

NURSE EDUCATOR CORE COMPETENCIES

Presented by:

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Outline

- Background
- Nurse educator(NE)
- Core competencies of NE
- Level of assessment of NE
- Conclusion
- Reference

Back ground

- A competent health workforce is central to achieving universal health coverage (WHO, 2006).
- Quality education is the foundation for developing competent health workers .
- There is evidence, however, that health workers, including nurses, may not be adequately prepared to meet the needs of society, especially in developing countries.
- It is therefore imperative that educational institutions are provided with support and guidance to develop competence-based curricula for their education programmes.

Our Opportunities: Present and Future

	Spheres of Nursing	Very Likely	Like	Indifferent	Dislike	Very Dislike		
1	Clinical							
2	Community							
3	Education							
4	Administration							
5	Advocacy							

Discussion Questions

1. Where do you currently devote most of your time?
2. Where is your present area of interest ?are satisfied it?
3. Where is your future area of interest ? And why?

Aims

- To provide a clear outline of NE CCs and performance expectations.
- To help guide the educational preparation of nurse teachers.

Requirements for becoming a Nurse Educator(NE)

1-Education: Satisfactorily completed a recognized nursing education programme.

2-Qualification: Holds a current license/registration or other form of legal recognition to practice nursing.

3-Clinical experiences: Completed a minimum of two years' full-time clinical experience across the scope of practice within the last five years.

4-Educational training:Acquired formal teaching preparation either before or soon after employment as an educator.

Domain 1: Theories & Principles of Adult Learning

NEs possess a sound understanding of contemporary educational theories, principles and models underlying the design of curricula and the value of adult learning.

Learning and teaching domains

- Cognitive : understanding and knowledge of....
- Affective : attitude and behaviour to....
- Psychomotor :skills, competence and ability to.....

Domain 1 Specifics

1-Exhibit an understanding of conceptual and theoretical foundations and principles related to health profession education and adult learning.

2-Analyse domains of learning (cognitive, affective and psychomotor) and their application in different academic contexts.

3-Demonstrate knowledge of curriculum development which incorporates educational theories, principles and models.

Domain 2: Curriculum and Implementation

NEs demonstrate the skills and abilities to design, implement, monitor and manage curricula based on sound, contemporary educational models, principles, and best evidence.

Learning and teaching domains

- Cognitive: understanding and knowledge of....
- Affective: attitude and behaviour to....
- Psychomotor: skills, competence and ability to...

Domain 2 Specifics

- 1-Design curricula which support context-based nursing practice needs and reflect current trends in the health-care environment.
- 2-Develop and implement a relevant course based on innovative teaching and learning strategies that facilitate active learning and achievement of learning outcomes.
- 3-Facilitate theoretical and clinical reasoning among diverse learners with different learning styles and unique learning needs.
- 4-Integrate evidence-based teaching and learning processes, and help learners interpret and apply evidence in their clinical learning experiences.
- 5-Create and maintain a safe environment that is conducive to learning in theoretical, clinical simulation and practice settings.
- 6-Use transformational and experiential strategies that develop context-based nursing knowledge, skills and professional behaviours.
- 7- Incorporate and engage learners with the use of appropriate information technologies (including eLearning, eHealth) in teaching and learning processes.
- 8-Formulate evaluation tools for teaching and learning experiences, and use results to monitor learners' performance and desired outcomes of courses.

Domain 3: Nursing Practice

NEs maintain current knowledge and skills in theory and practice, based on the best available evidence.

Learning and teaching domains

- Cognitive: understanding and knowledge of....
- Affective: attitude and behaviour to....
- Psychomotor: skills, competence and ability to...

Domain 3 Specifics

- 1-Maintain competence in nursing practice.
- 2-Practice nursing in ways that reflect evidence-based, up-to-date knowledge.
- 3-Plan a variety of teaching and learning activities that foster creativity and innovation of nursing practice and the health-care environment.

Domain 4: Research And Evidence

NEs develop their critical inquiry and the ability to conduct research and utilize findings to identify and solve educational and practice-based problems.

Learning and teaching domains

- Cognitive: understanding and knowledge of....
- Affective: attitude and behaviour to....
- Psychomotor: skills, competence and ability to...

Domain 4 Specifics

1-Synthesize, use and generate knowledge pertinent to nursing education and practice.

2-Engage in debate and reflection with peers to generate and apply new ideas that contribute to the improvement of nursing education and practice.

