



Novice Nurse Educator Competencies with Task Statements

In January 2020, a task work force completed the work focused on the Core Competencies and task statements for a novice nurse educator. Based on the literature review, the novice nurse educator was defined as faculty with less than three years of experience as an academic nurse educator.

The Core Competencies remained the same as they have been for the academic nurse educator practicing in the full scope of the role. What came from the task group were descriptions of task statements with a lower achievement level. The levels of expectations of academic novice nurse educators have been lowered within the task statements, and therefore, do not match the task statement of the experienced academic nurse educator. There are a few task statements also not to be found on the previous academic nurse educator lists of tasks.

The publication of *The Scope of Practice for Academic Nurse Educators and Academic Clinical Nurse Educators* (currently undergoing revisions) containing the competencies and task statements ascribed to the novice nurse educator will not be published until 2023. In 2022, a new practice analysis survey was performed for the academic clinical nurse educator, possibly leading to revisions in those related task statements. In early 2023, a practice analysis will be conducted on the role of the academic nurse educator

(full scope of the role) and may lead to revisions of task statement. The publication of the revised book in 2023 will contain the task statements that come from the revision process.

We would like to share the novice nurse educator competencies and task statements here until the new book is released. You will be able to find this and other NLN publications in the **NLN Bookstore** (<https://nl.nln.org/>) .

Core Competencies of Novice Nurse Educators with Task Statements

Competency I: Facilitate Learning

Novice nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the meeting of identified cognitive, affective, and psychomotor outcomes. To facilitate learning effectively, the novice nurse educator:

- Implements a variety of teaching strategies appropriate to learner needs, desired outcomes, content, and context
- Employs teaching strategies grounded in educational theories and evidence-based teaching practices
- Engages in self-reflection and continued learning to improve teaching practices that facilitate learning
- Uses technologies skillfully to support the teaching-learning process
- Uses 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
- Engages in critical and reflective thinking considering multiple perspectives
- Provides opportunities for learners to develop critical thinking and clinical judgement skills
- Shows enthusiasm for teaching, learning, and nursing that inspires and motivates learners
- Demonstrates interest in and value for all learners
- Uses personal attributes (e. g. caring, confidence, patience, integrity, flexibility) that facilitate learning

- Participates positively in collegial working relationships with learners, faculty colleagues, and the inter-professional health care team to promote learning
- Maintains a professional practice knowledge base needed to assist learners to prepare for contemporary nursing practice
- Serves as a role model of professional nursing
- Creates a physically, psychologically, emotionally safe learning environment
- Establishes professional boundaries

Competency II: Facilitate Learner Development and Socialization

Novice nurse educators recognize the responsibility for helping learners develop as nurses and integrate the values and behaviors expected of those in the role. To facilitate learner development and socialization effectively, the novice nurse educator:

- Recognizes individual learning and professional socialization needs of diverse learner populations
- Identifies resources available for diverse learners that assist in meeting individual learning needs
- Describes the advisement and counseling processes to support learners in the achievement of professional goals
- Guide learner self-reflection and personal goal setting
- Fosters the cognitive, psychomotor, and affective development of learners
- Recognizes the influence of teaching strategies and communication on learner outcomes
- Encourages learners to engage in thoughtful and constructive self-evaluation
- Discusses the importance of involvement in professional organizations and a commitment to lifelong learning in pursuit of professional role development
- Communicates the value of inter-professional practice and collaboration among members of the health care team
- Recognizes the influences that social determinants of education have on teaching and learning

Competency III: Use Assessment and Evaluation

Strategies

Novice nurse educators use a variety of strategies to assess and evaluate learning in classroom, laboratory, and clinical settings. To use assessment and evaluation strategies effectively, the novice nurse educator:

- Uses extant literature to develop evidence-based assessment and evaluation strategies
- Employs a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains
- Implements formative and summative evidence-based assessment and evaluation strategies
- Enhances the teaching-learning process based upon data
- Provides timely, constructive, and thoughtful feedback to learners

