



Turun yliopisto
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EDUCATION AND COMPETENCE OF NURSE EDUCATORS

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THE CONTENT OF THE PRESENTATION

- **Multidimensional competence of nurse educators**
- **Overview of recent research**
- **Education of nurse educators**
- **Results of national research project of the competence of nurse educators in Finland**



It is said

Nursing education must be **research based**, and it is best taught by individuals **who are prepared** for the faculty role and who **demonstrate competence** in the **multiple components** of that role.

WHAT KIND OF COMPETENCE IS NEEDED?





Competence of nurse educators is multidimensional

(Salminen et al. 2010)

- The roles of nurse educators have been discussed for decades
- Nurse educator education varies
- Society and time dimension
- Future orientation
 - What are the professions in the future?



THE COMPETENCE OF NURSE EDUCATORS

Described:

- **Characteristics** (Knox & Mogan 1987, Nehring 1990)
- **Roles** (Davis et al 2005, Spitzer & Perrenoud 2006))
- **Tasks** (NLN 2005, Kalb 2008)
- **Skills** (Johnsen et al. 2002, Dean et al 2003)
- **Requirements** (eg Salminen 2000)
- **Competences** (eg. Salminen et al 2013)

(see also Jackson et al 2009)



Competence

- several definitions

Functional adequacy and the capacity to integrate knowledge, skills, attitudes and values in specific contextual situations of practice.

(Meretoja 2003)





WHAT COMPETENCE IS NEEDED?

Nursing competence

- Updated knowledge
- Real interesting to nursing
- Interaction between educator and student
- Clinical skills
- Both theoretical and practical competence
- Integration of theoretical knowledge and clinical skills

Pedagogical competence

- Create powerful learning environments
- Use variety teaching strategies
- Evaluation skills

What other competence?



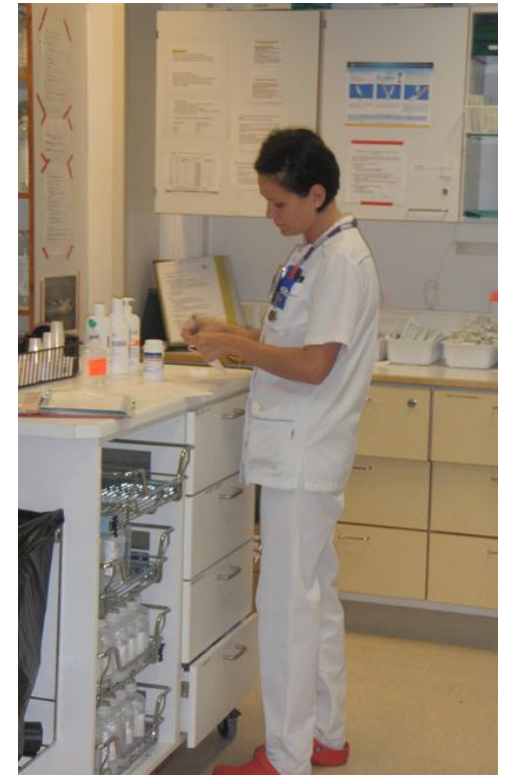
The competence of nurse educator

- FINE 2007, workshop Slovenia
 - Competence as a person
 - Operative competencies
 - Competencies regarding academia
 - Collaborative competencies
- academic, research, clinical practice and management **competence**

(Costa and Barbieri Figueredo, 2008)

- the roles of nurse educator: teacher, scholar and collaborator

(Davis et al. 2005)





OVERVIEW OF RECENT RESEARCH

- **Mostly conducted in USA**
 - Core competencies
 - Certified Nurse Educator
- **The transition from nurse to academic educator**
- **The role of educator in clinical practice** (Saarikoski et al 2009)
- **The discussions of practice and academic educators** (MacPhee et al 2009)
 - collaboration
- **The competence of simulation pedagogy**

(McNeill et al. 2012)



ACADEMIC NURSE EDUCATOR CERTIFICATION PROGRAM

(Kalb 2008, based on American National League for Nursing (NLN) 2005, 2012)

Core competencies:

- facilitate learning
- facilitate learner development and socialization
- use assessment and evaluation strategies
- participate in curriculum design and evaluation of programme outcomes
- pursue continuous quality improvement in the academic nurse educator role
- engage in scholarship, service and leadership.



