



**Certified
Nurse Educator**

**PROFESSIONAL DEVELOPMENT ACTIVITIES RELATED TO CONTINUED LEARNING
AND DEVELOPMENT IN THE ACADEMIC CLINICAL NURSE EDUCATOR ROLE**

Note: For renewal by credits, 75 Renewal Credits are needed; all six competencies should have some renewal credits within that category.

COMPETENCY # 1: FUNCTION WITHIN THE EDUCATION AND HEALTH CARE ENVIRONMENTS

TASK STATEMENTS RELATED TO COMPETENCY # 1

Function in the Clinical Educator Role

- Bridge the gap between theory and practice by helping learners to apply classroom learning to the clinical setting
- Foster professional growth of learners (e.g., coaching, reflection, and debriefing)
- Use technologies to enhance clinical teaching and learning
- Value the contributions of others in the achievement of learner outcomes (e.g., health team, families, social networks)
- Act as a role model of professional nursing within the clinical learning environment
- Demonstrate inclusive excellence (e.g., student-centered learning, diversity)

Operationalize the Curriculum

- Assess congruence of the clinical agency to curriculum, course goals, and learner needs when evaluating clinical sites
- Plan meaningful and relevant clinical learning assignments and activities
- Identify learners' goals and outcomes
- Prepare learners for clinical experiences (e.g., facility, clinical expectations, equipment, and technology-based resources)
- Structure learner experiences within the learning environment to promote optimal learning
- Implement clinical learning activities to help learners develop inter-professional collaboration and teamwork skills
- Provide opportunities for learners to develop problem-solving and clinical reasoning skills related to course objectives (e.g., learning outcomes)
- Implement assigned models for clinical teaching (e.g., traditional, preceptor, simulation, dedicated education units)
- Engage in theory-based instruction (e.g., constructivism, social cognitive theory)
- Provide input to the nursing program for course development and review

Abide by Legal Requirements, Ethical Guidelines, Agency Policies, and Guiding Framework

- Apply ethical and legal principles to create a safe clinical learning environment
- Assess learner abilities and needs prior to clinical learning experiences
- Facilitate learning activities that support the mission, goals, and values of the academic institution and the clinical agency
- Inform others of program and clinical agency policies, procedures, and practices
- Adhere to program and clinical agency policies, procedures and practices when implementing clinical experiences
- Promote learner compliance with regulations and standards of practice
- Demonstrate ethical behaviors

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one’s competency related to functioning within the education and health care environments.	1 CE contact hour = 1 RC
Author a scholarly work related to functioning within the education and health care environments. The scholarly work may be (a) an article published in a professional journal, (b) a chapter in an edited book, and/or (c) a book.	5 RC
Present a paper, workshop, poster, seminar, or other activity at a local, regional, national, or international clinical nursing- or education-focused forum that helps colleagues enhance their expertise related to functioning within the education and health care environments.	1 hour of presentation = 2 RC
Serve as a reviewer for professional activities (conference, grants, awards, etc.) that relate to education and/or health care environments.	1 RC
Lead a team that designs and implements a rigorous research study focusing on functioning within the education and health care environments.	5 RC
Develop innovative materials or products designed to enhance faculty expertise related to functioning within the education and health care environments. Such materials/products may include but are not limited to videos, websites, measurement instruments, simulation scenarios, case studies, models, self-assessment tools, service-learning projects, etc.	2 RC
Lead a professional group that addresses functioning within the education and health care environments. Such a group may include an internal or professional committee, board, special panel, think tank, multidisciplinary work group, etc.	3 RC
Serve as a member of a professional group that addresses functioning within the education and health care environments. Such a group may include an internal or professional committee, board, special panel, think tank, multidisciplinary work group, etc.	1 RC
Lead a team that designs, implements, or evaluates a clinical practice initiative, model, partnership, or practice that enhances one’s ability to function within the education and healthcare environments.	3 RC
Participate on a team that designs, implements, or evaluates a clinical practice initiative, model, partnership, or practice that enhances one’s ability to function within the education and healthcare environment.	1 RC

