

Nurse Educator

Name

Telephone

Who is your recruiter?

Date

Instructions: This checklist is meant to serve as a general guideline for our client facilities as to the level of your skills within your nursing specialty. Please use the scale below to describe your experience/expertise in each area listed below.

1 = No Experience 2 = Some Experience 3 = Intermittent Experience 4 = Experienced 5 = Very Experienced

Ethical and legal principles of nursing education					
	1	2	3	4	5
Behave in ways that reflect the ethical standards of the teaching and nursing professions					
Convey an understanding of the legal and regulatory statutes relevant to nursing education and practice					
Incorporate social justice, ethical and legal concepts into teaching/learning activities					
Act as a role model for the teaching and provision of ethical and legal nursing practice					

Nursing practice					
	1	2	3	4	5
Maintain competence in nursing practice					
Practice nursing in ways that reflect evidence-based and current knowledge.					
Plan a variety of teaching and learning programmes and experiences which support nursing practice and the health-care environment					

Educational theory and conceptual learning					
	1	2	3	4	5
Plan, select and/or design teaching and learning strategies, materials and resources to achieve educational goals and outcomes					
Facilitate the creation and maintenance of a safe environment that is conducive to learning in theoretical (classroom/online) settings					
Engage in ongoing critical reflection to generate and apply new ideas that contribute to the improvement of nursing education, practice and leadership					
Demonstrates cultural competence in course design and development, teaching and nursing practice					

Teaching and learning in the clinical area					
	1	2	3	4	5
Facilitate a safe learning environment in the clinical setting					
Foster individualized experiential learning					
Facilitate clinical reasoning among diverse learners who may have different learning styles and unique learning needs					

Integration of theory and practice (praxis)					
	1	2	3	4	5
Implement a variety of effective teaching strategies that facilitate active learning across a range of educational and practice settings					
Foster theoretical and clinical reasoning among diverse learners who may have different learning styles and unique learning needs					
Incorporate and engage learners with the use of appropriate information and communication technologies (including eHealth, mHealth, clinical simulation, gaming, etc.) in teaching/learning.					

Assessment and evaluation of students and course/ programme outcomes					
	1	2	3	4	5
Continuously monitor, assess and evaluate teaching/learning methods, experiences and programmes in relation to nursing outcomes and learner needs					
Evaluate own teaching competencies by seeking input from peers and students.					
Foster assessment skills in learners by including strategies for selfassessment and peer assessment in teaching/learning activities					
Assess student competence and provide timely, constructive and thoughtful feedback to learners					

Educational programmer development and evaluation					
	1	2	3	4	5
Participate in designing, implementing and evaluating curricula					
Implement, evaluate and revise nursing programmes					

Participate in designing, implementing and evaluating curricula					
	1	2	3	4	5
Integrate the goals of the nursing programme with the mission of the parent institution when proposing change or managing issues					
Assume a leadership role in various levels of institutional governance					
Manage human and financial resources effectively and efficiently					
Organize and manage the administration, support systems and activities that enable the effective running of nursing education programmes					

Leadership and advocacy					
	1	2	3	4	5
Advocate for education and practice environments that have the organizational and human support systems and the resource allocations necessary for safe, competent and ethical nursing care					
Use a variety of advocacy strategies to promote nursing education and practice including professional, community, human rights and structural advocacy					
Integrate advocacy strategies into the curriculum					
Identify opportunities for positive change and effectively manage the change process both at individual and organizational levels					
Demonstrate leadership to improve nursing education and practice					

Effective communication					
	1	2	3	4	5
Communicate effectively with students, peers and others who have a stake in best practice in nursing education					
Communicate effectively using a variety of methods and in diverse settings.					
Demonstrate cultural competence in course design and development, teaching and nursing practice.					

Collaboration and interdisciplinarity					
	1	2	3	4	5
Collaborate with colleagues to design and develop nursing courses and programmes					
Facilitate collaboration and teamwork in educational and practice settings					
Foster partnerships among educational institutions, clinical institutions and the community					
Demonstrate intercultural and interdisciplinary competence in course and curricular design and development, teaching and nursing practice					

Research					
	1	2	3	4	5
Use research evidence to inform teaching and practice					
Help learners interpret and apply research in nursing practice					
Demonstrate a commitment to research and scholarship by participating in research activities, disseminating knowledge, and using knowledge from nursing practice to maintain and improve the nursing curricula					
Develop future nurse scholars by nurturing a spirit of inquiry and self-reflection					
Engage in scholarly writing and publication					

Professionalism					
	1	2	3	4	5
Facilitate professionalization for learners					
Participate in ongoing professional learning					
Support the professional learning of colleagues					
Create teaching/learning environments that facilitate learners selfreflection, personal goal setting and socialization in the role of the nurse					

EMR					
	1	2	3	4	5
Epic					
Cerner					
Eclipsys					
McKesson					
Meditech					
Other Computerized System					
Computerized Physician Order Entry					
Bar Coding for Medication Administration					

AGE APPROPRIATE CARE					
	1	2	3	4	5
Newborn/Neonatal (birth – 30 days)					
Infant (30 days-1 year)					
Toddler (1-3 years)					
Preschool (3-5 years)					
School Age Children (5-12 years)					
Adolescent (12-17 years)					
Young Adults (18-44 years)					
Middle Adults (45-64 years)					
Older Adults (>65 years)					

I hereby certify that ALL information I have provided to Clover Health Services, on this skills checklist and all other documentation, is true and accurate. I understand and acknowledge that any misrepresentation or omission may result in disqualification from employment and/or immediate termination.