

Educational Nurse Coordinator Behaviors

DOMAIN: Clinical Thinking and Judgment

Ability of nurses to use their clinical knowledge to affect patient outcome. It incorporates clinical reasoning, which includes clinical decision-making, critical thinking, and a global grasp of the situation, coupled with nursing skills acquired through a process of integrating formal and experiential knowledge.

		Competent	Expert	Mastery	Mastery+ for Master's prepared RNs
NURSING PROCESS	Assessment of Learning Needs	Recognizes potential learning needs and collects data using existing tools Focuses on individual learning needs	Can develop assessment tools in collaboration with others to measure individual and group learning needs	Independently can perform a comprehensive learning needs assessment of both individuals and groups	Is able to assess, prioritize and address macro system needs Anticipates potential needs based on ongoing assessment of the environment
	Analysis (Diagnosis) of Learning Needs	Collaborates with others in the identification of learning needs	Recognizes the relative importance and increasingly able to prioritize learning needs Differentiates between learning needs and non-learning needs	Prioritizes—immediately detecting most important learning needs in context of the clinical environment	Is a leader in the methodical and purposeful collection of data, information and evidence Collects relevant data using valid and reliable methods and instruments Synthesizes evidence to identify patterns and trends relevant to situations Assesses knowledge, skills and practice gaps within the nursing community Distinguishes practice gaps from performance or system issues
	Planning/ Designing Learning Interventions	Uses existing curricula, templates, and tools to carry out educational process	Plans and designs learning interventions in collaboration with other leaders Updates and revises plans targeting specific needs Functions independently in planning and design of learning interventions	Independently and creatively designs curricula and learning interventions that are evidence-based (pedagogy, not just clinical evidence) within the unit/area and beyond Designs educational content and programs that are congruent with benchmarks of excellence in teaching/learning	Integrates theories pertaining to learning, behavioral change and motivation in designing educational materials and programs Educational planning is driven by data and evidence Systems thinking is evident throughout the entire planning process Evaluates cost and anticipated return on investment for learning activities and programs

Clinical Thinking and Judgment Domain continued on next page...

		Competent	Expert	Mastery	Mastery+ for Master's prepared RNs
NURSING PROCESS	Implementation of Teaching/Learning	Implements existing teaching/learning plans within own unit: individuals and small groups	Implements teaching/ learning for entire unit and begins to extend beyond unit boundaries	Creatively and dynamically presents/ implements on unit and beyond, consistent with broad institutional vision, mission, values, and goals	System-wide programs and projects are implemented in a manner that incorporates the use of proven principles and core concepts of education
			Collaborates on CE development and process	Implements CE program	Pursues available resources within the system to support implementation
	Evaluation of Learning Outcomes (testing/ measurement)	Uses existing tools to test, measure, and evaluate outcomes	Evaluates outcomes in terms of instructional objectives and learning needs Evaluates outcomes relative to unit strategic plans Develops evaluation tools utilizing resources and literature	Develops reliable and valid measurement tools to evaluate outcomes Evaluates outcomes relative to unit and institutional strategic plans	Engages learners and stakeholders in creating expected outcomes Develops an evaluation plan designed to measure process and outcomes Program value is proven through demonstration and sharing of achieved educational outcomes
	Clinical Skills	Acts as a role model on the unit Demonstrates competent practice in clinical specialty	Demonstrates proficient clinical practice	Certification in clinical specialty, if applicable	In addition to clinical specialty certification, earns and sustains professional certification in Nursing Professional Development (NPD)
	Experiential Knowledge	Is calculated, analytical and is governed by guidelines, protocols and procedures Focuses on immediate educational and learner needs for the unit Highly accountable for self - development in educational role	Is intuitive in familiar situations Solves problems reliably, utilizing resources Plans proactively for both immediate and long term educational needs	Has intuitive, immediate understanding of educational needs in complex situations Utilizes skill and creativity in finding solutions to wide range of educational needs, problems, and challenges Demonstrates engaged practice and reasoning	Role models a professional environment that is supportive of change

DOMAIN: Systems Thinking

Appreciating the care environment from a perspective that recognizes the interrelationships that exist within and across health care settings.

