UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF NURSING

PRECEPTOR GUIDE
FOR
NURSING EDUCATION CONCENTRATION

12/20/2010
CONTENTS

Welcome...........................................................................................................................................3
Preceptor Requirements..................................................................................................................3
College Faculty Requirements..........................................................................................................3-4
Student Requirements....................................................................................................................4
Nursing Education Forms List..........................................................................................................5
Appendix A: Guidelines for Practicum Experiences.................................................................6-8
Appendix B: Student Request for Nursing Education Practicum Placement............................9
Appendix C: Nursing Education Focus – Classroom Practicum Contract.................................10-11
Appendix D: Nursing Education Focus – Clinical Practicum Contract......................................12-13
Appendix E: Nursing Education Focus – Web-format Practicum Contract.................................14-15
Appendix F: Nursing Education Focus – Classroom Practicum Evaluation..............................16
Appendix G: Nursing Education Focus – Clinical Practicum Evaluation....................................17
Appendix H: Nursing Education Focus – Web-format Practicum Evaluation..............................18
Appendix I: Evaluation of Teaching Activities..................................................................................19-21
Appendix J: Portfolio Rubric Nursing Education – Master’s Program..........................................22-25
Appendix K: Preceptor Evaluation of Student..................................................................................26
Appendix L: Preceptor Evaluation by Student..................................................................................27-28
Appendix M: Final Evaluation of Satisfactory Completion of Clinical and Classroom.................29
Appendix N: Resources for NGR 6947............................................................................................30
Appendix O: Learning Needs Assessment.......................................................................................31-33
Appendix P: Core Competencies of Nurse Educators.................................................................34-41
Welcome
Thank you for being a preceptor and contributing to the clinical education of University of South Florida College of Nursing, nursing education students. We greatly appreciate the time and energy you spend with our students, and recognize that you make a significant difference in preparing outstanding nursing educators. We have prepared this document to use as a reference guide for your role, as well as the roles of the faculty and student. It also serves as the basis for a signed agreement between you, the College of Nursing, and the student.

Master's Program Nursing Education Concentration Preceptor Orientation

The Education concentration of the Master's Program consists of 18 hours of study; 9 in nursing education courses (on-line), 6 hours cognate courses, and 3 hours of practicum. Practicum experience consists of three 1-credit hour of courses: a web-focus, a classroom focus, and a clinical-instructional focus. Each practicum experience will vary according to the student’s site of placement, the individual learning needs and objectives based on the practicum contract.

The College faculty member will provide guidelines for the experience students need for their specific practicum. These criteria usually include the course syllabus, semester time frames, and criteria for evaluation. College faculty will also provide office telephone number, email address, on-going contract with students and preceptors, and evaluation consultations.

Preceptor Requirements

Preceptors shall be faculty/staff development educators with a minimum Master’s degree.

Preceptors shall:

- Meet with the student to discuss the practicum experience.
- Review the course objectives and the student’s personal goals for the practicum; assist student in modifying any unrealistic goals.
- Collaborate with the student in identifying a practicum experience that serves the interest of the organization and is supportive of the student’s goals for the practicum.
- Submit a current CV to the student.
- Serve as a role model in the educational process.
- Assist the student with procuring appropriate audio visual equipment with which to tape teaching sessions as required by the course, if available.
- Contact the faculty member should problems arise.
- Complete the final practicum evaluation of the student’s performance and return it to course faculty at the end of the practicum.
- Complete the “Evaluation of Teaching Activities”.

College Faculty Requirements

The College faculty will:

- Facilitate student placement with appropriate director of educational program.
- Maintain contact with preceptor regarding student performance and progress in the course.
Approve practicum activities, i.e. lesson plan, teaching materials, and evaluate materials.
Review student practicum activities; live or video copy presentation of the course project with the student, preceptor and other stakeholders.
Review and comment on the student’s reflective journaling via Blackboard.
Consider a written evaluation of the student as provided by the preceptor in awarding a grade for the course.

Student Requirements:

The Nursing Education student will:

- Represent the nursing profession and USF College of Nursing in a professional manner at all times.
- Wear USF identification when in the classroom or clinical practicum site.
- Maintain appropriate confidentiality regarding organizational proprietary information outside the realm of the practicum and organization.
- Complete any required health/background checks requirements as per agency policy.
- Discuss course objectives and goals for the practicum with the preceptor prior to beginning the term.
- Negotiate details of course project (pre/post conference/classroom teaching experience, etc.) with the preceptor and submit to course faculty for approval.
- Make arrangements to procure appropriate audio visual equipment with which to tape the teaching session.
- Work in a mentored relationship with the preceptor educator with regard to achieving course objectives and student goals for the practicum.
- Dress in a professional manner consistent with clinical facility guidelines.
- Maintain open communication with the preceptor and faculty.
- Maintain accountability for own learning activities.
- Prepare for each clinical experience as needed.
- Be accountable for own nursing actions while in the clinical practicum setting.
- Contact faculty by telephone or email if faculty assistance is necessary.
- Respect the confidential nature of all information obtained during clinical practicum experiences.
- Develop expanded knowledge and skills in the defined area of the nursing practicum.
- Use problem solving and critical thinking to adapt scientific knowledge to the clinical practicum area.
- Seek learning opportunities throughout the practicum experience.
- Complete critical self-evaluation.
- Adhere to agency policies and procedures.
- Develop collaborative professional relationships with clients, the preceptor, agency personnel, and other health care professionals.
- Complete practicum course requirements.
- Participate in the evaluation of the course.
Nursing Education (NGR 6947 Practicum in Nursing Education) Forms List:

