1-1 National League for Nursing Nurse Educator Competencies (2005)

COMPETENCY 1: FACILITATE LEARNING
To facilitate learning effectively, the nurse educator:

• Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context
• Grounds teaching strategies in educational theory and evidence-based teaching practices
• Recognizes multicultural, gender, and experiential influences on teaching and learning
• Engages in self-reflection and continued learning to improve teaching practices that facilitate learning
• Uses information technologies skillfully to support the teaching-learning process
• Practices skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts
• Models critical and reflective thinking
• Creates opportunities for learners to develop their critical thinking and critical reasoning skills
• Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students
• Demonstrates interest in and respect for learners
• Uses personal attributes (e.g., caring, confidence, patience, integrity, and flexibility) that facilitate learning
• Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments
• Maintains the professional practice knowledge base needed to help prepare learners for contemporary nursing practice
• Serves as a role model of professional nursing

COMPETENCY 2: FACILITATE LEARNER DEVELOPMENT AND SOCIALIZATION
To facilitate learner development and socialization effectively, the nurse educator:

• Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second-degree learners
• Provides resources to diverse learners that help meet their individual learning needs
• Engages in effective advisement and counseling strategies that help learners meet their professional goals
• Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners' self-reflection and personal goal setting
• Fosters the cognitive, psychomotor, and affective development of learners
• Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes
• Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation
• Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy

COMPETENCY 3: USE ASSESSMENT AND EVALUATION STRATEGIES
To use assessment and evaluation strategies effectively, the nurse educator:

• Uses extant literature to develop evidence-based assessment and evaluation practices
• Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains
• Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals
• Uses assessment and evaluation data to enhance the teaching-learning process
• Provides timely, constructive, and thoughtful feedback to learners
• Demonstrates skill in the design and use of tools for assessing clinical practice

COMPETENCY 4: PARTICIPATE IN CURRICULUM DESIGN AND EVALUATION OF PROGRAM OUTCOMES
To participate effectively in curriculum design and evaluation of program outcomes, the nurse educator:

• Ensures the curriculum reflects institutional philosophy and mission, current nursing and health care trends, and community and societal needs, so as to prepare graduates for practice in a complex, dynamic, multicultural health care environment
• Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies
• Bases curriculum design and implementation decisions on sound educational principles, theory, and research
• Revises the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends
• Implements curricular revisions using appropriate change theories and strategies
• Creates and maintains community and clinical partnerships that support educational goals
### BOX 1-1 National League for Nursing Nurse Educator Competencies (2005)—cont’d

- Collaborates with external constituencies throughout the process of curriculum revision
- Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program

**COMPETENCY 5: FUNCTION AS A CHANGE AGENT AND LEADER**

To function effectively as a change agent and leader, the nurse educator:
- Models cultural sensitivity when advocating for change
- Integrates a long-term, innovative, and creative perspective into the nurse educator role
- Participates in interdisciplinary efforts to address health care and educational needs regionally, nationally, or internationally
- Evaluates organizational effectiveness in nursing education
- Implements strategies for organizational change
- Provides leadership in the parent institution as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community
- Promotes innovative practices in educational environments
- Develops leadership skills to shape and implement change

**COMPETENCY 6: PURSUE CONTINUOUS QUALITY IMPROVEMENT IN THE NURSE EDUCATOR ROLE**

To develop the educator role effectively, the nurse educator:
- Demonstrates commitment to lifelong learning
- Recognizes that career enhancement needs and activities change as experience is gained in the role
- Participates in professional development opportunities that increase one's effectiveness in the role
- Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution
- Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness
- Engages in activities that promote one’s socialization to the role
- Uses knowledge of the legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment
- Mentors and supports faculty colleagues

**COMPETENCY 7: ENGAGE IN SCHOLARSHIP**

To engage effectively in scholarship, the nurse educator:
- Draws on extant literature to design evidence-based teaching and evaluation practices
- Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role
- Designs and implements scholarly activities in an established area of expertise
- Disseminates nursing and teaching knowledge to a variety of audiences through various means
- Demonstrates skill in proposal writing for initiatives that include, but are not limited to, research, resource acquisition, program development, and policy development
- Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality, and creativity

**COMPETENCY 8: FUNCTION WITHIN THE EDUCATIONAL ENVIRONMENT**

To function as a good "citizen of the academy," the nurse educator:
- Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues
- Identifies how social, economic, political, and institutional forces influence higher education in general and nursing education in particular
- Develops networks, collaborations, and partnerships to enhance nursing’s influence within the academic community
- Determines own professional goals within the context of academic nursing and the mission of the parent institution and nursing program
- Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers
- Incorporates the goals of the nursing program and the mission of the parent institution when proposing a change or managing issues
- Assumes a leadership role in various levels of institutional governance
- Advocates for nursing and nursing education in the political arena

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