



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

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 of 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 . Each workshop or seminar needs to be identified and listed separately. Each activity can then be applied to the appropriate competency. Attending conferences may still be listed as one conference with one competency with the correct number of CEs given.	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)

* 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 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. Each workshop or seminar needs to be identified and listed separately. Each activity can then be applied to the appropriate competency. Attending conferences may still be listed as one conference with one competency with the correct number of CEs given.	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 to facilitating learning in the health care environment.	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 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. Each workshop or seminar needs to be identified and listed separately. Each activity can then be applied to the appropriate competency. Attending conferences may still be listed as one conference with one competency with the correct number of CEs given.	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. Each workshop or seminar needs to be identified and listed separately. Each activity can then be applied to the appropriate competency.	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 . Each workshop or seminar needs to be identified and listed separately. Each activity can then be applied to the appropriate competency.	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. Each workshop or seminar needs to be identified and listed separately. Each activity can then be applied to the appropriate competency. Attending conferences may still be listed as one conference with one competency with the correct number of CEs given.	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 effective use of assessment/evaluation strategies in the clinical learning 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 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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