Competency IV: Participate in Curriculum Design and Evaluation of Program Outcomes

Novice nurse educators are responsible for assisting to develop program outcomes and design of curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment. To participate effectively in curriculum design and systematic evaluation of program outcomes, the novice nurse educator:

- Identifies that the curriculum reflects institutional philosophy and mission; current nursing and health care trends; and community/societal needs that prepare graduates for practice in a complex, dynamic, diverse health care environment
- Recognizes the influences of accreditation and regulatory standards on curriculum development
- Demonstrates knowledge of curriculum development including identification of program outcomes, developing competency statements, writing learning objectives, and selecting learning activities and evaluation strategies
- Relates curriculum design and implementation decisions to sound educational principles, theory, and research

- Contributes to curriculum revision based on assessment of program outcomes; learner needs; and societal and health care trends
- Uses appropriate change theories and strategies when implementing curricular revisions
- Assists in maintaining community and clinical partnerships that support educational goals
- Collaborates with external constituencies regarding curriculum and evaluation of program outcomes
- Provides program assessment and evaluation data to promote continuous quality improvement of all aspects of the program

Competency V: Function as a Change Agent and Leader

Novice nurse educators function as change agents and leaders in the creation of the preferred future for nursing education and practice. To function effectively as a change agent and leader, the novice nurse educator:

- Demonstrates cultural humility when advocating for change
- Develops an inclusive, innovative, and creative perspective of the nurse educator role
- Recognizes inter-professional efforts to address health care, health policy, and educational needs locally, regionally, nationally, and internationally
- Describes the influence of organizational effectiveness in nursing education
- Identifies strategies for organizational change
- Explains the leadership structure in the nursing program and parent institution
- Incorporates innovative practices of educational environments
- Develops leadership behaviors for shaping and implementing change

Competency VI: Pursue Continuous Quality Improvement in the Role of the Nurse Educator

Novice nurse educators begin to recognize that the role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential. To

pursue continuous quality improvement in the nurse educator role, the novice nurse educator:

- Demonstrates a commitment to lifelong learning
- Recognizes that career enhancement needs and activities change as experience is gained in the role
- Engages in professional development opportunities that increase effectiveness in the role
- Describes the teaching, scholarship, and service demands inherent in the role of educator and member of the academic institution
- Uses feedback gained from self, peer, learner and/or administrative evaluation to improve role effectiveness
- Engages in activities that promote socialization to the role
- Uses knowledge of legal and ethical issues relevant to higher education and nursing education
- Seeks mentors to enhance development in the role

Competency VII: Engage in Scholarship

Novice nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching is a scholarly activity. To engage effectively in scholarship, the novice nurse educator:

- Draws on extant literature to design evidence-based teaching practices
- Exhibits a spirit of inquiry about teaching and learning, learner 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 multiple means
- Demonstrates qualities of a scholar of integrity, courage, perseverance, vitality, and creativity

Competency VIII: Function within the Educational Environment

Novice nurse educators become knowledgeable of the educational environment and recognize how political, institutional, social, and economic forces impact the role. To function effectively in the environment, the novice nurse educator:

- Identifies history, current trends, issues, roles, and boundaries in higher education
- Identifies how social, technological, economic, political, and institutional forces impact higher education in general and nursing education specifically
- Engages in cross-mentorship (mentor-mentee) collaborations and partnerships
- Participates in academic, professional, and community service
- Develops professional goals that align with the nursing program and parent institution
- Integrates the values of civility, collegiality, professionalism, and caring to build an organizational climate that fosters the development of learners and nurse educators
- Supports the goals and mission of the nursing program and parent institution when managing conflict
- Implements policies and procedures related to learners, faculty, and the educational environment
- Discusses the various levels of governance, including shared, governance, within the nursing program and the parent institution
- Uses social media in a manner consistent with professional and institutional guidelines
- Describes the role of faculty input into the budgetary processes of the program and the parent institution
- Maintains professional role boundaries as an educator

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