

Type: Coursework

Subject: Nurse Educator Philosophy Statement

Subject area: Nursing

Education Level: Masters Program

Length: 4 pages

Referencing style: APA

Preferred English: US English

Spacing Option: Double

Title: nurse educator philosophy.

Instructions: write a 3–5-page nurse educator philosophy. as nurses, we develop our own philosophy about our role as a nurse. for some, it is steeped in the tradition of the nursing program we attended. for most of us, our philosophy has evolved over time, as we gain experience and develop specializations. we may not always articulate a clear philosophy, but each nurse does have a system of beliefs and values about health, health care, nursing, and his or her role as a nurse that guides practice. by developing a philosophy specific to the role of nurse educator, you will be able to reflect upon your individual values and beliefs, values and beliefs about nursing, and the educator role that each person is preparing [for.as](#) you prepare to complete this assessment, you may want to think about other related issues to deepen your understanding or broaden your viewpoint. you are encouraged to consider the questions below and discuss them with a fellow learner, a work associate, an interested friend, or a member of your professional community. note that these questions are for your own development and exploration and do not need to be completed or submitted as part of your assessment. what changes could be made to the national league for nursing core competencies of nurse educators to keep them responsive to the current and future needs for preparing competent nurses? should the certified nurse educator (cne) credential be required for educators in faculty positions? what are examples of different contexts that might require unique competencies? based on your understanding of adult learning theory, learner-centered education, and applicable learning theories: which theories do you think will be most important to you in your teaching role? why? how you will apply the different learning theories as an educator? how do they fit with your developing nursing education philosophy?for this assessment, develop your own nurse educator philosophy statement. identify your beliefs and values regarding the adult learner, learning environment, and teaching strategies and applicable learning theories that you will use as an educator. address how this philosophy will guide you in the tripartite roles of a nurse educator—how it will guide your teaching, scholarship, and service. support your philosophy with your knowledge of historical events that are pertinent to your work. in addition, identify the competencies that you see as critical to your role.

Name

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## **Introduction**

Registered nurses (RNs) who meet the curriculum criteria to become academic nurse educators should be trained to overcome the classroom's obstacles. This ensures that their clinical knowledge and advanced qualifications are tailored to academic study. Organizations like the National League for Nursing (NLN) established skill sets for nursing educators and professional nursing initiatives for promoting effective learning and teaching settings (Ali, 2014). The expertise is to provide a structure and guidance for the training of new healthcare practitioners with the constant shortages at the nursing faculty. Nurse educators with skill sets will build curricula for the next wave of healthcare professionals that provide high quality education (Felicilda-Reynaldo & Utley, 2015). For years, healthcare practitioners have been contemplating the appropriate way to build essential skills for nursing educators in order to set consistent educational requirements. In the 1980s, the specialty faced a lack of well-prepared nurse educators with the rise of nursing masters programs. The need for standardized curricula and expectations increased with the introduction of more nursing educational programs (Patterson & Krouse, 2015).

### **Changes Needed in the NLN Core Competencies of Nurse Educators**

Initial process towards the establishment of the core competence of the nurse educator, should include a wide range of literature on this subject, including worldwide policy statements and documentation by professional health boards and associations should be checked and reviewed (Halstead, 2018). With role statements supporting nurse educators as a specialized practicum in nurses' training in the future of medical care delivery, the NLN released in 2005 the key skills for nanny teachers. The eight skills are:

1. Facilitate Learning;
2. Facilitate Learner Development and Socialization;
3. Use Assessment and Evaluation Strategies;
4. Participate in Curriculum Design and Evaluation of Program Outcomes;
5. Function as a Change Agent and Leader;
6. Pursue Continuous Quality Improvement in the Nurse Educator Role;
7. Engage in Scholarship; and
8. Function within the Educational Environment