Competent	Expert	Mastery	Mastery+ for Master's prepared RNs
<p>Participates in unit and wider educational meetings and forums</p> <p>Articulates the organizational mission, vision, and values</p>	<p>Recognizes the interrelationships that exist across our system</p> <p>Incorporates organizational mission, vision, and values in educational planning and processes</p>	<p>Represents educational mission and work in every venue in which they practice</p> <p>Institutional data and evidence drive educational products and processes</p>	<p>Evaluates the effectiveness of multi-disciplinary initiatives</p>
<p>Participates in unit/area Professional Practice Model</p>	<p>Assumes leadership in unit/area Professional Practice Model</p>	<p>Mentors others to assume leadership roles with the Professional Practice Model</p>	
<p>Participates in the implementation of necessary change and communicates rationale for change</p>	<p>Develops strategies for the implementation of necessary change</p> <p>Communicates requirements for change and assists with evaluation phase</p>	<p>Creates and improves partnerships, functions as liaison to accomplish educational goals</p> <p>Identifies areas for potential change and routes them through appropriate channels, e.g., committee, manager, council</p>	<p>Collaborates with multi-disciplinary partners in planning and implementation of initiatives and educational endeavors</p>
<p>Identifies systems issues that impact educational processes and learning outcomes</p>	<p>Adapts systems to accomplish educational goals/objectives</p>	<p>Challenges and creates systems to accomplish educational goals/objectives that improve patient care, nursing practice, and clinical outcomes</p>	

DOMAIN: Advocacy

Working on another's behalf, representing the concerns of the patient/family/community, and serving as an agent in identifying and helping to resolve ethical and clinical concerns within the clinical setting

Competent	Expert	Mastery	Mastery+ for Master's prepared RNs
<p>Advocates for the needs of individual learners and preceptors on the unit/area</p> <p>Demonstrates awareness of developmental needs of nurses related to advocacy and moral agency; role models this in clinical arena</p>	<p>Advocates for the collective needs of learners, preceptors, and managers</p> <p>Assists in the development of nurse's advocacy and moral agency through teaching, coaching, role modeling and/or mentoring</p> <p>Serves as an agent for learners and professional nursing educational issues</p>	<p>Advocates for the collective and/or individual needs of learners, preceptors, and managers in complex situations</p> <p>Facilitates development of nurse's advocacy and moral agency for patients through teaching, coaching, role modeling and/or mentoring</p>	<p>Policies and system requirements that support respect of patient rights are incorporated in all educational programing</p>

Note: *Bolded* behaviors within the domains denote behaviors that also apply to the "Contribution" domain

DOMAIN: Therapeutic Relationships/Engagement (focus on teaching: learning relationship)

A constellation of nursing activities that are responsive to the uniqueness of the patient and family and that create a compassionate and therapeutic environment with the aim of promoting comfort and preventing suffering.

Competent	Expert	Mastery	Mastery+ for Master's prepared RNs
Demonstrates empathy to individual learners through orientation and beyond	Assumes leadership role and works with others to maintain a supportive environment for learning	Invites/inspires others to demonstrate caring practice and engages others to utilize their talents and skills in the development of others	Role models intuitive use of self in therapeutic relationships, demonstrating caring practice
Incorporates evidence regarding the transition and integration of employees into the new environment	Values individual talents, strengths, and skills of all staff, new and experienced	Models caring practice with multi-disciplinary team	Actively involves others through collaboration and mentoring
Functions as an approachable, patient, and accepting ambassador for new employees			
Establishes honest, fair, and consistent relationships with colleagues and staff			

DOMAIN: Collaboration/Communication, and Professional Relationships

Working with others in a way that promotes and encourages each person's contributions. It involves inter- and intra-disciplinary work with colleagues and ability to negotiate and resolve conflict.

