

# A scoping review of instruments assessing competence of nurse educator

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SCOPING REVIEW

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## Instruments assessing nurse educator's competence: A scoping review

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### Abstract

**Aim:** The aim of this review was to synthesize the instruments that assess nurse educators' competence.

**Design:** A scoping review was conducted with the five-stage process informed by Arksey and O'Malley.

**Review Methods:** The predetermined search strategy was used including an additional hand search. The studies were selected according to inclusion and exclusion criteria to answer the research questions followed: (1) "What instruments are used to assess nurse educators' competence?", (2) "How are the psychometric properties of nurse educators' competence instruments reported in the literature?". The thematic synthesis was used.

**Data Sources:** The literature search was conducted in January 2021 using the CINAHL, MEDLINE and ERIC databases from January 2000 to December 2020.

# Background

Competence of nurse educator is a multidimensional concept and is defined in several international education strategy documents.

Lemetti et al. 2022

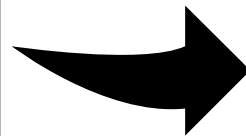


TABLE 1 Definitions of nurse educator's competence.

Organization	Competence areas	
WHO (World Health Organization) (2016)	Theories and Principles of Adult Learning	
	Curriculum and Implementation	
	Nursing Practice	
	Research and Evidence	
	Communication, Collaboration and Partnership	
	Ethical/legal Principles and Professionalism	
	Monitoring and Evaluation	
	Management, Leadership and Advocacy	
	NLN (National League for Nursing) (2021)	Facilitate Learning
		Facilitate Learner Development and Socialization
Use Assessment and Evaluation Strategies		
Participate in Curriculum Design and Evaluation of Program Outcomes		
Pursue Continuous Quality Improvement in the Academic Nurse Educator Role		
Engage in Scholarship, Service and Leadership		
FINE (The European Federation of Nurse Educators) (2007)		Competence as a person
	Operative competencies	
	Competence regarding academia	
	Collaborative competencies	

# Background

- The competence of nurse educator is a key component of high quality and effective health education (FINE 2021, NLN 2021)
- The competence of nurse educators should include strong skills in evidence-based content and pedagogical methods, in the use of new technologies in teaching and in clinical nursing education. (WHO, 2009, 2021)
- Moreover, the competence of nurse educator is pivotal as they work in partnership with health professionals within a changing health care system (Adelman-Mullally et al., 2013)

 To systematically and comprehensively assess this competence, synthesized data from validated competence indicators are needed.

# Aim and methods

## Aim:

The aim of this scoping review was to synthesize the instruments that assess nurse educators' competence.

## Methods:

- A scoping review was conducted with the five-stage process informed by Arksey and O'Malley.
- The literature search was conducted in January 2021 using the CINAHL, MEDLINE and ERIC databases from January 2000 to December 2020.
- In addition, a manual search was applied.
- The thematic synthesis was used to analyze the data.

# Results (1)

- The initial search yielded 1,800 studies and 1,567 proceeded for screening process after all duplicates were removed.
  - After screening **25 studies were included**
- Most of the selected studies were conducted in the:
  - USA (n = 8), Croatia (n = 3), China (n = 3), Finland (n = 3), Norway (n=2)
- Studies were published between 2001 and 2020 and included from 5 to 828 participants.
- Most of the studies (n=19) applied quantitative cross-sectional descriptive or correlational or prospective research designs.

# Results (2)

- The review of 25 original studies identified altogether **19 instruments** that measure the competence of nurse educators.
- Most of those (n=14) were designed for **self-assessment**.
- Most of them (n=15) applied **Likert scales** (from 4- to 7-point).