Relevant courses in the design and assessment of curriculums and services, testing and interventions, educational policies and an instructional practice are offered in many institution of nurse educators. Other choices for competence growth include career advancement, such as seminars, skills training, mentorships and self-study as well as formal educational institutions. For the faculty with different grades, qualifications for teaching and various career phases, the professors should distinguish (Halstead, 2018). NLN should concentrate on topics like test design, teaching and assessment and guidance, as the development of the faculty in its competency changes (Felicilda-Reynaldo & Utlely, 2015). All the general and relevant information, skills and reasons required to meet the standards of practice should be protected by competences. Competence development requires three separate but interconnected elements: (1) the competency description; (2) the criteria needed for competence assessment and evaluation; and (3) the baseline for evaluating competences. Outcomes identifying competences and the

basic expertise behind competency and confirming their applicability provide additional requirements (Adelman-Mullally et al., 2013). Skills are built across a continuum such that practitioners are informed of what they anticipate as information is further developed attitudes, knowledge and critical thinking to help the transition between beginner and expert (Patterson & Krouse, 2015).

### **The Need for Certified Nurse Educator (CNE) Credential for Educators in Faculty Position**

Registered nurses are eager for a modern health service care and professional life after spending a lot of years in their specialty, where they can draw on their qualifications and experience. Some choose to go up and acknowledge their career and others rely on the role of nursing educators. Career education is rising demand as more university students aspire for a healthcare care profession (Ali, 2014). In the near future job opportunities remain rosy with continuous growth in the healthcare system. This pattern could continue with the age of baby boomers and with rising healthcare systems and our global population. In addition to their solid professional training, the best nurse educators are able to think critically and have strong communication skills. Every nurse's educator must have a special dedication to education - learning, just as their best nurses are enthusiastic about their specialty and dedicated. For those who want to stand out in their careers, CNE certification is essential (Felicilda-Reynaldo & Utley, 2015). The certification recognizes their position as educators in a specific field of practice for those trained as professional nurse's educators.

### **Different Contexts that Might Require Unique Competencies**

The abilities and attitudes of successful nursing have indeed been comprehended and defined as competencies through analysis of the role and work of nursing. Their ability to

employ different types of communication, their responsiveness and firmness, their ability to coordinate the work, fix problems and educate, their level of precision, reliability, truthfulness and persistence, all of them in a thorough way and in line with acceptable norms (Adelman-Mullally et al., 2013). Many of these factors are influenced by personal characteristics, but none of them are just women. They are respected by patients and clients and can be detected if the treatment is incomplete. The shift in emphasis on which a student is being educated, the skills he or she learns to performance and what the learner really can do is one of the important themes of the use of competences in nursing education (Ali, 2014). Most nurses have difficulties comprehending the transfer of skills because nursing historically has trained its learners in situations which closely resemble this definition. The theory and learning new skills in hospital-based nursing programs were extremely important and practical to the level expected in the hospital (Patterson & Krouse, 2015). The stress on evaluation in real-life environments and circumstances is also a defining aspect of competence-based nurse education or training. Knowledge application is often tested through assessment of the implementation of the expertise in the work environment rather than through standardized tests.

### **Learning Theories Important to Nurse Educators**

Educators are using nursing concepts derived from empirical research and evidence based to construct supportive clinical practice systems. These theories present methods and practices which play an essential role in educating health professionals of the next generation. Curricula for nurse students develop their knowledge and skills on the basis of strong education values, study and theories (Thomas & Kellgren, 2017). The theory of nursing underpins almost all components of nursing education, in specific Registered Nurses (RNs), who pass onto the next

step of their professions as Registered Nurses (APRNs). In the nursing practice context Benner's concept has long been employed and appreciated. Its implementation was limited in the role of nursing education. 'Only three research have been carried in the role of nurse educator using the Benner's model. The first of these is a career overview for education professionals in the production of clinical personnel, classified administrative experience statements; human resource management; productive capacity, instructional design; and novice to expert comparative activities (Thomas & Kellgren, 2017). This became an essential element of the regular appraisal process for nurse educators in the assessment of clinical professionals because it acknowledged successes and defined targets for potential career growth.

### References

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