**Topic 1 DQ 2**

**Explore the National League for Nursing (NLN) Nurse Educator Competencies. Summarize one competency related to curriculum and explain how you can utilize this competency to inform your decisions in curriculum development. What challenges might you encounter with incorporating this competency into your teaching practice?**

**Due Date: 28-Jun-2021 at 11:59:59 PM**

**Maximum Points: 5.0**

Teaching involves a set of skills or competencies that are essential for learning of students. Developed in 2002, the NLN competencies have faced a test of time and by 2012 they were validated and NLN published the eight core competencies of nurse educators (Billings & Halstead, 2020). According to Fitzgerald, et.al. (n.d.) “The competencies are the gold standard to ensure academic nurse educators have the knowledge and skill to teach, assist learners, develop curricula, and implement effective evaluation methods.” Specifically, the competencies define the role of the academic nurse educator.

COMPETENCY 2: FACILITATE LEARNER DEVELOPMENT AND SOCIALIZATION.

The focus of this competency is on the ability of the faculty to adapt the teaching to student needs and diversity. Also, to assist students to learn how to learn, and to socialize them to the professional nursing role within a comfortable teacher-student environment. The nurse educator facilitates learner development and socialization by helping learners to grow as nurses and incorporate the behaviors expected and values as soon as possible in the training in becoming nurses. A variety of strategies to assess and evaluate student learning in the classroom, laboratory, and clinical settings, as well as in all domains of learning is used, like for instance use of assessment and evaluation strategies (Dao-Ayen, 2015).

The challenges of facilitating learner development and socialization are that it can be a very intense, stressful experience, as students may also have initial negative experiences and memories at the beginning of the profession.

This process proceeds from a novice to a competent nurse as an educator offers guidance, provide exposure, supervision and ensures experience of the learner to help the student conform with socialization which is a process of becoming. Socialization enables the process where knowledge and skills are acquired, attitudes and values specific to a given special group are also internalized. Helping the student understand that becoming a professional is more than just acquiring the skills and knowledge necessary to perform a role, but also including understanding the values and norms that are fundamental to the essence of the profession. To develop positive self-identification for nursing students who face developmental crisis and stressful situations, counselling programs can be implemented. The nurse educator can foster positive self-identification for nursing students who face developmental crisis and stressful situations by supporting them and offering collaborative counseling programs in school settings that caters to academics, career and personal or social aspects of the students. Group counselling sessions can also be most beneficial for students who scored low in self-sufficiency. As we facilitate learner development and socialization into professional learning, nurse educators must consider different learning styles, consider varying student characteristics, and attitudes (Dao-Ayen,2015). This will help towards the provision of resources to diverse learners thus helping them attain their individual needs.

Foster the cognitive, psychomotor, and affective development of learners and help recognize the influence of teaching styles and inter-personal interactions on learner outcomes by understanding each student’s uniqueness and diversity. This principle will enable students to choose appropriate learning style and the educator a good teaching style that will enable students retain and apply information in relation to selecting learning activities important in education. It includes encouraging repeated review of materials, making activities active rather than passive, encouraging cooperation and group work, and giving immediate and specific feedback.

Assist learners to develop thoughtful and constructive self and peer evaluation through positive engagement and creation of learning environments that are focused on socialization to the role of the nurse and facilitating learners’ self-reflection and personal goal setting (Billings & Halstead, 2020).

Reference

Billings, D.M. & Halstead, J.B., (2020). Teaching in Nursing: A Guide for Faculty. 6th edit. Elsevier. St. Louis, Missouri. https://www.gcumedia.com/digital-resources/elsevier/2019/teaching-in-nursing\_a-guide-for-faculty\_6e.php

Dao- Ayen, N.T., (2015). Core Competencies of Nurse Educators. Journal of Nursing and Health Sciences (9), (Special Issue). Retrieved from http://www.nurse.nu.ac.th/Journal/data/Vol.9%20No.special%20International/002.pdf.

Fitzgerald, A., McNelis, A. M., & Billings, D. M., (n.d.). NLN Core Competencies for Nurse Educators: Are They Present in the Course Descriptions of Academic Nurse Educator Programs? Retrieved from https://www.nursingcenter.com/ce\_articleprint?an=00024776-202001000-00003.