NURSE EDUCATOR EDUCATION

- varies in different countries (Spitzer & Perrenoud, 2006)
- there is no consensus
 - the minimum qualifications
 - required competencies or experiences
- nurse educator is expected to have at least a university degree
(Dempsey, 2007; Jackson et al., 2009; Rich & Nugent, 2010)

The education of nurse educators in Finland

- **Professional qualification (e.g. a nurse, a midwife)**
- **At least 3 years working experience in health care**
- **Masters' degree**
 - nursing science (60%)
 - Doctoral degree (10-15%)
- **Pedagogical studies**
 - at least 60 ECTS
 - the new law of polytechnics
 - Complicated
 - (practical nurse education)





A DOCTORAL-LEVEL QUALIFICATION OF NURSE EDUCATOR

- **For what reason:**
 - Research based education
 - Educators use more the newest research based knowledge (Koivula et al., 2011)

In Finland, approximately 10% of nurse educators have a doctorate (Koivula et al., 2011)

- in the US approximately 30%
- Principal lectures



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THE COMPETENCE OF NURSE EDUCATORS IN FINLAND - a national research project

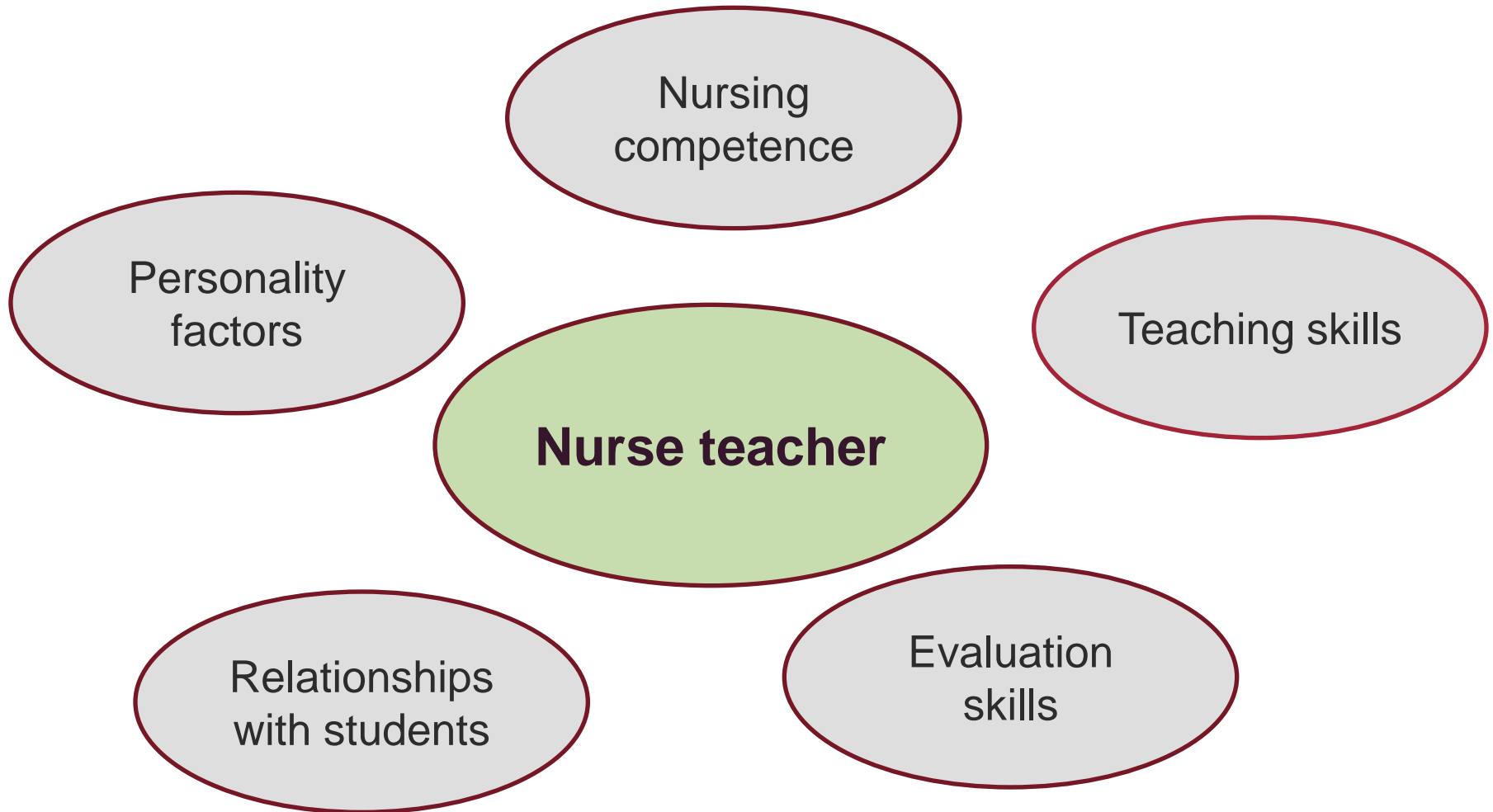


AIM

- **to assess the competence of nurse educators based on**
 - their own evaluations
 - nursing students
 - educational administrators
 - nurse leaders
 - nurse mentors
- **to describe the cooperation between educators and educational administrators, nurse leaders and nurse mentors.**



THE COMPETENCE CATEGORIES



(e.g. Mogan and Knox 1987; Nehring 1990; Salminen 2000, 2010; Johnsen et al 2002)



METHODS

Cross-sectional survey design

- Structured questionnaire
 - ERNT (a tool for evaluation of requirements of nurse teacher)
 - 20 items /5 categories
- Data collection via e-mail