Appendix A: Guidelines for Practicum Experiences
Appendix B: Student Request for Nursing Education Practicum Placement
Appendix C: Nursing Education Focus – Classroom Practicum Contract
Appendix D: Nursing Education Focus – Clinical Practicum Contract
Appendix E: Nursing Education Focus – Web-format Practicum Contract
Appendix F: Nursing Education Focus – Classroom Practicum Evaluation
Appendix G: Nursing Education Focus – Clinical Practicum Evaluation
Appendix H: Nursing Education Focus – Web-format Practicum Evaluation
Appendix I: Evaluation of Teaching Activities
Appendix J: Preceptor Evaluation of Student
Appendix K: Preceptor Evaluation by Student
Appendix L: Final Evaluation of Satisfactory Completion of Clinical and Classroom MS
Appendix M: Nursing Education Practicum
Appendix N: Resources for NGR 6947
Appendix O: Learning Needs Assessment

Copies of all the above forms are located in the Appendices as well as the Blackboard website for NGR 6947, under Forms.

Each practicum course (classroom, clinical, web-based) is a 1-hour credit course. A total of 60 hours of practicum courses are required. Ten (10) hours of the 60 hours are considered on-line seminar courses.
Appendix A: University of South Florida
College of Nursing
NGR 6947 Practicum in Nursing Education
Guidelines for Practicum Experiences

Note: Your contract will be used as the focus for your practicum experiences. Students focusing in a practicum in an academic setting or staff educator setting will have an experience in the classroom, clinical setting and a web-based experience. Based on individual needs, students will work with USF course faculty to individualize practicum contracts and individual student activities. Both the university faculty and the supervising preceptor educator must approve and sign the contract.

Guidelines for Classroom and Clinical Focused Practicums

Submit signed contract by date indicated on class schedule. (Contracts may be scanned and emailed for the faculty preceptor’s signature)

Work with USF NGR 6947 course faculty to facilitate completion of practicum requirements.

Work with supervising preceptor educator to facilitate completion of classroom/clinical practicum and its responsibilities.

Attend selected meetings focused on curricular issues for the target audience.

Utilize practicum focused educational literature to become familiar with program, curricular, faculty and student issues.

Communicate with USF faculty member via journal entries re: educational practicum.

*Students must wear their USF ID when in the classroom or clinical setting.*

*These classroom and clinical practicum experiences are a cooperative effort with the university faculty and supervising preceptor faculty. Supervising preceptor faculty is responsible for supervising and participating in evaluation of the student.*

Specific Guidelines for Classroom Practicum

Teach a minimum of 2 classes at the educational setting. It is preferred that the student teaches 2 classes (1 hour each) but it is recognized this may not be possible. One 2-hour class may be substituted but it is to be recognized if the student needs additional experience, a second class session will be recommended.

Develop lesson plans; test questions; visuals for presentation; and appropriate learning strategies for the target audience.

Submit lesson plan and teaching materials (PPs) to USF faculty and supervising preceptor educator one week before class is to be taught.
Develop a test blueprint and content questions based on appropriate taxonomy levels for target audience.

Submit all materials within two weeks following presentation.

Participate in classroom focused duties, i.e. developing/grading case studies, etc.

Classroom presentations must be videotaped and submitted within two weeks of the scheduled class. The supervising preceptor faculty member will also evaluate the class using the form entitled “Evaluation of Teaching Activities”. This form (found under Forms) is to accompany the videotape. University faculty may also arrange to be present for the class and will notify the student at least 1 week in advance if this is to occur. Students are responsible for notifying supervising faculty when the class is scheduled and providing a draft of the lesson plan and PowerPoint slides and/or other teaching materials at least one week in advance. Test questions are to be included at the time the videotape is submitted. If you have any questions, please contact supervising faculty.

Specific Guidelines for Clinical Practicum

Present a minimum of 1 clinical conference. Prepare a lesson plan for this activity and submit to the university faculty and supervising preceptor faculty at least one week in advance. It is also recognized that this conference may be informal with student sharing as the primary focus but a lesson plan is to be provided.

Supervising preceptor faculty will evaluate the presentation.

Arrange clinical time with supervising preceptor faculty to participate in the preparation and presentation of student evaluations. This may be midterm or final clinical evaluations.

The supervising preceptor faculty member will also evaluate the post-conference presentation using the form entitled “Evaluation of Teaching Activities”. This form is to be submitted within two weeks of the post-conference. University faculty may also arrange to visit the clinical setting and will notify the student at least 1 week in advance if this is to occur. Students are responsible for notifying University faculty when their clinicals are scheduled for the semester. If you have any questions, please contact University faculty.