Competent	Expert	Mastery	Mastery+ for Master's prepared RNs
Demonstrates effective communication skills, both written and verbal	Collaborates with learners, preceptors, educators, and managers/directors to ensure that instructional &/or educational processes are congruent with standards of excellence	Demonstrates exemplary communication skills and role models inter- and intra-disciplinary collegiality	Leads organizational committees and/or shared governance councils
Develops accountability for timely two-way communication	Promotes positive, constructive, confidential, professional relationships in others	Facilitates collaboration among learners, preceptors, educators, and managers/directors to ensure that instructional &/or educational processes are congruent with standards of excellence	Functions in a leadership role in service excellence programs
Functions as team player			Demonstrates value of educational endeavors based on return on investment
Models positive, constructive, confidential, professional relationships			
Collaborates with the manager and unit leadership to ensure mutual benefits for educational purposes	Collaborates with schools of nursing and other departments to ensure mutual benefits for educational purposes	Collaborates with outside agencies and professional organizations to ensure mutual benefits for educational purposes	Partners with academia to create and implement nursing roles for the future
Collaborate with recruitment and retention initiatives with regard to growing and strengthening the nursing workforce	Creates and supports a learning environment that is characterized by safe discourse, constructive feedback, conflict resolution, and first party communication	Creates and supports a learning environment that is characterized by safe discourse, constructive feedback, conflict resolution, and first party communication at the system level	Influences decision-making bodies to maintain and improve quality nursing and professional development programs
Assesses learning environments and factors that may interfere with the teaching/learning process			Develop a culture in which innovation and creativity are promoted and respected

Note: *Bolded* behaviors within the domains denote behaviors that also apply to the "Contribution" domain

DOMAIN: Facilitator of Learning and Professional Development

The competency in facilitating patient, family, and staff learning. This includes supporting a learning environment characterized by safe discourse, mentoring, and team development. Teaching, along with patient and family learning, is embedded in care.

	Competent	Expert	Mastery	Mastery+ for Master's prepared RNs
Facilitator of Learning	Demonstrates basic computer skills related to the practice area in the work environment, including Microsoft Office Utilizes electronic learning management systems to carry out educational programs	Demonstrates computer skills in relation to teaching: learning environments Demonstrates proficiency in the utilization of the electronic learning management systems	Demonstrates advanced computer skills Collaborates in the design of computer based educational programs	
	Applies competency based approaches to nursing education and development: orientation, annual requirements, regulatory requirements and policy/procedures Understands the three domains of learning (cognitive, psychomotor, and affective) utilized in the development of instructional objectives	Applies competency based approaches to nursing education and development: + curricula that support lifelong learning, evidence based practice, and professional accountability Develops instructional objectives in the cognitive and psychomotor domains Applies developmental principles (Novice to Expert) to the design and implementation of educational programming	Provides leadership and direction for the implementation of competency based approaches to nursing education and development Creates, designs, and carries out affective learning in teaching learning situations Constructs targeted programs to meet the developmental needs of nurses at all levels Creates opportunities for staff to enhance their professional growth within and beyond the unit/area Mentors others in educational process	Consistently demonstrates expert practice to learners, colleagues, and healthcare consumers Partners with inter-disciplinary colleagues on programs and activities that advance nursing practice
	Supports nurse engagement with their role as articulated in the Professional Development Framework	Identifies opportunities for staff to enhance their professional growth within the unit/area	Contributes to the available knowledge/evidence in relation to education of practice setting	Scholarly work is demonstrated through publications and presentations that exhibit advancement of nursing practice
Professional Development (self)	Assesses own learning needs pertaining to educator role and sets developmental goals in a self-directed manner Actively seeks out opportunities for own educator role development Presents educational content at unit/orientation programs on the unit/area	Sets goals on an ongoing basis to enhance development in the nurse educator role Beginning evidence of advancing professional identity: • Membership in professional organization • Familiarity with literature in education &/or clinical specialty Presents at educational programs within the unit/area and institution	Exhibits evidence of life-long learning and ongoing self-development Evidence of advancing professional identity: • Active participation in professional organization (i.e., NNSDO, specialty Certification) • Formal education (e.g., certificate, MSN, etc.) • Publishing articles in professional nursing literature • Presentation at regional or national meetings	Actively contributes to healthcare initiatives at local, state, regional, and/or national level Pursues opportunities to serve on health related leadership teams Promotes Nursing Professional Development (NPD) certification

Note: *Bolded behaviors within the domains denote behaviors that also apply to the "Contribution" domain*

DOMAIN: Response (responsiveness; sensitivity) to Diversity

The sensitivity to recognize appreciate, and incorporate differences in the provision of care. Differences may include, but are not limited to, individuality, culture, spiritual beliefs, gender, gender expression, sexual orientation race, ethnicity, family configuration, lifestyle, socioeconomic status, age, values, etc.