- Statistical analysis

Participants:

- Nurse educators
- Nursing students
- Administrators of nursing education
- Nurse mentors (Clinical supervisors)
- Nursing leaders (leaders at the health care, head nurses, ward nurses)



BACKGROUND FACTORS

(N=689)

Participants	<u>Mean age</u>		<u>Proportion of women</u>		<u>Work experience in current job</u>	
	Years	SD	%	n	Years	SD
Nurse educators (n=342)	50	7.7	97	331	14	8.2
Nursing students (n=202)	26	6.3	86	174		
Educational administrators (n=17)	54	5.1	100	17	13	10.1
Nurse leaders (n=64)	52	6.7	94	60	12	8.2
Nurse mentors (n=64)	41	8.6	92	58	15	8.0



RESULTS





The mean values of the sum variables in different groups

Group	(a) Nurse educators n=342	(b) Nursing students n=202	(c) Educational administra tors n=17	(d) Nurse leaders n=64	(e) Nurse mentors n=64	Cronbach's alpha for the ERNT in sum variable and total levels	Pair-wise differences between sum variables
Sum variable	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	α	p
Nursing competence	4.51 (0.41)	3.34 (0.67)	4.27 (0.56)	3.26 (0.69)	2.97 (0.63)	0.87	a-b***, a-d***, a-e***, b-c***, b-e**, c-d***, c-e***
Teaching skills	4.37 (0.51)	3.25 (0.79)	4.11 (0.58)	3.67 (0.69)	3.44 (0.62)	0.88	a-b***, a-d***, a-e***, b-c***, b-d**, c-e*
Evaluation skills	4.42 (0.46)	2.85 (0.77)	3.81 (0.64)	3.31 (0.72)	3.25 (0.68)	0.90	a-b***, a-c*, a-d***, a-e***, b-c***, b-d***, b-e*, c-e*
Personality factors	4.40 (0.47)	2.88 (0.84)	3.66 (0.71)	3.16 (0.77)	2.96 (0.79)	0.91	a-b***, a-c*, a-d***, a-e***, b-c*, c-e*
Relationshi ps with students	4.66 (0.41)	3.22 (0.89)	4.02 (0.57)	3.61 (0.66)	3.45 (0.65)	0.92	a-b***, a-c*, a-d***, a-e***, b-c***, b-d*, c-e*
Total	4.47 (0.45)	3.11 (0.79)	3.97 (0.61)	3.40 (0.71)	3.21 (0.67)	0.97	