Specific Guidelines for Web-based Practicum

Work with USF NGR 6947 course faculty to facilitate completion of practicum requirements.

Work with assigned Instructional Design educator to facilitate completion of practicum and its responsibilities.

Work with Instructional Design staff to become familiar with the technical aspects of web-instruction and Instructional Teaching staff regarding equipment function.

Utilize practicum focused educational literature to become familiar with program, web-based, faculty and student issues.
Communicate with USF faculty member via journal entries re: educational practicum

**All Students**

Submit teaching portfolio to supervising faculty for review and feedback (may be web format or hard copy).

Prepare a written self-evaluation.

Schedule a formal conference with assigned USF NGR 6947 faculty.
Appendix B:

University of South Florida
College of Nursing
Student Request for Nursing Education Practicum Placement (NGR 6947)

To: Nursing Education Graduate Students Planning to Register for Educational Practicum

From: Barbara A. Redding, RN, EdD, Professor

Re: Placement for Educational Practicum

Students complete three (3) educational practicum experiences. Select the practicum you are requesting. A brief description follows:

☐ Classroom Focused Practicum – involves course preparation, actual classroom teaching, evaluation methods (testing, conferencing), and participation in meetings.

☐ Clinical Focused Practicum – involves clinical supervision of students, pre and post conferences, evaluation methods, and participation in meetings.

☐ Web-Focused Practicum – involves working in a web course (all aspects), meeting and working with Coordinator of Instructional Design (all aspects).

Semester/Date practicum requested: □ Fall □ Spring □ Summer

Please complete ALL information requested. Please provide a current vita (first practicum only unless major changes).

Name _______________________________________ Contact Phone # ____________________

Current Employment ________________________________________________________________

Area of Clinical Expertise ____________________________________________________________

Date Form Submitted: ________________________________________________________________

Attach CV: □ Yes (for 1st practicum) □ No (not required for 2nd or 3rd practicum unless there are changes with previous CV on file)

Goal when program completed:

Include information regarding placement preferences (where, what, when, when not) and preference of choice for placement (1st choice, 2nd, 3rd).
Appendix C:  

University of South Florida  
College of Nursing  
NGR 6947 Practicum in Nursing Education  
Nursing Education Focus – Classroom Practicum Contract

Name_____________________________

The purpose of this practicum is to provide the nursing education student with the opportunity to participate in the classroom teaching/evaluation of nursing students at various educational levels. Classroom focused practicum involves course preparation, actual classroom teaching, evaluation methods (testing, conferencing), and participation in meetings. Required activities:

Prepare and present two (2) classroom presentations appropriate for the learning experience.  
**Student Activity:**

Design learning plans, appropriate to the experience. Include PowerPoint presentation, or other web enhanced methodologies.  
**Student Activity:**

Implement the learning plan; choose content with preceptor within first 2 weeks.  
**Student Activity:**

Use appropriate learning strategies, such as active learning and critical thinking during the implementation of the experience.  
**Student Activity:**

Design a test blueprint and test questions related to the outcomes for the experience.  
**Student Activity:**

Evaluate the implementation of the selected classroom experiences.  
**Student Activity:**
Participate in the evaluation of student performance in the classroom setting.

**Student Activity:**

Participate in appropriate-focused meeting/s.

**Student Activity:**

Communicate via journal to faculty according to guidelines.

**Student Activity:**

Additional Student Generated Objective/s:

<table>
<thead>
<tr>
<th>Supervising Educator</th>
<th>Date</th>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>USF Faculty</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: University of South Florida  
College of Nursing 
NGR 6947 Practicum in Nursing Education 
Nursing Education Focus – Clinical Practicum Contract

Name_____________________________

The purpose of this practicum is to provide the nursing education student with the opportunity to participate in the clinical teaching/evaluation of nursing students at various educational levels. Clinical Focused practicum involves clinical supervision of students, pre and post conferences, evaluation methods, and participation in meetings.

Participate in pre and post conference, as designated.

**Student Activity:**

Participate in supervised clinical experience.

**Student Activity:**

Assist in selecting making assignments.

**Student Activity:**

Critique the clinical evaluation tool used for the experience.

**Student Activity:**

Participate in evaluation of the clinical experience.

**Student Activity:**

Design a problem based learning experience.

**Student Activity:**
Nursing Education Preceptor Guide

Describe use of critical thinking in the clinical experience.
Student Activity:

Communicate via journal to faculty according to guidelines.
Student Activity:

Participate in appropriate-focused meeting/s.
Student Activity:

Communicate via journal to faculty according to guidelines.
Student Activity:

Additional Student Generated Objective/s:

Supervising Educator          Date          Student          Date

USF Faculty                  Date
Appendix E:

University of South Florida
College of Nursing
NGR 6947 Practicum in Nursing Education
Nursing Education Focus – Web-format Practicum Contract

Name_____________________________

The purpose of this practicum is to provide the nursing education student with the opportunity to
participate in the clinical teaching/evaluation of nursing students at various educational levels.
Web-focused practicum – involves working in a web course (all aspects), meeting and working
with Coordinator of Instructional Design (all aspects).