# Results (3)

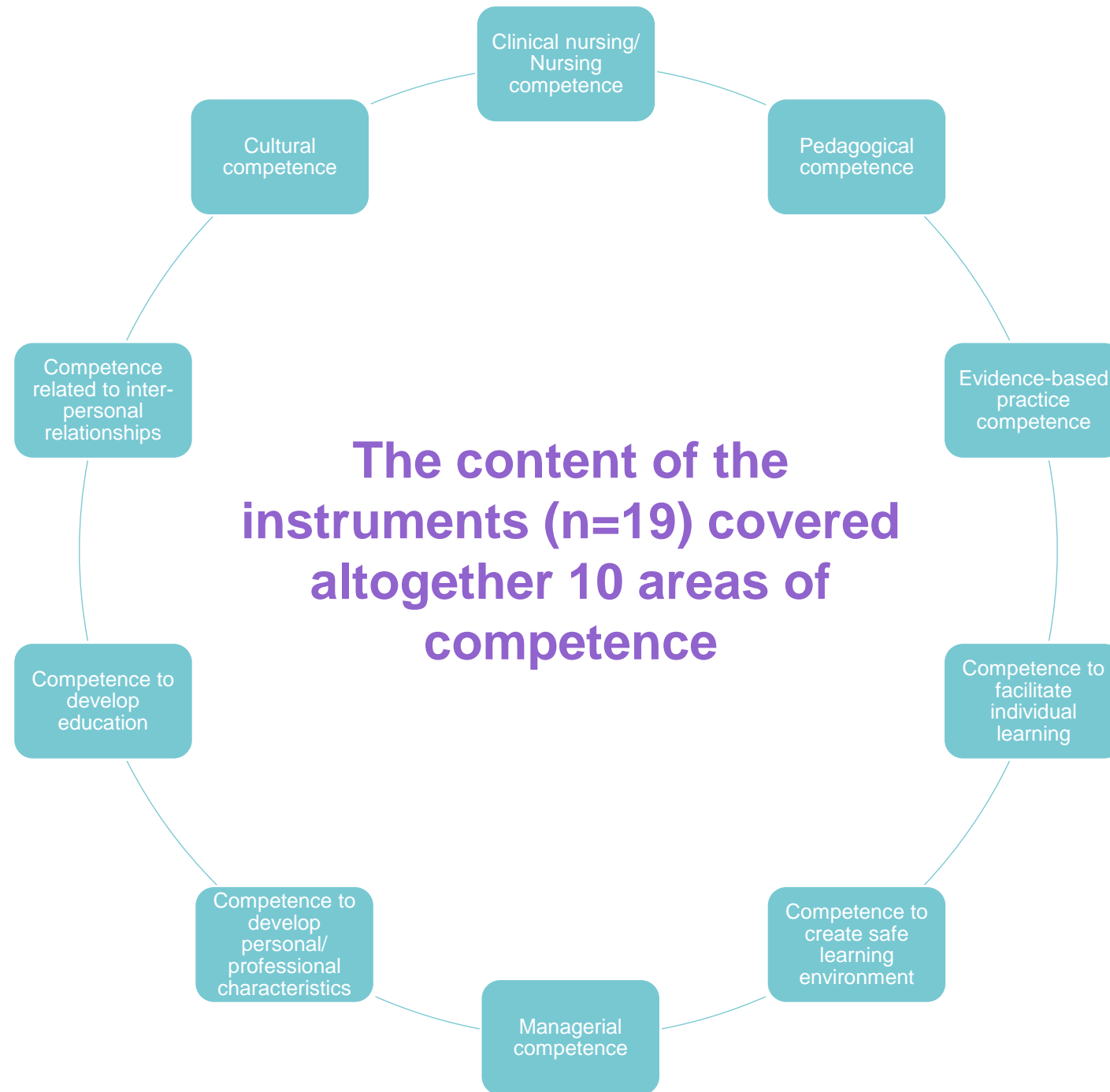




TABLE 4 The evaluation of the psychometric properties of the instruments.

Instrument and references	Validity			Reliability				Others <sup>a</sup>
	Face validity	Content validity	Construct validity	Internal consistency	Test-retest	Inter-item total correlations	Item-total correlations	
1. Nursing Education Competence Inventory (NECI) tool (Al-Nasiri et al., 2017)	X			X				
2. The Cultural Diversity Questionnaire for Nurse Educator-Revised Scale CDQNE-R (Burns, 2020, Reneau, 2013, Sealey et al., 2006, Ume-Nwagbo, 2012)		X	X	X				
3. Teaching competency (Cha et al., 2020)				X				
4. The lecture room instructional management competence (LRIMC) (Dürreim & Ehlers, 2001)	X							
5. Nursing Instructors' Clinical Teaching Performance Inventory (NICTPI) (Farahani et al., 2015)		X	X	X	X			
6. The Gerontological Nurse Teacher Scale (GeNTS) Garbrah et al., 2020)	X	X	X	X				
7. Clinical Nursing Faculty Competence Inventory (CNFCI) (Hou et al., 2011)	X	X	X	X				
8. The Ideal Nursing Teacher Questionnaire (Johnsen et al., 2002, Zlatanovic et al., 2017)	X	X		X				
9. Clinical Educators' Teaching Ability (Liu et al., 2019)				X				
10. A modified version of a questionnaire taken from The Nursing Clinical Teacher Effectiveness Inventory (NCTEI) (Lovrić et al., 2014, 2015, 2017)	X			X				
11. The Capabilities of Nurse Educators (CONE) questionnaire (McAllister & Flynn, 2016)	X	X		X	X	X		
12. Questionnaire based on Transtheoretical Model of Change and Control Theory as the guiding framework (Melnik et al., 2008)	X	X						
13. The Health and Social Care Educator's Competence (HeSoEduCo) instrument (Mikkonen et al., 2020)	X	X	X	X				X <sup>a</sup>

TABLE 4 (Continued)

Instrument and references	Validity			Reliability				Others <sup>a</sup>
	Face validity	Content validity	Construct validity	Internal consistency	Test-retest	Inter-item total correlations	Item-total correlations	
14. Nurse Educator Skill Acquisition Assessment Tool (NESAA) (Ramsburg & Childress, 2012, Zlatanovic et al., 2017)				X				
15. The Novice Nurse Educator Competencies (CNESAA) (Poindexter, 2013)		X		X				
16. The Clinical Nurse Educator Skill Acquisition Assessment instrument (Nguyen et al., 2017)	X	X	X	X		X	X	
17. A Tool for Evaluation of Requirements of Nurse Teacher (ERNT) (Salminen et al., 2013, Zlatanovic et al., 2017)	X			X				
18. Instrument developed and validated by Southern Regional Education Board (SREB) (Staykova, 2012)	X	X						
19. The Clinical Teachers' Competence Inventory of MNS Postgraduates (CTCIMNSG) (Wang et al., 2017)		X	X	X				

The instruments (n=19) were developed based on different theoretical frameworks and their **psychometric properties** were described in different ways

# Conclusions

- ✓ Several **validated instruments are available** to measure the competence of nurse educators
- ✓ To assess nurse educators' competence comprehensively and systematically → **consider these beforehand**
  - a variety of theoretical backgrounds of these instruments
  - use of more than one instrument
  - perspective for the measurement
- ✓ In future studies, the **psychometric properties** of the instruments **should be assessed more comprehensively** using different statistical methods and **the psychometric properties** of the instruments **should be reported in a consistent manner** (e.g. using COSMIN reporting check-list)

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**¡Muchas gracias por su interés!**

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