THE HIGHEST AND LOWEST SCORED ITEMS IN DIFFERENT GROUPS

Data	Highest scored items	Mean (SD)	Lowest scored items	Mean (SD)
Nurse educators	take students seriously (RS)	4.72 (0.51)	guide students to develop their decision-making skills (TS)	4.15 (0.69)
Nursing students	make active use of the literature and research in the field (NC)	3.81 (0.88)	prepared to admit own mistakes (PF)	2.55 (1.04)
Educational administrators	take responsibility for own actions (NC)	4.41 (0.62)	prepared to admit own mistakes (PF)	3.38 (1.03)
Nurse leaders	make active use of the literature and research in the field (NC)	3.87 (0.77)	are flexible (PF)	2.87 (1.06)
Nurse mentors	take students seriously (RS)	3.59 (0.70)	have an overall view of nursing (NC)	2.53 (0.87)

NC=nursing competence, TS=teaching skills, ES=evaluation skills, PF=personality factors, RS=relationship with students



Teachers 2000 & 2007

(Salminen Leena, http://www.med.utu.fi/hoitotiede/henkilokunta/julkaisuluettelo_salminen_2011.pdf)

	2000 (n=105) Mean	2007 (n=342) Mean	Change
Nursing competence	3,60	4,51	↑
Teaching skills	3,47	4,37	↑
Evaluation skills	3,62	4,42	↑
Personality factors	3,63	4,40	↑
Relationships with students	3,96	4,66	↑

Highest value

Lowest value



Students 2000 & 2011

	2000 (n=225) Mean	2011 (n=202) Mean	Change
Nursing competence	3,43	3,34	↓
Teaching skills	3,31	3,25	↓
Evaluation skills	3,23	2,85	↓
Personality factors	3,08	2,88	↓
Relationships with students	3,47	3,22	↓

Highest value

Lowest value



COOPERATION OF NURSE EDUCATORS

- The quality of the cooperation: good or extremely good
- The nurse leaders cooperated with nurse educators
 - in matters related to clinical training
 - research, development and innovation activities
 - staff training
 - **Evidence based nursing**

BUT:

- almost half of the mentors (44%, n=28) rated the cooperation with educators as poor or extremely poor



CO-OPERATION WITH MENTORS

- the nurse educators only sometimes during the course
- within the context of student supervision and evaluation discussions
- 20% of nurse mentors reported that they do not cooperate with nurse educators at all
- nearly 50% reported that nurse educators do not support their mentoring work at all or support it only a little



PERCEPTIONS OF NURSE MENTORS

- **how to teach and guide the students**
- **evidence based nursing**
 - research utilization
- **the problematic situations**
- **share responsibilities**
- **more flexibility co-operation**
- **face to face contacts**



DISCUSSION

- Variation among groups
- Despite the criticisms, all the groups felt that the nurse educators were quite competent
- Concerning the evaluation skills:
 - students gave nurse educators the lowest scores
- Education of educators and their continuing education should develop to meet better the competence demands
 - set for them by the present and future work demands and by society itself



SUMMARY, some questions

- Do we need to create the minimum requirements to nurse educators?
- Should we develop evaluation methods to confirm the nurse educators' competence level?
- What kind of nurse educator education we need in Europe?
- How we maintain the competence of educators?



Nurse educator should be ethically competent visionary and active the developer of society



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THANK YOU FOR YOUR ATTENTION





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