	Competent	Expert	Mastery	Mastery+ for Master's prepared RNs
	Identifies individual learning styles and learner needs	Modifies and utilizes a variety of teaching methods to meet identified learner needs and learning styles	Utilizes creative and variable instructional methodologies that address specific individual or programmatic needs and learning styles	Evaluates changing educational technology and its potential use in teaching
	Identifies learning barriers based on differences	Creatively removes or minimizes barriers	Designs "barrier-free" educational interventions and programming	Demonstrates the importance of a positive learning and practice environment
	Recognizes and values an environment that embraces diversity in the workplace	Participates in the promotion of an environment that embraces diversity in the workplace	Models and teaches responsiveness to diversity Challenges status quo to assure the actualization of diversity in the workplace	Models and teaches practices that enhance and support positive learning and practice environments

DOMAIN: Advancing Evidence Based Practice Through Innovation and Research

Demonstrates ongoing innovation by reviewing, critiquing, and applying evidence to practice by applying performance improvement methodologies.

	Competent	Expert	Mastery	Mastery+ for Master's prepared RNs
Evidence Based Practice	Applies current literature/research to problems in the practice area	Incorporates pertinent nursing, patient care, &/or educational research into educational programs and materials	Participates in evidence based research in education to enhance educational outcomes and patient care	Recommends practice changes based on appraisal of the best available evidence Recommends and/or implements research activities to align with nursing/health system strategic plan Participates in inter-professional practice by conducting, supporting, and/or synthesizing research and evidence-based practice
Innovation	Identifies areas for creative improvement in education and seeks out resources and avenues to address them	Takes on leadership role in relation to innovations/improvements in educational initiatives	Independently seeks out opportunities to influence evidence based nursing practice through the educational process	Develops, measures and analyzes quality outcomes to determine impact on nursing care delivery such as patient outcomes, nurse competency and practice improvements Leads quality improvement initiatives based on data from outcome analysis Works collaboratively to develop learning plans for those with competency deficits Appraises evaluation data to guide decision-making about changes and improvements in nursing practice

Advancing Evidence Based Practice through Innovation and Research Domain continued on next page...

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Clinical Inquiry & Research	Reads evidence based articles and current literature related to education and specialty	Implements change in educational programs based on application of current research findings Incorporates research into program and materials	Conducts evaluation research to determine the effectiveness of educational programs that meet desired clinical outcomes Participates in research (e.g., evaluation research, specialty research, etc.) and shares findings in larger forums	Shares research, quality improvement outcomes, and evidence based practice through presentations, publications and consultation
Performance Improvement (Programmatic)	Identifies an area for performance improvement and seeks guidance/ assistance to improve process (e.g.: unit orientation program, preceptor program, etc.)	Applies performance improvement (e.g.: CQI, Lean Process, etc.) principles in the process of continuously enhancing educational programming	Applies performance improvement methodologies (CQI) to continuously enhance programmatic impact and contribution to strategic aims	Regularly assess the environment for trends, practices requiring change

DOMAIN: Contribution

For all levels, see bolded behaviors imbedded within the domains – these behaviors reflect the Contribution domain.

DOMAIN: Coordination (of Education)

Competent	Expert	Mastery	Mastery+ for Master's prepared RNs
Coordinates educational resources and schedule to optimize the learning experience (e.g.: consistent preceptor, clinical/didactic content, opportunity to acquire essential orientation competencies, etc.)	Collaborates with others to coordinate educational activities	Smoothly manages rapidly changing situations; can anticipate and intervene to promote optimal educational programs and outcomes	Develops innovative approaches to secure the correct resources for educational initiatives

Reference for Mastery + Behaviors: Harper, M.G. & Maloney, P. (2016) *Nursing Professional Development: Scope & Standards of Practice* (3rd edition). Chicago, Ill. Association for Nursing Professional Development.

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