Participate in a web-based format course. This may include assisting in course development.
and course revision.
Student Activity:

Participate in course teaching strategies, i.e., discussion boards, evaluation methods
appropriate for the learning experience.
Student Activity:

Work with Coordinator of Instructional Design to identify and experience the different tools that
can be utilized in course development by participating in assigned activities.
Student Activity:

Participate in a project utilizing appropriate applications in project development (if appropriate).
Student Activity:

Communicate via journal to faculty according to guidelines.
Student Activity:

Participate in appropriate-focused meeting/s.
Student Activity:
Nursing Education Preceptor Guide

Additional Student Generated Objective/s:

_______________________________    _____________________________
Supervising Educator                  Date   Student     Date

_______________________________
USF Faculty                   Date
Appendix F:  

University of South Florida  
College of Nursing  
NGR 6947 Practicum in Nursing Education  
Nursing Education Focus – Classroom Practicum Evaluation

Name ___________________________

The purpose of this practicum is to provide the nursing education student with the opportunity to participate in the classroom teaching/evaluation of nursing students at various educational levels. Please comment briefly in each of the following areas:

Organization of classroom activities:

Clarification of objectives:

Knowledge of the subject:

Teaching techniques:

Communication skills with students:

Communication skills with lead teacher:

Scholarship (uses evidenced-based guidelines and other resources):

Professional demeanor/Role modeling/Responsibility for Nurse Educator Role:

Additional Comments:

Supervising Educator  Date  Student  Date

USF Faculty  Date
Appendix G:

University of South Florida
College of Nursing
NGR 6947 Practicum in Nursing Education
Nursing Education Focus – Clinical Practicum Evaluation

Name________________________________________

The purpose of this practicum is to provide the nursing education student with the opportunity to participate in the clinical supervision/evaluation of nursing students at various educational levels. Please comment briefly in each of the following areas:

Relationships with individuals in the practice setting: i.e. nursing educators/nursing staff, etc.:

Supervision of students:

Competence with clinical skills:

Clinical scholarship (uses evidenced-based guidelines and other resources):

Communication skills with lead teacher:

Communication skills with students (timely feedback re: performance):

Professional demeanor/Role modeling/Responsibility for Nurse Educator Role:

Additional Comments:

________________________________________________________________________
Supervising Educator Date Student Date

________________________________________________________________________
USF Faculty Date
Appendix H:

University of South Florida
College of Nursing
NGR 6947 Practicum in Nursing Education
Nursing Education Focus – Web-based Practicum Evaluation

Name______________________________

The purpose of this practicum is to provide the nursing education student with the opportunity to participate in the clinical supervision/evaluation of nursing students at various educational levels. Please comment briefly in each of the following areas:

Relationships with individuals in the web-based practicum setting:

Supervision of students online (if appropriate):

Competence with web-based skills:

Uses evidenced-based guidelines and other resources:

Communication skills with lead teacher/colleagues:

Communication skills with web-based students (timely feedback re: performance if appropriate):

Professional demeanor/Role modeling/Responsibility for Nurse Educator Role:

Additional Comments:

_________________________________   __________________________________
Supervising Educator                       Date  Student               Date

_________________________________
USF Faculty                       Date
Appendix I:

UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF NURSING
NGR 6947 Practicum in Nursing Education
Evaluation of Teaching Activities

Student______________________________________      Date____________
Title of Presentation:  ___________________________________________________________

☐ Classroom  ☐ PostConference  ☐ Other

Part I

1. Clarity/Organization
   ☐ Confusing, hard to understand
   ☐ Somewhat difficult to understand
   ☐ Adequately organized, clear enough
   ☐ Easy to follow and to understand, organized
   ☐ Very easy to follow, exceptionally organized

2. Coverage of Key Points: Balance
   ☐ Very poor coverage; missed important points, one sided
   ☐ Spotty coverage: missed some points, lop-sided
   ☐ Adequate coverage: covered most points, fairly balanced
   ☐ Very good coverage, almost all points, good balance
   ☐ Excellent coverage, all points, completely balanced

3. Enthusiasm
   ☐ Flat, dull, labored presentation
   ☐ Low enthusiasm, rather dull and labored
   ☐ Adequate enthusiasm, not dull or labored
   ☐ Noticeable enthusiasm, energetic
   ☐ Very enthusiastic, sparkling presentation, contagious

4. Style
   ☐ Just read content, never even looked up, very boring
   ☐ Too slow, little said that was not prepared
   ☐ Adequate, some reading with a few spontaneous comments
   ☐ Not too bad, used eye contact and enthusiastic style, interesting
   ☐ Spontaneous, almost no notes, held my full attention

5. Teaching materials (visuals)
   ☐ None used
   ☐ Used one or two, but they did not add any value
   ☐ Worked on having materials, but they were not very good
   ☐ Teaching materials added to presentation
   ☐ Teaching materials outstanding
6. Time frame
- No or little regard to time; overtime or did not have enough content to fill time
- Adequate time for content
- Excellent timing, finished within time limit

