

NLN Nurse Educator Core Competencies

This form provides a template in which the student can document attainment of competencies. This document is intended to be fluid and develop with student. Nurse Educator students should be able to demonstrate the core competencies at graduation. Column 3 provides evidence of attainment of competency and should reflect course and activities, as well as unique student achievements.

NLN Nurse Educator Core Competency	Competency	Narrative	Evidence of Attainment (student learning activities, professional achievements)
Competency I	Facilitate Learning	Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.	<ul style="list-style-type: none"> • NUR646: Delivered a 2-hour lecture on Sepsis, including the common causes, treatment, and statistics, to 24 new-to-practice nurses in a hospital-based amphitheater. • NUR646: Assisted in low fidelity simulation lab on the care of and proper insertion of foley-CD and CAUTI prevention. I also participated in another low fidelity simulation lab for troubleshooting, care, and maintenance of chest tubes for 12 new-to-practice nurses. • NUR646: Assisted in the education and implementation of adding 6 telemetry monitors to a MedSurg unit in the hospital. I participated in educating and signing off a new-to-practice nurse for IV insertions. I also participated with checking in and assisting 2 new-to-practice nurses in a busy ER, delivering on-the-spot education as needed during their routine shift. These ER nurses were only off of orientation for two weeks and needed close monitoring by the nurse educator.
Competency II	Facilitate Learner Development and Socialization	Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.	<ul style="list-style-type: none"> • NUR646: Participated in the creation and presentation of a PowerPoint focused on generational differences in nursing education. • NUR615: I created a PowerPoint presentation outlining my personal vision, which focuses on mentoring and empowering nursing students to excel in compassionate, holistic care, demonstrate exceptional clinical judgment, and foster socialization. This will facilitate their smooth transition into the

			nursing profession and nurture them into becoming nurse leaders.
Competency III	Use Assessment and Evaluation Strategies	Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.	<ul style="list-style-type: none"> • NUR644: Used gamification to create a game called “Nurse Friendly Feud” which could be used in lab, classroom, or clinical de-briefing setting. The questions were based on congested heart failure but could be easily edited to suit any topic in nursing education. This allowed for instant feedback to the instructor to evaluate students’ knowledge. I also created a survey monkey to evaluate students’ satisfaction of the game. • NUR644: I Created case studies on CVA and COPD patients with thought-provoking questions that nursing students discuss in small groups in a flipped classroom setting. An evaluation tool was created for the case studies to gather information on student satisfaction and suggestions to improve future case studies.
Competency IV	Participate in Curriculum Design and Evaluation of Program Outcomes	Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.	<ul style="list-style-type: none"> • NUR642: Participated in a group of 4, creating a proposed curriculum for a University in RI that did not currently have a nursing program. NLN standards guided our concept-based curriculum. We created the program vision, goals, and course outcomes to be, in accordance with, the parent University. We created a unique nursing program where students graduate with a double major, Nursing and Business Management. We chose this since the University was renowned for being a prestigious business school. We designed the nursing program to create nurse leaders in health care and presented our design to our classmates via a PowerPoint presentation. • NUR642: I developed a proposed curriculum for an undergraduate Global/Community Health & Socioeconomic Disparities 6 credit course with clinical hours that incorporated studying abroad if the student wished to. The assignment included designing the course including the course syllabus. • NUR645: I Created a high-fidelity simulation scenario for pulmonary emboli using the NLN simulation template and the American Lung Association guidelines.

Competency V	Function as a Change Agent and Leader	Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice	<ul style="list-style-type: none"> • NUR520: Developed a PowerPoint presentation based on evidenced-based practice on the topic of Universal Healthcare. • NUR645: Created a PowerPoint on virtual simulation and the benefits of integrating it into the undergraduate curriculum. Designed a new technology utilizing AI for test review. The program would automatically review students' test results and determine areas of weakness that the student should focus on. AI would evaluate trends and then make recommendations for the students' including deciding if the deficit is knowledge base or skills. • NUR605: I created a null hypothesis and survey monkey to evaluate the relationship between nurse burnout in relation to being on-call in the IR or OR by using the chi-square test. The results revealed a positive correlation, and the paper was shared with the department managers.
Competency VI	Pursue Continuous Quality Improvements in the Nurse Educator Role	Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.	<ul style="list-style-type: none"> • NUR646: I actively sought feedback from my mentor after every teaching presentation. For example, after giving the lecture on sepsis, I asked other educators what I could have done better. Some of the feedback was to use the PP slides in the back of the room vs. turning around to keep my place in the presentation. Another comment was to expand on histamines. When I had the opportunity to repeat the sepsis presentation, I used this feedback to improve as a nurse educator. • NUR646: I attended meetings and CEU programs on nursing education with my mentor.
Competency VII	Engage in Scholarship	Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.	<ul style="list-style-type: none"> • NUR500: I did an in-depth examination of various nursing theories, exploring the complex framework that forms the basis of nursing practice. For my final project, I thoroughly examined Kolcaba's Comfort Theory, breaking down its components and assessing the empirical evidence that validates its principles. This endeavor involved scholarly inquiry and critical analysis.

			<ul style="list-style-type: none"> • NUR510: Developed a PowerPoint presentation that Analyzed the use of Apple Watch and how to integrate it into healthcare as a type of usable technology. • NUR511: Created a PICOT question and completed a formal literature review on virtual patient simulation and its effect on clinical reasoning and presented my findings on a Poster Board.
Competency VIII	Function Within the Educational Environment	Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social, and economic forces impact their role.	<ul style="list-style-type: none"> • NUR512: I completed a project focused on creating a case study centered on a patient with ETOH-induced liver Disease. My task encompassed fostering active learning, critical thinking, and clinical reasoning among students. To demonstrate an understanding of the broader scope of nursing education, I acknowledged external influences such as the patient's social and economic circumstances. • NUR520: I developed a potential resolution to the healthcare crisis in the United States by conceptualizing and advocating for a novel universal healthcare delivery system. I conveyed this proposal to the class through a PowerPoint presentation. This endeavor afforded me the chance to delve into inventive strategies for healthcare delivery and gain insight into the intricate nature of healthcare systems. • NUR646: During my preceptorship, I acquainted myself with the university's protocols and policies, including adhering to regulations such as HIPAA and FERPA. Collaborating closely with my mentor, we strategized the development of a new CNA program and created simulations for med-surg nurses. I actively contributed alongside my mentor in shared governance meetings, fostering a collaborative approach to decision-making within the institution.