



**Certified
Nurse Educator**

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

COMPETENCY #1: 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.

TASK STATEMENTS RELATED TO COMPETENCY #1:

- Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context
- Grounds teaching strategies in educational theory and evidence-based teaching practices
- Recognizes multicultural, gender, and experiential influences on teaching and learning
- Engages in self-reflection and continued learning to improve teaching practices that facilitate learning
- Uses information technologies skillfully to support the teaching-learning process
- Practices skilled 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
- Models critical and reflective thinking
- Creates opportunities for learners to develop their critical thinking and critical reasoning skills
- Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students
- Demonstrates interest in and respect for learners
- Uses personal attributes (e.g., caring, confidence, patience, integrity and flexibility) that facilitate learning
- Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments
- Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice
- Serves as a role model of professional nursing

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one's competency related to facilitating student learning.	1 CE contact hour = 1 RC
Author a scholarly work related to facilitating student learning. The scholarly work may be (a) an article published in a professional (non-predatory) 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- or higher education-focused forum that help colleagues enhance their expertise related to facilitating student learning.	1 hour of presentation = 2 RC
Lead a team that designs and implements a rigorous research study focusing on ways to facilitate student learning.	5 RC
Develop innovative materials, products, or initiatives designed to facilitate student learning. Such materials/products/initiatives may include but not limited to videos, learning packets, websites, pamphlets, games, simulation scenarios, case studies or service learning.	2 RC
Lead a professional group that addresses the facilitation of student learning. 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 student learning. Such a group may include a committee, board, special panel, think tank, multidisciplinary work group, etc.	1RC
Serve as a consultant or visiting professor appointed to help faculty outside one's employment institution enhance their expertise related to facilitating student learning.	2RC
Engage in a formal mentoring relationship designed to help colleagues enhance their expertise related to facilitating student learning.	2RC
Provide testimony or supporting documentation that supports policies related to facilitating student learning.	1 hour of testimony/support = 2RC
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 student learning.	1 hour of development activities = 1 RC
Successfully complete graduate-level academic coursework at an accredited university or college that relates to facilitating student learning.	3-credit course = 15 RC

* **The continuing education activity must be approved by an accreditation body and grant continuing education contact hours. It must be offered by the NLN and/or other educational program providers, and program content must relate to nursing education or higher education.**

COMPETENCY #2: 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.

TASK STATEMENTS RELATED TO COMPETENCY #2:

- Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second-degree learners
- Provides resources to diverse learners that help meet their individual learning needs
- Engages in effective advisement and counseling strategies that help learners meet their professional goals
- Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners' self-reflection and personal goal setting
- Fosters the cognitive, psychomotor, and affective development of learners
- Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes
- Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation
- Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one's competency related to learner development and socialization.	1 CE contact hour = 1 RC
Author a scholarly work related to learner development and socialization. The scholarly work may be (a) an article published in a professional (non-predatory) 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- or higher education-focused forum that helps colleagues enhance their expertise related to 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 promote learner development and socialization.	5 RC
Develop innovative materials, products or initiatives designed to promote learner development and socialization. Such materials/products may include videos, learning packets, websites, self-assessment tools, pamphlets, games, simulation scenarios, case studies or service learning.	2 RC
Lead a professional group that addresses the promotion 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 promotion 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 or visiting professor appointed to help faculty outside one's employment institution enhance their expertise related to promoting learner development and socialization.	2 RC
Engage in a formal mentoring relationship designed to help colleagues enhance their expertise related to promoting learner development and socialization.	2 RC
Provide testimony or supporting documentation that supports policies related to learner development and socialization.	1 hour of testimony/support = 2RC
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 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 learner development and socialization.	3-credit course = 15 RC
Community Service Activities: Provide non-compensated nursing education services to non-client individuals or organizations as a volunteer to a community or charitable group in order to role model the role of the nurse educator for students.	8 hours of volunteer service =1 RC

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COMPETENCY #3: 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.