Serve as a consultant to enhance the expertise of academic clinical educators related to functioning within the education and health care environments.	2 RC
Engage in a formal mentoring relationship designed to help colleagues enhance their expertise related to functioning within the education and health care environments.	2 RC
Provide testimony or supporting documentation that supports policies related to functioning within the education and health care environments.	1 hour of testimony/document= 2 RC
Participate in planned or self-directed activities (e.g., faculty development programs, reading nursing or higher education scholarly works [journal articles, books, monographs, dissertations], etc.) that enhance one's expertise related to functioning within the education and health care environments.	1 hour of development activities = 1 RC
Successfully obtain or renew a specialty certification in addition to the CNE/CNE-cl that relates to functioning within the education and health care environments.	5 RC
Successfully complete graduate-level academic coursework at an accredited university or college that relates to functioning within the education and health care environments.	3-credit course = 15 RC
Successfully complete a certificate program or digital badge offered by a recognized professional body or academic institution that enhances one's functioning within the education and health care environments.	1-3 RC (based on the program)

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COMPETENCY # 2: FACILITATE LEARNING IN THE HEALTH CARE ENVIRONMENT

TASK STATEMENTS RELATED TO COMPETENCY # 2

- Implement a variety of clinical teaching strategies appropriate to learner needs, desired learner outcomes, content, and context
- Ground teaching strategies in educational theory and evidence-based teaching practices
- Use technology (e.g., simulation, learning management systems, electronic health records) skillfully to support the teaching-learning process
- Create opportunities for learners to develop critical thinking and clinical reasoning skills
- Promote a culture of safety and quality in the health care environment
- Create a positive and caring learning environment
- Develop collegial working relationships with learners, faculty colleagues, and clinical agency personnel
- Demonstrate enthusiasm for teaching, learning, and nursing to help inspire and motivate learners

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one's ability to facilitate learning in the health care environment.	1 CE contact hour = 1 RC
Author a scholarly work related to facilitating learning in the health care environment. The scholarly work may be (a) an article published in a professional journal, (b) a chapter in an edited book, and/or (c) a book.	5 RC
Present a paper, workshop, poster, seminar, or other activity at a local, regional, national, or international nursing education-focused forum that helps colleagues enhance their expertise related to facilitating learning in the health care environment.	1 hour of presentation = 2 RC
Lead a team that designs and implements a rigorous research study focusing on ways to facilitate learning in the health care environment.	5 RC
Develop innovative materials, products, or initiatives designed to facilitate learning in the health care environment. Such materials/products/initiatives may include but are not limited to videos, learning packets, websites, pamphlets, games, simulation scenarios, case studies, service-learning projects, etc.	2 RC
Lead a professional group that addresses the facilitation of learning in the health care environment. Such a group may include a committee, board, special panel, think tank, multidisciplinary work group, etc.	3RC
Serve as a member of a professional group that addresses the facilitation of learning in the health care environment. Such a group may include a committee, board, special panel, think tank, multidisciplinary work group, etc.	1 RC
Serve as a consultant to enhance the expertise of academic clinical educators related to facilitating learning in the health care environment.	2 RC
Engage in a formal mentoring relationship designed to help colleagues enhance their expertise related to facilitating learning in the health care environment.	2 RC
Provide testimony or supporting documentation that supports policies related	1 hour of

to facilitating learning in the health care environment.	testimony/support = 2 RC
Participate in planned or self-directed activities (e.g., faculty development programs, reading nursing or higher education scholarly works [journal articles, books, monographs, dissertations], etc.) that enhance one's expertise related to facilitating learning in the health care environment.	1 hour of development activities = 1 RC
Successfully complete graduate-level academic coursework at an accredited university or college that relates to facilitating learning in the health care environment.	3-credit course = 15 RC
Successfully complete a certificate program or digital badge offered by a recognized professional body or academic institution that enhance one's ability to facilitate learning in the health care environment.	1-3 RC (based on the program)

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**COMPETENCY # 3: DEMONSTRATE EFFECTIVE INTERPERSONAL COMMUNICATION
AND COLLABORATIVE INTERPROFESSIONAL RELATIONSHIPS**

