Mind the Gap: An In-Depth Look at Nurse Educator Competencies

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1

Disclosure Statement

- Neither the planner(s) or presenter(s) indicated that they have any real or perceived vested interest that relate to this presentation.

2

Background

- Nursing has seen a significant decrease in the preparation of new grads
- Preparing new nurses for practice requires that nurse educators are competent in fostering the skill set required to do so.
- Unclear guidance continues in faculty role preparation
- We set out to examine nurse educator competencies and their role in students' transition to practice →Conducted a scoping review
- Eleven articles were included in the review

Wells-Beede, E., Sharpnack, P., Gruben, D., Klenke-Borgmann, L., Goliat, L., & Yeager, C. (2023). A scoping review of nurse educator competencies: Mind the gap. *Nurse Educator*, 10-1097.
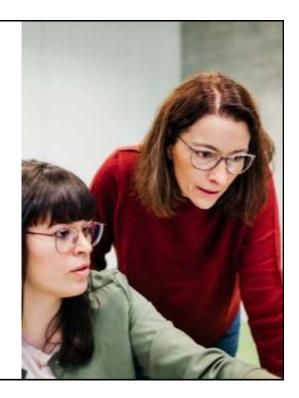
Three Themes in the Literature Were Identified

(1) Need for appropriate mentorship

(2) Lack of preparation of educators who transition directly from clinical practice

(3) Vague operationalization of the National League for Nursing nurse educator competencies
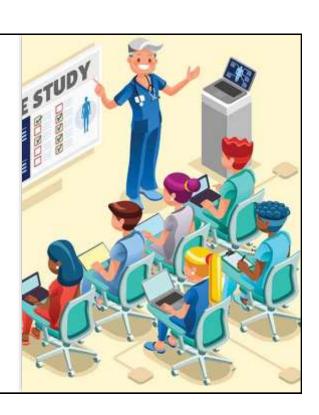
Mentorship

Articles Identified:
- Benner (1982)
- Gerolamo et al. (2017)
- Beiranvand et al. (2021)

- Some identified since the publication.

Transition From Clinical Practice to Nurse Educator

- Clinical experience alone is insufficient for role
- Unclear requirements for transition from clinician to educator
- Need guidance on how to achieve nurse educator competencies
- There is a need for formal mentorship and evaluation of the new nurse educator
- Failure to recognize the nurse educator as an advance practice specialty impacts preparation and transition to this role

Vague Operationalization

- NLN Core Competencies
- Operationalizing
- Scaffolding
- Measuring
- Linking Student Outcomes

Discussion

What does mentorship look like?
How do we help those transitioning to practice?
Keeping up with the pace.

Ideas?