TASK STATEMENTS RELATED TO COMPETENCY #3:

- Uses extant literature to develop evidence-based assessment and evaluation practices
- Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains
- Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals
- Uses assessment and evaluation data to enhance the teaching-learning process
- Provides timely, constructive, and thoughtful feedback to learners
- Demonstrates skill in the design and use of tools for assessing clinical practice

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one's competency related to assessment/evaluation of learning.	1 CE contact hour = 1 RC
Author a scholarly work related to assessment/evaluation of learning. The scholarly work may be (a) an article published in a professional (non-predatory) 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- or higher education-focused forum that helps colleagues enhance their expertise related to assessment/evaluation of learning.	1 hour of presentation = 2 RC
Lead a team that designs and implements a rigorous research study focusing on assessment/evaluation of learning.	5 RC
Develop innovative materials or products designed to enhance methods to assess/evaluate learning. Such materials/products may include videos, websites, measurement instruments, evaluation rubrics, pamphlets, games, simulation scenarios, case studies, technology tools, self-assessment tools or service learning.	2 RC
Lead a professional group that addresses assessment/evaluation of learning. Such a group may include a test development committee, board, special panel, think tank, multidisciplinary work group, etc.	3 RC
Serve as a member of a professional group that addresses assessment/evaluation of learning. Such a group may include a test development committee, board, special panel, think tank, multidisciplinary work group, etc.	1 RC
Serve as a consultant or visiting professor appointed to help faculty outside one's employment institution enhance their expertise related to assessment/evaluation of learning.	2 RC

Engage in a formal mentoring relationship designed to help colleagues enhance their expertise related to assessment/ evaluation of learning.	2 RC
Provide testimony or supporting documentation that supports policies related to assessment/evaluation of learning.	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 assessment/evaluation of learning.	1 hour of development activities = 1 RC
Successfully complete graduate-level academic coursework at an accredited university or college that relates to assessment/evaluation of learning.	3-credit course = 15 RC

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**COMPETENCY #4: 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.

TASK STATEMENTS RELATED TO COMPETENCY #4:

- Ensures that the curriculum reflects institutional philosophy and mission, current nursing and health care trends, and community and societal needs so as to prepare graduates for practice in a complex, dynamic, multicultural health care environment
- Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies
- Bases curriculum design and implementation decisions on sound educational principles, theory, and research
- Revises the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends
- Implements curricular revisions using appropriate change theories and strategies
- Creates and maintains community and clinical partnerships that support educational goals
- Collaborates with external constituencies throughout the process of curriculum revision
- Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one's competency related to curriculum development and/or program evaluation.	1 CE contact hour = 1 RC
Author a scholarly work related to curriculum development and/or program evaluation. The scholarly work may be (a) an article published in a professional (non-predatory) 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- or higher education-focused forum that helps colleagues enhance their expertise related to curriculum development and/or program evaluation.	1 hour of presentation = 2 RC
Lead a team that designs and implements a rigorous research study focusing on curriculum development and/or program evaluation.	5 RC
Develop innovative materials or products designed to enhance faculty expertise related to curriculum development and/or program evaluation. 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 curriculum development and/or program evaluation. Such a group may include a curriculum or program evaluation committee, board, special panel, think tank, multidisciplinary work group, etc.	3 RC
Serve as a member of a professional group that addresses curriculum development and/or program evaluation. Such a group may include a curriculum or program evaluation committee, board, academic accreditation board, special panel, think tank, multidisciplinary work group, etc.	1 RC
Serve as an accreditation program evaluator	1 visit = 4 RC
Serve as a consultant or visiting professor appointed to help faculty outside one's employment institution enhance their expertise related to curriculum development and/or program evaluation.	2 RC
Engage in a formal mentoring relationship designed to help colleagues enhance their expertise related to curriculum development and/or program evaluation.	2 RC
Provide testimony or supporting documentation that supports policies related to curriculum development and/or program evaluation.	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 curriculum development and/or program evaluation.	1 hour of development activities = 1 RC
Successfully complete graduate-level academic coursework at an accredited university or college that relates to curriculum development and/or program evaluation.	3-credit course = 15 RC

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COMPETENCY #5: 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.

TASK STATEMENTS RELATED TO COMPETENCY #5:

- Models cultural sensitivity when advocating for change
- Evaluates organizational effectiveness in nursing education
- Enhances visibility of nursing by providing leadership in nursing programs, parent institution, local community or state or regional municipalities.
- Participates in interdisciplinary efforts to address health and educational needs.
- Implements strategies for change within nursing programs, institutions or the local community.
- Develops leadership skill in others and implement change.
- Demonstrates adaptation to change created by external factors
- Creates a culture for change within nursing programs or institutions.
- Demonstrates advocacy for nursing, nursing education and higher education in political arena