7. Pertinence
- Not related to objectives at all
- Only tangentially related to objectives
- Somewhat related to objectives
- Fairly pertinent to objectives
- Related strongly to objectives

8. Response to student questions
- Explained/clarified information
- Not able to explain/clarify information
- Able to refer student to resource
- Appeared to ignore question or did not answer it with plausible response
- Offered to follow-up re: question

9. Control of Classroom
- Able to gain student attention if disruptive behavior noted
- Occurred once
- Occurred more than once
- Not able to hold student attention
- Able to continue with class presentation
- Became flustered/frustrated with class behavior

10. Classroom environment
- Adjusted the lighting to accommodate method of presentation used
  - Within the ability of presenter
  - Within the realm of presenter
  - Not within the ability of the presenter
  - Not within the realm of presenter

- Adjusted the sound to accommodate method of presentation used
  - Within the ability of presenter
  - Within the realm of presenter
  - Not within the ability of the presenter
  - Not within the realm of presenter

- Adjusted the seating
  - Within the ability of presenter
  - Within the realm of presenter
  - Not within the ability of the presenter
  - Not within the realm of presenter
11. Dress
   □ Too casual attire
   □ Dress included distracting clothing/jewelry
   □ Professional attire

Part II:
   □ In classroom in time to set up and check out equipment:
   □ Objectives/content outline are sequential
   □ Followed teaching Plan as developed:
   □ Taught all of content as planned:
   □ Able to use experience to provide information supplemental to lesson plan
   □ Announced a plan for supplementing content/providing content not taught
   □ Indicated what the exam will cover
   □ Able to respond to emergency in the classroom

Comments:

Evaluator ___________________________         Date ________________
Appendix J:

University of South Florida
College of Nursing
Portfolio Rubric Nursing Education – Master's Program

<table>
<thead>
<tr>
<th>Items #</th>
<th>(3) Exceeds Expectations</th>
<th>(2) Meets Expectations</th>
<th>(1) Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Student Follow Up Data Sheet</td>
<td>Include a completed Student Follow Up Data Sheet.</td>
<td>Does not include a completed Student Follow Up Data Sheet.</td>
<td></td>
</tr>
<tr>
<td>#2 Professional Resume/Vita.</td>
<td>Vita contains all components required; outstanding and relevant experiences in all areas (education, work history, professional associations/activities). Vita is well-organized; evidence that candidate attends to essential detail (form and content) creating an impressive product.</td>
<td>Vita contains all components required; experience is strong in most areas (education, work history, professional associations/activities). Vita is well-organized; evidence that development was intentional; evidence that candidate produces a good product.</td>
<td>Vita lacks some essential components; experience is marginal in most areas (education, work history, professional associations/activities). Vita is somewhat organized but not impressive. There is evidence that attention was not paid to producing a good product.</td>
</tr>
<tr>
<td>#3 Include Cover Sheet</td>
<td>Includes a cover sheet.</td>
<td>Does not include a cover sheet.</td>
<td></td>
</tr>
<tr>
<td>#4 Artifacts – Course Specific</td>
<td>Includes concentration-specific artifacts as described in course syllabi.</td>
<td>Does not include concentration-specific artifacts as described in course syllabi.</td>
<td></td>
</tr>
<tr>
<td>#5 Self Evaluation</td>
<td>Statement is clear, succinct and understandable; expression demonstrates superior command of the written word; demonstrates candidate’s ability to express perceived strengths and weaknesses realistically; demonstrates superior potential for success.</td>
<td>Statement is well-written in most areas and understandable; expression demonstrates strong use of the written word; demonstrates candidate’s ability to express perceived strengths and weaknesses fairly realistically; demonstrates strong potential for success.</td>
<td>Statement is fairly well-written and understandable; expression demonstrates average use of (or good potential in) the written word; demonstrates candidate’s ability to express perceived strengths and weaknesses fairly realistically;</td>
</tr>
<tr>
<td>Items #</td>
<td>(3) Exceeds Expectations</td>
<td>(2) Meets Expectations</td>
<td>(1) Unsatisfactory</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------</td>
<td>------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>#6 Personal and Professional Goals</td>
<td>Goal statement is <strong>clearly linked to self-evaluation</strong> (section III) and relates to the objective of becoming a strong educator and leader; <strong>a clear plan is included</strong> to address perceived weaknesses and utilize perceived strengths; the importance of continuous self-assessment is included and well-expressed; candidate’s ability to process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is <strong>clear</strong>.</td>
<td>Goal statement is <strong>mostly linked to self-evaluation</strong> (section III) and relates to the objective of becoming a strong educator and leader; <strong>a fairly clear plan is included</strong> to address perceived weaknesses and utilize perceived strengths; the importance of continuous self-assessment is included and addressed; candidate’s ability to process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is <strong>fairly clear</strong>.</td>
<td>Goal statement is <strong>somewhat linked to self-evaluation</strong> (section III) and relates to the objective of becoming a strong educator and leader; <strong>a vague plan is included</strong> to address perceived weaknesses and utilize perceived strengths; the importance of continuous self-assessment is included and addressed; candidate’s ability to process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is <strong>minimally clear</strong>.</td>
</tr>
<tr>
<td>#7 Sample of Academic Writing</td>
<td>Writing sample is <strong>appropriate for portfolio</strong>; sample is <strong>clear, succinct and understandable</strong>; expression demonstrates superior command of the written word and rich, complex, and creative thought.</td>
<td>Writing sample is <strong>mostly appropriate for portfolio</strong>; sample is <strong>mostly well-written</strong>; expression demonstrates <strong>good command of the written word</strong> and complex and well-articulated thought.</td>
<td>Writing sample is <strong>fairly appropriate for portfolio</strong>; sample is <strong>fairly well-written</strong>; expression demonstrates fair use of (or good potential in) the written word and fairly well-articulated thought.</td>
</tr>
<tr>
<td>#8 Personal Philosophy and/or Theory of Practice, Teaching</td>
<td>Statement is <strong>clear, succinct, and understandable</strong>; expression demonstrates superior command of the written word. All essential areas (teacher/student roles,</td>
<td>Statement is <strong>well-written in most areas and understandable</strong>; expression demonstrates strong use of the written word. All required areas</td>
<td>Statement is <strong>well-written in some areas and mostly understandable</strong>; expression demonstrates some</td>
</tr>
</tbody>
</table>