TASK STATEMENTS RELATED TO COMPETENCY # 3

- Value collaboration and coordination of care
- Foster a shared learning community and cooperate with other members of the healthcare team
- Create multiple opportunities to collaborate and cooperate with other members of the healthcare team
- Support an environment of frequent, respectful, civil, and open communication with all members of the healthcare team
- Act as a role model showing respect for all members of the healthcare team, professional colleagues, clients, family members, as well as learners
- Use clear and effective communication in all interactions (e.g., written, electronic, verbal, non-verbal)
- Listen to learner concerns, needs, or questions in a non-threatening way
- Display a calm, empathetic, and supportive demeanor in all communications
- Manage emotions effectively when communicating in challenging situations
- Effectively manage conflict
- Maintain an approachable, non-judgmental, and readily accessible demeanor
- Recognize limitations (self and learners) and provide opportunities for development
- Demonstrate effective communication in clinical learning environments with diverse colleagues, clients, cultures, healthcare professionals, and learners
- Communicate performance expectations to learners and agency staff

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one's competency related to effective interpersonal communication and collaborative interprofessional relationships.	1 CE contact hour = 1 RC
Author a scholarly work related to effective interpersonal communication and collaborative interprofessional relationships. The scholarly work may be (a) an article published in a professional journal, (b) a chapter in an edited book, and/or (c) a book.	5 RC
Present a paper, workshop, poster, seminar, or other activity at a local, regional, national, or international clinical nursing- or education-focused forum that helps colleagues enhance their expertise related to effective interpersonal communication and collaborative interprofessional relationships.	1 hour of presentation = 2 RC
Serve as a reviewer for professional activities (conference, grants, awards, etc.) that relate to effective interpersonal communication and collaborative interprofessional relationships.	1 RC
Lead a team that designs and implements a rigorous research study focusing on effective interpersonal communication and collaborative interprofessional relationships.	5 RC

Develop innovative materials or products designed to enhance the expertise of academic clinical educators related to effective interpersonal communication and collaborative interprofessional relationships. Such materials/products may include videos, websites, measurement instruments, simulation scenarios, case studies, models, self-assessment tools or service learning.	2 RC
Lead a professional group that addresses effective interpersonal communication and collaborative interprofessional relationships. Such a group may include an internal or professional committee, board, special panel, think tank, multidisciplinary work group, etc.	3 RC
Serve as a member of a professional group that addresses effective interpersonal communication and collaborative interprofessional relationships. Such a group may include an internal or professional committee, board, special panel, think tank, multidisciplinary work group, etc.	1 RC
Lead a team that designs, implements, or evaluates a clinical practice initiative, model, partnership, or practice that impacts effective interpersonal communication and collaborative interprofessional relationships.	3 RC
Participate on a team that designs, implements, or evaluates a clinical practice initiative, model, partnership, or practice that impacts effective interpersonal communication and collaborative interprofessional relationships.	1 RC
Serve as a consultant to enhance the expertise of academic clinical educators related to effective interpersonal communication and collaborative interprofessional relationships.	2 RC
Engage in a formal mentoring relationship designed to help colleagues enhance their expertise related to effective interpersonal communication and collaborative interprofessional relationships.	2 RC
Provide testimony or supporting documentation that supports policies related to effective interpersonal communication and collaborative interprofessional relationships.	1 hour of testimony/document= 2 RC
Participate in planned or self-directed activities (e.g., faculty development programs, reading nursing or higher education scholarly works [journal articles, books, monographs, dissertations], etc.) that enhance one's expertise related to effective interpersonal communication and collaborative interprofessional relationships.	1 hour of development activities = 1 RC
Successfully complete graduate-level academic coursework at an accredited university or college that relates to effective interpersonal communication and collaborative interprofessional relationships.	3-credit course = 15 RC
Successfully complete a certificate program or digital badge offered by a recognized professional body or academic institution that enhances one's effective interpersonal communication and collaborative interprofessional relationships.	1-3 RC (based on the program)
Volunteer with a community or charitable group in ways that demonstrate effective interpersonal communication and collaborative interprofessional relationships.	8 hours of volunteer service =1 RC

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COMPETENCY # 4: APPLY CLINICAL EXPERTISE IN THE HEALTH CARE ENVIRONMENT

TASK STATEMENTS RELATED TO COMPETENCY # 4

- Maintain current professional competence relevant to the specialty area, practice setting, and clinical learning environment
- Translate theory into clinical practice by applying experiential knowledge, clinical reasoning, and using a patient-centered approach to clinical instruction
- Use best evidence to address client-related problems
- Demonstrate effective leadership within the clinical learning environment
- Demonstrate sound clinical reasoning
- Expand knowledge and skills by integrating best practices
- Balance client care needs and student learning needs within a culture of safety
- Demonstrate competence with a range of technologies available in the clinical learning environment

