Title:
Use of the NLN Core Competencies of Nurse Educators as a Curriculum Guide

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Keywords:
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References:


Abstract Summary:
The purpose of this presentation is to report the presence of the NLN Core Competencies for Nurse Educators in master’s in Nursing Education (MSN Ed) and post-master’s certificate (PMC) in nursing education curricula and present options to increase the presence of the Core Competencies within MSN Ed and PMC curricula.

Learning Activity:

<p>| LEARNING OBJECTIVES | EXPANDED CONTENT OUTLINE |</p>
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<th>The learner will be able to describe the presence of nurse educator core competencies in current MSN Ed and PMC curricula.</th>
<th>In both MSN Ed and PMC programs collectively, evidence was found for the NLN Core Competencies of: facilitate learning (97%), participate in curriculum design and evaluation of program outcomes (97%), use assessment and evaluation strategies (95%), pursue continuous quality improvement in the nurse educator role (88%), engage in scholarship (45%), function as a change agent and leader (30%), facilitate learner development and socialization (28%), and function within the educational environment (12%).</th>
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<td>The learner will be able to delineate options that may increase the presence of NLN Core Competencies of Nurse Educators in MSN Ed or PMC curricula.</td>
<td>Bottom Four Competencies with Suggestions for improved representation: Engage in Scholarship: (39-49%), recommended by IOM, QSEN: Include scholarship (using and producing research) and grant writing as part of the NE role acquisition. Not only is this paramount to advancing nursing education, but is an expectation as faculty in most academic institutions. Function as a change agent and leader (23-35%): Recommended by IOM, AACN Essentials, NLN Outcomes, Benner et al. Closely related to function in the educational environment, see below. Facilitate learner development and socialization (27-28%): No professional recommendations noted. Consider a practicum for this competency to promote salience as an educator. The practicum allows nurse educator students to modify teaching to assist diverse students, promote professional behaviors and teach students how to learn. Function within the educational environment (9-14%): Recommended by the IOM, QSEN. Related to leadership in that functioning well in an educational environment is bolstered by exhibiting leadership skills. Consider a structured internship with a nurse leader mentor in an educational environment.</td>
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**Abstract Text:**
This study described the education courses in Master’s of Science in Nursing Education (MSN Ed) Degree and Post-master’s Certificate (PMC) in nursing education programs and determined which of the eight NLN Core Competencies, used to certify nurse educators, were represented. Data regarding the required credit hours, practicum hours, distance accessibility, and preparation for the Certified Nurse Educator (CNE®) exam also were collected. A descriptive design using a web scraping technique was used. Program information was obtained from the accrediting bodies for graduate nursing programs in 2015. Course description data were obtained from web pages via curriculum plans, course catalogs, graduate handbooks, or other institutional web pages. Data were collected from each program website, collated, uploaded and analyzed, as outlined in chapter three. In both types of programs, evidence was found for the NLN Core Competencies of: facilitate learning (97%), participate in curriculum design and evaluation of program outcomes (97%), use assessment and evaluation strategies (95%), pursue continuous quality improvement in the nurse educator role (88%), engage in scholarship (45%), function as a change agent and leader (30%), facilitate learner development and socialization (28%), and function within the educational environment (12%). Only 36% and 40% of Master’s of Science in Nursing Education and Post Master’s Certificate in nursing education programs, respectively, were completely distance accessible. Required credit hours varied from 28 to 65 for the entire MSN Ed, and from 6 to 47 for the nursing education courses. PMC credit hours varied from 3 to 45. Practicum clock hours, for both programs, ranged from 60-500 while practicum credit hours ranged from 1-18. Revision of MSN Ed and PMC curricula is indicated to improve inclusion of content in all competency areas. Moreover, increasing the number of distance accessible programs may encourage more nurses to consider a master’s degree or post master’s certificate in nursing education.