3-Develop future nurse scholars by nurturing a spirit of sharing, inquiry and self-reflection.

4-Engage in scholarly writing and publication

Domain 5: Communication, Collaboration and Partnership

NEs demonstrate effective communication skills that promote collaborative teamwork and enhance partnership among health profession educational and clinical practice.

Learning and teaching domains

- Cognitive: understanding and knowledge of....
- Affective: attitude and behaviour to....
- Psychomotor: skills, competence and ability to...

Domain 5 Specifics

- 1- Demonstrate intercultural and interdisciplinary competence in the development of curricula, course design, teaching and nursing practice.
- 2-Communicate best practice in nursing education with peers, students and other stakeholders.
- 3-Facilitate and foster teamwork and collaboration at educational and clinical institutions both locally and with the wider regional and international community

Domain 6: Ethical/Legal Principles And Professionalism

NEs demonstrate professionalism including legal, ethical and professional values as a basis for developing nursing education policies, procedures and decision making.

Learning and teaching domains

- Cognitive: understanding and knowledge of....
- Affective: attitude and behaviour to....
- Psychomotor: skills, competence and ability to...

Domain 6 Specifics

1-Promote social justice and the protection of human rights in teaching and learning processes and in the health care environment.

2-Promote ethical and legal principles of integrity, academic honesty, flexibility and respect through role modelling.

3-Participate in ongoing professional self-development and support the professional learning of colleagues.

4-Facilitate professionalization for learners by creating learners' self-reflection, personal goal setting and socialization within the role of the nurse.

5-Maintain a professional record (curriculum vitae and/or portfolio) that demonstrates current nursing and teaching competence.

Domain 7: Monitoring And Evaluation

NEs utilize a variety of strategies to monitor and evaluate nursing programmes, the curricula and mastery of student learning.

Learning and teaching domains

- Cognitive: understanding and knowledge of....
- Affective: attitude and behaviour to....
- Psychomotor: skills, competence and ability to...

Domain 7 Specifics

1-Monitor, assess and evaluate teaching and learning methods and experiences in relation to nursing outcomes and learner needs.

2-Evaluate own teaching competencies by seeking input from peers and students. Use feedback to improve role effectiveness.

3-Develop a variety of assessment tools and methods to ascertain student competence in cognitive, affective and psychomotor domains. Provide timely constructive verbal and written feedback to learners.

4-Foster learners' self assessment skills and reflection on teaching and learning activities.

5-Collaborate with colleagues to develop, manage and evaluate curriculum, programmes, courses, and clinical teaching and learning experiences.

Domain 8: Management, Leadership And Advocacy

NEs demonstrate the skills of system management and leadership to create, maintain and develop desired nursing programmes and shape the future of education institutions.

Learning and teaching domains

- Cognitive: understanding and knowledge of....
- Affective: attitude and behaviour to....

Domain 8 Specifics

- 1-Incorporate the mission and strategic plan of the parent institution with the goals of the nursing programme when proposing and managing change.
- 2-Assume leadership roles at various levels for institutional governance, education development and enhancing nursing practice.
- 3-Demonstrate effective and efficient human and financial resource management.
- 4-Engage in quality reviews to assess strengths and weaknesses of the programme based on set criteria, and use the results for benchmarking and ongoing progress.
- 5-Use a variety of advocacy strategies to promote nursing education and practice

Level of Assessment of NE CCs

1-Educator self-evaluation

- to assess own performance in teaching and professional growth.

2-Training institution

- to address education and professional development needs of the faculty or for research purposes.

3-National evaluation in nursing education

- to ensure educational quality assessment and performance of educators in meeting the required standards and inform planning for appropriate interventions.

Reference

WHO(2016).Nuresse Educator Core Competencies.

Geneva: World Health Organization.Available:

http://www.who.int/hrh/nurse_educator_core_competencies

WHO (2014). Midwifery Educator Core Competencies.

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[http://www.who.int/hrh/nursing_midwifery/midwifery_educator_core_competencies.](http://www.who.int/hrh/nursing_midwifery/midwifery_educator_core_competencies)

**THANKS FOR YOUR
ATTENTION**

Cameroon Nurses Association (CNA)
7th National Conference from the
25th to the 26th May, 2018
Held in Biaka University Institute Buea

Theme:
Regulation of Nursing Practice in
Cameroon