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one's competency related to leadership and/or being a change agent.	1 CE contact hour = 1 RC
Author a scholarly work related to being a change agent or leader. The scholarly work may be (a) an article published in a professional (non-predatory) 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- or higher education-focused forum that helps colleagues enhance their expertise related to leadership and/or being a change agent.	1 hour of presentation = 2 RC
Lead a team that designs and implements a rigorous research study focusing on ways to promote leadership and/or being a change agent.	5 RC
Develop innovative materials or products designed to promote leadership and/or being a change agent. Such materials/products may include videos, learning packets, websites, self-assessment tools, pamphlets, games, simulation scenarios, case studies or service learning.	2 RC
Lead a professional group that addresses the promotion of leadership and/or advances change. Such a group may include a committee, board, special panel, think tank, professional organization, multidisciplinary work group, etc.	3 RC
Serve as a member of a professional group that addresses the promotion of leadership and/or advances change. Such a group may include a committee, board, special panel, think tank, professional organization, multidisciplinary work group, etc.	1 RC
Serve as an accreditation program evaluator	1 visit =4 RC
Engage in a formal mentoring relationship designed to help colleagues or students enhance their expertise related to leadership and/or being a change agent.	1 student = 2 RC

Serve as a nurse leader within a nursing programs, parent institution, local community, state, or regional municipality.	1 role =3 RC
Serve as a consultant or visiting professor appointed to help faculty outside one's employment institution enhance their expertise related to leadership.	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 leadership and change.	1 hour of development activities = 1 RC
Successfully complete graduate-level academic coursework at an accredited university or college that relates to leadership.	3-credit course = 15 RC

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COMPETENCY #6: PURSUE CONTINUOUS QUALITY IMPROVEMENT IN THE NURSE EDUCATOR ROLE

Nurse educators recognize that their role is multi-dimensional and that an ongoing commitment to develop and maintain competence in the role is essential.

TASK STATEMENTS RELATED TO COMPETENCY #6:

- Engage in activities that promote one’s socialization to the role
- Maintain membership in professional organizations
- Participate actively in professional organizations through committee work and/or leadership roles
- Demonstrate a commitment to lifelong learning
- Participate in professional development opportunities that increase one’s effectiveness in the role
- Manage the teaching, scholarship and service demands as influenced by the requirements of the institutional setting
- Use feedback gained from self, peer, learner, and administrative evaluation to improve role effectiveness
- Practice according to legal and ethical standards relevant to higher education and nursing education
- Mentor and support faculty colleagues in the role of an academic nurse educator
- Engage in self-reflection to improve teaching practices

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one’s competency related to any aspect of the multi-dimensional educator role.	1 CE contact hour = 1 RC
Author a scholarly work related to continuous improvement in the educator role. The scholarly work may be (a) an article published in a professional (non-predatory) 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- or higher education-focused forum that helps colleagues enhance their expertise related to continuous improvement in the educator role.	1 hour of presentation = 2 RC
Lead a team that designs and implements a rigorous research study focusing on ways to promote continuous improvement in the educator role.	5 RC
Develop innovative materials or products designed to promote continuous improvement in the educator role. Such materials/products may include videos, learning packets, websites, self-assessment tools, pamphlets, games, simulation scenarios, case studies or service learning.	2 RC
Lead a professional group that addresses continuous improvement in the educator role. 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 continuous improvement in the educator role. Such a group may include a committee, board, special panel, think tank, multidisciplinary work group, etc.	1 RC

Serve as a consultant or visiting professor appointed to help faculty outside one's employment institution enhance their expertise related to any aspect of the multi-dimensional educator role.	2 RC
Engage in a formal mentoring relationship designed to help colleagues enhance their expertise related to any aspect of the multi-dimensional educator role.	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 any aspect of the multi-dimensional educator role.	1 hour of development activities = 1 RC
Successfully complete graduate-level academic coursework at an accredited university or college that relates to enhancing one's expertise related to any aspect of the multi-dimensional educator role.	3-credit course = 15 RC
Successfully obtain or renew a specialty certification other than the CNE/CNE-cl that relates to any of the academic nurse educator competencies.	5 RC

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COMPETENCY #7: ENGAGE IN SCHOLARSHIP

Nurse educators acknowledge that scholarship is an integral component of the faculty role and that teaching itself is a scholarly activity.