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one's clinical expertise in the healthcare environment.	1 CE contact hour = 1 RC
Author a scholarly work that reflects one's clinical expertise in the healthcare environment. The scholarly work may be (a) an article published in a professional journal, (b) a chapter in an edited book, and/or (c) a book.	5 RC
Present a paper, workshop, poster, seminar, or other activity at a local, regional, national, or international clinical nursing forum that helps colleagues enhance their clinical expertise in the healthcare environment.	1 hour of presentation = 2 RC
Develop innovative materials or products designed to enhance clinical expertise in the healthcare environment. Such materials/products may include but are not limited to clinical practice guidelines, client videos, websites, patient education material, screening tools, treatment standards, etc.	2 RC
Lead a team that designs and implements clinical standards or new technology/innovations that enhance clinical expertise in the health care environment.	3 RC
Participate on a team that designs, implements, or evaluates a clinical practice initiative, model, partnership, or practice that enhances clinical expertise in the healthcare environment.	1 RC
Serve as a consultant to enhance the knowledge and clinical expertise of clinical nurse educators in the health care environment.	2 RC
Engage in a formal mentoring relationship to help colleagues enhance their clinical expertise in the healthcare environment.	3 RC
Participate in planned or self-directed activities (e.g., webinars, reading nursing or healthcare scholarly works [journal articles, books, monographs, dissertations], etc.) that enhance one's clinical expertise in the healthcare environment.	1 hour of development activities = 1 RC
Successfully complete academic coursework at an accredited university or college that enhances one's clinical expertise in the health care environment.	3-credit course = 15 RC

Obtain/Maintain national certification in clinical practice to demonstrate clinical expertise in the healthcare environment. This may include APRN certification and/or certification in a nursing specialty area such as hemodialysis, oncology, emergency room, clinical nurse leader, maternal-newborn, administration, etc.)	1 national certification = 5 RC
Successfully complete a certificate program or digital badge offered by a recognized professional body or academic institution that enhances one's clinical expertise in the healthcare environment.	1-3 RC (based on the program)
Demonstrate clinical expertise in the healthcare environment by maintaining clinical practice in area of specialization	1 year = 1-3 RC (based on hours worked)
Serve as a new graduate preceptor, mentor, or similar role in ways that demonstrate one's clinical expertise in the healthcare environment.	2 RC
Volunteer with a community or charitable group in ways that demonstrate one's clinical expertise in the healthcare environment.	8 hours of volunteer service =1 RC

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COMPETENCY # 5: FACILITATE LEARNER DEVELOPMENT AND SOCIALIZATION

TASK STATEMENTS RELATED TO COMPETENCY # 5:

- Mentor learners in the development of professional nursing behaviors, standards, and codes of ethics
- Promote a learning climate of respect for all
- Promote professional integrity and accountability
- Maintain professional boundaries
- Encourage ongoing learner professional development via formal and informal venues
- Assist learners in effective use of self-assessment and professional goal setting for ongoing self-improvement
- Create learning environments that are focused on socialization to the role of the nurse
- Assist learners to develop the ability to engage in constructive peer feedback
- Inspire creativity and confidence
- Encourage various techniques for learners to manage stress (e.g., relaxation, meditation, mindfulness)
- Act as a role model for self-reflection, self-care, and coping skills
- Empower learners to be successful in meeting professional and educational goals
- Engage learners in applying best practices and quality improvement processes

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one's competency related to facilitating learner development and socialization .	1 CE contact hour = 1 RC
Author a scholarly work related to facilitating learner development and socialization . The scholarly work may be (a) an article published in a professional journal, (b) a chapter in an edited book, and/or (c) a book.	5 RC
Present a paper, workshop, poster, seminar, or other activity at a local, regional, national, or international nursing education-focused forum that helps colleagues enhance their expertise related to facilitating learner development and socialization .	1 hour of presentation = 2 RC
Lead a team that designs and implements a rigorous research study focusing on ways to facilitate learner development and socialization .	5 RC
Develop innovative materials, products or initiatives designed to facilitate learner development and socialization . Such materials/products may include but are not limited to videos, learning packets, websites, self-assessment tools, pamphlets, games, simulation scenarios, case studies, service-learning projects, etc.	2 RC
Lead a professional group that addresses the facilitation of learner development and socialization . Such a group may include a committee, board, special panel, think tank, multidisciplinary work group, etc.	3 RC