23
<table>
<thead>
<tr>
<th>Items # and/or Learning</th>
<th>(3) Exceeds Expectations</th>
<th>(2) Meets Expectations</th>
<th>(1) Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>impact of beliefs/values/attitudes on learning, ethical functioning, learning, and developmental theory, importance of effective teaching) are included and well-developed; evidence exists that candidate puts into practice what is discussed.</td>
<td>(teacher/student roles, impact of beliefs/values/attitudes on learning, ethical functioning, learning, and developmental theory, importance of effective teaching) are included and well-developed; some evidence exists that candidate puts into practice what is discussed.</td>
<td>potential in use of the written word. Most required areas (teacher/student roles, impact of beliefs/values/attitudes on learning, ethical functioning, learning, and developmental theory, importance of effective teaching) are included and somewhat developed; some evidence exists that candidate puts into practice what is discussed.</td>
</tr>
<tr>
<td>#9 Evaluation Artifacts</td>
<td>Includes faculty and preceptor evaluations for all practicum courses. • Transcripts (may be selective)</td>
<td>Does not include faculty and preceptor evaluations for all practicum courses.</td>
<td></td>
</tr>
<tr>
<td>#10 Evidence of Leadership Ability</td>
<td>Strong evidence of leadership (honors, awards, school/community leadership responsibilities); superior potential as a leader in the education field. • Conferences • Publications • Community involvement • Practice protocols • Certifications</td>
<td>Some evidence of leadership (honors, awards, school / community leadership responsibilities); strong potential as a leader in the education field.</td>
<td>Minimal evidence of leadership (honors, awards, school / community leadership responsibilities); moderate potential as a leader in the education field.</td>
</tr>
<tr>
<td>#11 Overall Appearance and Content of Portfolio</td>
<td>Highly organized and paginated with a table of contents and professional introductory statement. • Tabs for easy location of artifacts. • Information carefully selected.</td>
<td>Organized and includes complete table of contents and professional introductory statement. • Explanations included on relevance of selected artifacts for</td>
<td>Notebook is loosely organized, has cursory table of contents and introductory statement. • Tabs not used; specific information is difficult to locate.</td>
</tr>
<tr>
<td>Items #</td>
<td>(3) Exceeds Expectations</td>
<td>(2) Meets Expectations</td>
<td>(1) Unsatisfactory</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------</td>
<td>------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>• Rationale included for selected artifacts for all sections.</td>
<td>all selections.</td>
<td>• Little or no explanations of artifacts in some sections.</td>
</tr>
<tr>
<td></td>
<td>• Easy to read, streamlined.</td>
<td>• Easy to read, streamlined.</td>
<td>• Readability is diminished.</td>
</tr>
<tr>
<td></td>
<td>• All present, labeled and easy to locate.</td>
<td>• All present.</td>
<td></td>
</tr>
<tr>
<td>#12 Writing Mechanics</td>
<td>Superior use of grammar, spelling, syntax and structure; writing is varied and expression of complex concepts is apparent; writing has a logical flow; writing demonstrates a strong and varied vocabulary; <strong>superior command of the written word.</strong></td>
<td>Strong and competent use of grammar, syntax and structure with few minor errors; writing is appropriately varied and ability to express thoughts is apparent (potential to improve writing is also apparent); writing has logical flow and demonstrates good vocabulary; <strong>good command of the written word.</strong></td>
<td>Fairly competent use of grammar, syntax and structure with some errors; writing style and structure is redundant and ability to express thoughts is somewhat limited (some potential to improve writing is also apparent); writing has some problems in logical flow and vocabulary is limited; <strong>basic command of the written word.</strong></td>
</tr>
</tbody>
</table>
Appendix K:

University of South Florida
College of Nursing
NGR 6947 Practicum in Nursing Education
Preceptor Evaluation of Student

At the end of this practicum experience, the preceptor faculty in collaboration with the student is asked to evaluate the student responding to the questions below. The student or faculty preceptor will type up the responses and email or US mail them to the university faculty with student and faculty preceptor signatures. The university faculty will contact the preceptor faculty for further input and make additional evaluative notes as appropriate. The university faculty will assign the final points for the contract (50% of the course grade).