TASK STATEMENTS RELATED TO COMPETENCY #7:

- Exhibit a spirit of inquiry about teaching and learning, student development, and evaluation methods
- Use evidence-based resources to improve and support teaching
- Participate in research activities related to nursing education
- Share teaching expertise with colleagues and others
- Demonstrate integrity as a scholar

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one's ability to engage in scholarly activities.	1 CE contact hour = 1 RC
Author a scholarly work related to nursing education. The scholarly work may be (a) an article published in a professional (non-predatory) 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- or higher education-focused forum that helps colleagues enhance their ability to engage in scholarly activities.	1 hour of presentation = 2 RC
Lead a team that designs and implements a rigorous research study focusing on ways to enhance educators' ability to engage in scholarly activities.	5 RC
Develop innovative materials or products designed to enhance educators' ability to engage in scholarly activities. Such materials/products may include videos, learning packets, websites, self-assessment tools, pamphlets, games, simulation scenarios, case studies or service learning.	2 RC
Lead a professional group that addresses the engagement of educators in scholarly activities. 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 engagement of educators in scholarly activities. Such a group may include a committee, board, special panel, think tank, multidisciplinary work group, etc.	1 RC
Serve as a consultant or visiting professor appointed to help faculty outside one's employment institution enhance their ability to engage in scholarly activities.	2 RC
Engage in a formal mentoring relationship designed to help colleagues enhance their ability to engage in scholarly activities.	2 RC
Provide testimony or supporting documentation that supports policies related to educator engagement in scholarly activities.	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 ability to engage in scholarly activities.	1 hour of development activities = 1 RC
Successfully complete graduate-level academic coursework at an accredited university or college that relates to engagement in scholarly activities.	3 credit hour course= 15 RC
Receive recognition for one's scholarly work through awards, honors, promotion in rank, or other means.	4 RC
Design, implement and evaluate an evidenced-based initiative related to education in one's academic institution.	2 RC
Serve as an editor of a professional journal	5 RC
Serve as a formally recognized journal reviewer	2 RC
Serve as a reviewer for professional activities (conference, grants, awards, etc.)	1 RC

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COMPETENCY #: 8: 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.

TASK STATEMENTS RELATED TO COMPETENCY #8:

- Demonstrates how social, economic, political, and institutional forces influence nursing and higher education
- Make decisions based on knowledge of the historical and current trends and issues in higher education
- Integrates the values of respect, collegiality, professionalism, and caring to build and organizational climate that fosters that development of learners and colleagues
- Demonstrates how the goals of the nursing program and the mission of the parent institution when proposing change or managing issues
- Participates on institutional and departmental committees

RELEVANT ACTIVITIES	RCs
Attend continuing education seminars, workshops, conferences, or other educational programs * that enhance one's competency related to social, economic, political, and institutional forces influence nursing and higher education.	1 CE contact hour = 1 RC
Author a scholarly work related to social, economic, political, and institutional forces influence nursing and higher education. The scholarly work may be (a) an article published in a professional (non-predatory) 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- or higher education-focused forum that helps colleagues enhance their expertise related to social, economic, political, and institutional forces influence nursing and higher education.	1 hour of presentation = 2 RC
Lead a team that designs and implements a rigorous research study focusing on social, economic, political, and institutional forces influence nursing and higher education.	5 RC
Develop innovative materials or products designed to enhance faculty expertise related to social, economic, political, and institutional forces influence nursing and higher education. 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 social, economic, political, and institutional forces influencing nursing and higher education. 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 social, economic, political, and institutional forces influencing nursing and higher education. Such a group may include an internal or professional committee, board, special panel, think tank, multidisciplinary work group, etc.	1 RC

Serve as an accreditation program evaluator and/or member of an academic accreditation board.	1 visit = 4 RC
Serve as a consultant or visiting professor appointed to help faculty outside one's employment institution enhance their expertise related to social, economic, political, and institutional forces influencing nursing and higher education.	2 RC
Engage in a formal mentoring relationship designed to help colleagues enhance their expertise related to social, economic, political, and institutional forces influencing nursing and higher education.	2 RC
Provide testimony or supporting documentation that supports policies related to social, economic, political, and institutional forces influencing nursing and higher education.	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 social, economic, political, and institutional forces influencing nursing and higher education.	1 hour of development activities = 1 RC
Successfully complete graduate-level academic coursework at an accredited university or college that relates to social, economic, political, and institutional forces influencing nursing and higher education.	3-credit course = 15 RC

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