Serve as a member of a professional group that addresses the facilitation of learner development and socialization. Such a group may include a committee, board, special panel, think tank, multidisciplinary work group, etc.	1 RC
Serve as a consultant to enhance the expertise of academic clinical educators related to facilitating learner development and socialization.	2 RC
Engage in a formal mentoring relationship designed to help colleagues enhance their expertise related to facilitating learner development and socialization.	2 RC
Provide testimony or supporting documentation that supports policies related to facilitating learner development and socialization.	1 hour of testimony/support = 2 RC
Participate in planned or self-directed activities (e.g., faculty development programs, reading nursing or higher education scholarly works [journal articles, books, monographs, dissertations], etc.) that enhance one's expertise related to facilitating learner development and socialization.	1 hour of development activities = 1 RC
Successfully complete graduate-level academic coursework at an accredited university or college that relates to facilitating learner development and socialization.	3-credit course = 15 RC
Successfully complete a certificate program or digital badge offered by a recognized professional body or academic institution that enhances one's ability to facilitate learner development and socialization.	1-3 RC (based on the program)

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COMPETENCY # 6: IMPLEMENT EFFECTIVE CLINICAL ASSESSMENT/EVALUATION STRATEGIES

TASK STATEMENTS RELATED TO COMPETENCY # 6

- Use a variety of strategies to determine achievement of learning outcomes
- Implement both formative and summative evaluation that is appropriate to the learner and learning outcomes
- Engage in timely communication with course faculty regarding learner clinical performance
- Maintain integrity in the assessment and evaluation of learners
- Provide timely, objective, constructive, and fair feedback to learners
- Use learner data to enhance the teaching-learning process in the clinical learning environment
- Demonstrate skill in the use of best practices in the assessment and evaluation of clinical performance
- Assess and evaluate learner achievement of clinical performance expectations
- Use performance standards to determine learner strengths and weaknesses in the clinical learning environment
- Document learner clinical performance, feedback, and progression
- Evaluate the quality of the clinical learning experiences and environment

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one's competency related to the effective use of assessment/evaluation strategies in the clinical learning environment.	1 CE contact hour = 1 RC
Author a scholarly work related to the effective use of assessment/evaluation strategies in the clinical learning environment. The scholarly work may be (a) an article published in a professional journal, (b) a chapter in an edited book, and/or (c) a book.	5 RC
Present a paper, workshop, poster, seminar, or other activity at a local, regional, national or international clinical nursing- or education-focused forum that helps colleagues enhance their expertise related to the effective use of assessment/evaluation strategies in the clinical learning environment.	1 hour of presentation = 2 RC
Develop innovative materials or products designed to enhance the effective use of assessment/evaluation strategies in the clinical nursing environment. Such strategies might include but are not limited to clinical assessment tools, student/learner clinical self-assessments, OSCEs, simulations, rubrics, performance standards, etc.	2 RC
Lead a team that designs and implements assessment/evaluation strategies for use in the clinical learning environment.	3 RC
Participate on a team that designs, implements, or evaluates assessment/evaluation strategies used in the clinical learning environment.	1 RC
Serve as a consultant to enhance the knowledge of academic clinical educators related to the effective use of assessment/evaluation strategies in the clinical learning environment.	2 RC
Engage in a formal mentoring relationship to help colleagues enhance their	3 RC

effective use of assessment/evaluation strategies in the clinical learning environment.	
Participate in planned or self-directed activities (e.g., webinars, reading nursing or healthcare scholarly works [journal articles, books, monographs, dissertations], etc.) that enhance one's expertise related to the effective use of assessment/evaluation strategies in the clinical learning environment.	1 hour of development activities = 1 RC
Successfully complete academic coursework at an accredited university or college that enhances one's effective use of assessment/evaluation strategies in the clinical learning environment.	3-credit course = 15 RC
Successfully complete a certificate program or digital badge offered by a recognized professional body or academic institution that enhances one's effective use of assessment/evaluation strategies in the clinical learning environment.	1-3 RC (based on the program)
Serve as a new graduate preceptor, mentor, or similar role in ways that enhance one's ability to effectively use assessment/evaluation strategies in the clinical nursing environment.	2 RC

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