Student ____________________________ _______________________ Date_____________

Preceptor Faculty ____________________ _______________________ Date_____________

Preceptor Contact Phone # ___________________________

Were you and the student able to establish an effective working relationship?

Did the student meet his/her contract goals?

Did the student communicate and present ideas in an organized and articulate manner?

Did the student establish effective and appropriate relationships with students in the classroom/clinical setting?

Did the student use evidenced-based guidelines and other resources in the classroom/clinical setting?

What do you see as the student’s greatest opportunities for growth?

Was there anything that would have made this experience more meaningful for you or the student?

Was there anything the university faculty should do to make this a more beneficial experience for you or the student?

Additional Comments from university faculty after follow-up with preceptor faculty:

__________________________________________
USF Faculty                                          Date
## PRECEPTOR EVALUATION

**By Student**

<table>
<thead>
<tr>
<th>Date: __________________________</th>
<th>Preceptor: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: _______________________</td>
<td>Site: ______________________________</td>
</tr>
<tr>
<td>MSN Course #: __ NGR 6947 ______</td>
<td>Completed by: _______________________</td>
</tr>
</tbody>
</table>

**Please select ratings according to the following scale:**

- 5 = Always
- 4 = Frequently
- 3 = Occasionally
- 2 = Rarely
- 1 = Never
- 0 = N/A

<table>
<thead>
<tr>
<th>Quality</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Is available to student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2) Demonstrates understanding of educator role</td>
<td></td>
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<tr>
<td>3) Utilizes student’s strengths and knowledge</td>
<td></td>
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<tr>
<td>4) Serves as a good role model</td>
<td></td>
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<tr>
<td>5) Demonstrates effective rapport with student</td>
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<tr>
<td>6) Encourages student to assume increasing responsibility during semester</td>
<td></td>
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<tr>
<td>7) Assists student in identifying goals and needs for experience</td>
<td></td>
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<td></td>
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<tr>
<td>8) Provides immediate and adequate feedback</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9) Offers constructive comments related to lesson plan for class and conferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>10) Encourages questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>11) Discusses alternative teaching learning strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>12) Communicates clinical and didactic knowledge well</td>
<td></td>
<td></td>
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<tr>
<td>13) Utilizes other members of the faculty</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### PRECEPTOR EVALUATION (continued)

<table>
<thead>
<tr>
<th>Quality</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>14) Suggests and provides additional learning experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>15) Provides alternative experiences when there are no clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>16) Reviews evaluations with student and provides immediate and constructive feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>17) Encourages participation in evaluation of assigned student groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>18) Communicates with University faculty member</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>19) Recommend this preceptor for future students</td>
<td></td>
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</tr>
</tbody>
</table>

Additional Comments:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Student Signature: ___________________________________________ Date: __________________

Printed Name: ________________________________________________
Appendix M:

University of South Florida College of Nursing
Final Evaluation of Satisfactory Completion of Clinical and Classroom
Master’s Nursing Education Practicum (NGR 6947)

Student Name: ___________________________ Date: _______________________

<table>
<thead>
<tr>
<th>Element Required for all Students</th>
<th>Due Date</th>
<th>√ off</th>
<th>Completion Date/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Discussion board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of Introduction Flash Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contract Draft</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contract Signed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preceptor’s CV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Needs Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion Board 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion Board 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Discussion Board 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journaling (every two weeks)</td>
<td></td>
<td></td>
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<tr>
<td>Portfolio</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Report of completion of Contract with dates and hours spent and with a dated signature from your preceptor that you have completed the contract and the hours as indicated.

<table>
<thead>
<tr>
<th>Element Required for Students in Classroom and Clinical</th>
<th>Due Date</th>
<th>√ off</th>
<th>Completion Date/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Meeting (Classroom/Clinical only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom 1 (Test Blueprint with key, domain, taxonomy level, references for answers and rational for correct and incorrect answers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom 1 (Presentation 1 and Supplemental Materials)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Classroom 2 (Test Blueprint with key, domain, taxonomy level, references for answers and rational for correct and incorrect answers)</td>
<td></td>
<td></td>
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<tr>
<td>Classroom 2 (Presentation 2 and Supplemental Materials)</td>
<td></td>
<td></td>
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<tr>
<td>Clinical (Teaching Plan for Pre or Post Conference /Simulation or Lab Presentation Plan)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Experiential Meeting Report (Classroom/Clinical only)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Evaluation of Teaching Activity (Preceptor)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Evaluation of Teaching Activity (Faculty) – video or live presence.</td>
<td></td>
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</tr>
</tbody>
</table>
Appendix N: University of South Florida College of Nursing

Resources for NGR 6947


Appendix O:

University of South Florida
College of Nursing

NUR 6947 Practicum in Nursing Education
Learning Needs Assessment

Name: _______________________________    Date: _____________ Semester: _________

Please respond to the following questions/statements:

1. Briefly describe your previous teaching experiences.

2. List those activities focused on teaching that you are comfortable with.

3. List those activities that you need additional knowledge/skills with.

4. Have you had experience with the following activities?
   Respond Yes or No in Column 1, then use the scale provided to describe your comfort level in Column 2 (1 = low to 5 = high), and your priority in Column 3 (1 = lowest to 5 = highest). Use Column 4 for comments.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Yes or No</th>
<th>Comfort Level</th>
<th>Priority Level</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation of Course Syllabus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Yes or No</td>
<td>Comfort Level</td>
<td>Priority Level</td>
<td>Comments</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------</td>
<td>---------------</td>
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</tr>
<tr>
<td>Preparation of lesson plans (objectives/teaching strategies/evaluation methods)</td>
<td></td>
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<tr>
<td>Presentation of content in a classroom setting</td>
<td></td>
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<tr>
<td>Presentation of content in a seminar setting</td>
<td></td>
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<tr>
<td>Knowledge of learning theories</td>
<td></td>
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<tr>
<td>Knowledge of teaching/learning principles</td>
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<tr>
<td>Supervision of learners in the clinical setting</td>
<td></td>
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<tr>
<td>Identification of learning style (self)</td>
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<tr>
<td>Identification of learning style (student)</td>
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<tr>
<td>Teaching strategies for identified learning styles</td>
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<tr>
<td>Developing a test blueprint</td>
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<tr>
<td>Writing test questions</td>
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<tr>
<td>Identification of educational outcomes</td>
<td></td>
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<tr>
<td>Evaluation methods</td>
<td></td>
<td></td>
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<tr>
<td>Working with team colleagues</td>
<td></td>
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</tbody>
</table>

5. Have you made arrangements for presenting course content this semester?

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Content Focus</th>
<th>Method/Setting</th>
<th>Time Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
6. Please list topics you would like to suggest for inclusion in this seminar.

7. Any other suggestions?
Appendix P

CORE COMPETENCIES OF NURSE EDUCATORS ©
WITH TASK STATEMENTS
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. To facilitate learning effectively, the nurse educator:

• 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

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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. To facilitate learner development and socialization effectively, the nurse educator:

• 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
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. To use assessment and evaluation strategies effectively, the nurse educator:

• 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
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. To participate effectively in curriculum design and evaluation of program outcomes, the nurse educator:

- 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
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. To function effectively as a change agent and leader, the nurse educator:

• Models cultural sensitivity when advocating for change

• Integrates a long-term, innovative, and creative perspective into the nurse educator Role

• Participates in interdisciplinary efforts to address health care and educational needs locally, regionally, nationally, or internationally

• Evaluates organizational effectiveness in nursing education

• Implements strategies for organizational change

• Provides leadership in the parent institution as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community

• Promotes innovative practices in educational environments

• Develops leadership skills to shape and implement change
Competency 6 - Pursue Continuous Quality Improvement in the Nurse Educator Role

Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential. To pursue continuous quality improvement in the nurse educator role, the individual:

• Demonstrates a commitment to life-long learning

• Recognizes that career enhancement needs and activities change as experience is gained in the role

• Participates in professional development opportunities that increase one’s effectiveness in the role

• Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution

• Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness

• Engages in activities that promote one’s socialization to the role

• Uses knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment

• Mentors and supports faculty colleagues
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. To engage effectively in scholarship, the nurse educator:

• Draws on extant literature to design evidence-based teaching and evaluation practices

• Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role

• Designs and implements scholarly activities in an established area of expertise

• Disseminates nursing and teaching knowledge to a variety of audiences through various means

• Demonstrates skill in proposal writing for initiatives that include, but are not limited to, research, resource acquisition, program development, and policy development

• Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality, and creativity.
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. To function as a good “citizen of the academy,” the nurse educator:

• Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues

• Identifies how social, economic, political, and institutional forces influence higher education in general and nursing education in particular

• Develops networks, collaborations, and partnerships to enhance nursing’s influence within the academic community

• Determines own professional goals within the context of academic nursing and the mission of the parent institution and nursing program

• Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers

• Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues

• Assumes a leadership role in various levels of institutional governance

• Advocates for nursing and nursing education in the political arena

These competencies were developed by the NLN’s Task Group on Nurse Educator Competencies
Judith A. Halstead, DNS, RN (Chair), Wanda Bonnel, PhD, RN, Barbara Chamberlain, MSN, RN, CNS, C, CCRN, Pauline M. Green, PhD, RN, Karolyn R. Hanna, PhD, RN, Carol Heinrich, PhD, RN, Barbara Patterson, PhD, RN, Helen Speziale, EdD, RN, Elizabeth Stokes, EdD, RN, Jane Sumner, PhD, RN, Cesarina Thompson, PhD, RN, Diane M. Tomasic, EdD, RN, Patricia Young, PhD, RN, Mary Anne Rizzolo, EdD, RN, FAAN, (NLN Staff Liaison)

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