Your competence will be assessed as you complete the NNT2 performance assessment for this course of study.

**Introduction**

**Overview**
This domain will introduce you to the many roles and responsibilities of a nurse educator. It will provide you with the knowledge to become an educator in pre-licensed and post-licensed nursing education programs as a faculty member, professional development nurse, and/or other nurse educator positions in a variety of settings.

This domain will also expose you to the concepts, knowledge, principles, and skills necessary to be an effective nurse educator (e.g., curriculum design and evaluation of instruction).

**Outcomes and Evaluation**
There are 16 competencies covered by this course of study; they are listed in the "Competencies for Nurse Educator Specialist" page.

**Nursing Dispositions Statement**
Please review the Statement of Nursing Dispositions.

You will complete the following assessments as you work through the course of study.

**Performance Assessment**
You will complete the following performance assessment in TaskStream:

- NNT2

Previews of task instructions and rubrics for this assessment are available in via the 'Assessment Preparation' box in the online course of study.

**Preparing for Success**

The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies in order to gain competency in the indicated areas and prepare yourself to pass the final assessments.

**Your Learning Resources**
Enroll in or order the learning resources for this course as early as possible so as to give them time to arrive and give you enough time to become familiar with them.

**Enroll in Learning Resources**

You will need to enroll in or subscribe to additional learning resources as a part of this course of study.

**NLN Simulation Innovation Resource Center**
Enroll in the NLN Simulation Innovation Resource Center. You will need the directions below, along with each course’s corresponding code, to access your materials. You will have 90 days to use the courses once you redeem your key codes. Please keep this in mind as you prepare your studies. This is provided to you through WGU at no cost.

Simulation Titles and Access Keys:

- Designing and Developing Simulations: Code WGUDDS-812
- Debriefing & Guided Reflection: Code WGUDGD-812
- Integrating Concepts into Simulations: Code WGUICS-812
- Evaluating Simulations: Code WGUES-812
- Curriculum Integration: Code WGUCI-812

Instructions for Simulation Access

2. Select "Create new account" and use your WGU e-mail address.
3. Choose a memorable user name and password (perhaps your portal login) and fill in the other mandatory fields. If you are registered in Florida or D.C., you must provide your RN license number.
4. You will receive an e-mail shortly after submitting your information, asking that you confirm your account.
5. From the SIRC homepage, you will choose the course from the left-hand side menu.
6. Next, choose "Enter Course Already Purchased." You will be prompted to choose your method of enrollment. You will need to scroll down to the bottom of the page and enter the corresponding course key code in the space that states, "This course requires an enrollment key."

It is your responsibility to complete the evaluation in each course and claim and print your certificate. If you have any questions or concerns or trouble with the technical side, please email the SIRC administrator at infor@sirc.nln.org.

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts
The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.


Note: If you prefer to use hard copies of the texts, you may purchase them through a retailer of
your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Facilitating Learning Through Curriculum Design

Curriculum design is the configuration of the program of studies. The design must be congruent with the institution and school’s mission and purpose, and with the faculty’s values and beliefs. It should be directed and oriented to student learning, and it should reflect the curriculum nucleus, outcomes, and context of nursing. The process of designing curricula

- is detailed;
- begins with confirming the goal;
- identifies curriculum parameters;
- selects delivery approaches, program models, and organizing strategies; and
- identifies courses.

External regulatory and professional standards guide the process and the required outcomes for various levels of academic preparation. Considering the different learner styles and unique needs of diverse learners determines the approach and the success of a curriculum design.

Competencies covered by this subject
722.1.1 - Curriculum Structure and Processes in Nursing Practice Settings
The graduate selects, develops, and aligns curriculum that reflects best practices and appropriate standards.

Standards for Curriculum Design

In order to develop academic nursing curriculum that is aligned with national professional standards and regulations, it is important to thoroughly understand what these standards are. In nursing the two main accrediting agencies include the American Association of Colleges of Nursing (AACN) and the National League for Nursing. In the following activities, you will examine the documents that guide curriculum development and provide a framework for ongoing quality improvement in nursing academic preparation.

Curriculum Design

Curriculum design is a creative innovative process that is guided by internal and external factors. It is a non linear process that leads to course development. To begin learning about designing a curriculum, focus your attention on the following:

- ABC Aligning and Building Curriculum

Consider the following as you review the elements of curriculum design:

- What are the various components of curriculum designing?
- Why is the student in the center of the curriculum map?
- Is there a beginning or end to curriculum development and design?
- Does every curriculum design process start at the same point?

Learning Theories
It is important for nurse educators to understand the ways students learn best. Some are auditory learners while others are visual or kinesthetic learners. Not only is it important for the nurse educator to introduce strategies that address multiple learning styles, but it is also beneficial for educators and learners to be aware of their individual learning styles.

Read the following in *Innovative Teaching Strategies in Nursing and Related Health Professions*:

- chapter 1 ("Effective Learning: What Teachers Need to Know")

Complete the following tutorial:

- Learning Styles Tutorial

Consider the following:

- How do you learn best? (Visual? Read/Write/Kinesthetic?)

Complete the following in *Innovative Teaching Strategies in Nursing and Related Health Professions*:

- Multiple Intelligences Inventory on pages 14-17 of chapter 1 ("Effective Learning: What Teachers Need to Know")

Once you have identified your learning style, determine the following in *Innovative Teaching Strategies in Nursing and Related Health Professions*:

- the learning modality that works best for you on page 17 of chapter 1 ("Effective Learning: What Teachers Need to Know")

Visit the following website and complete a learning styles inventory:

- Understanding Your Learning Style

You should also register for a free download of "Understanding Your Learning Style." This is a great reference for educators.

**Understanding the Components for Effective Curriculum Design**

The process of designing the curriculum refers to the discussions and decision making that lead to the configuration of the overall program of studies. The completed design makes the future curriculum tangible. By following the design stage, attention turns to the planning of individual courses. The course planning stage includes the following:

- determining the level, year, or semester competencies
- completing brief course descriptions
- drafting course competencies developed during curriculum design
Review the series found at the following website:

- **AACN "Essentials" Series**

The series outlines the necessary curriculum content and expected competencies of graduates from baccalaureate, master’s, and doctor of nursing practice programs, as well as the clinical support needed for the full spectrum of academic nursing.

Review the following website:

- **Accreditation Commission for Education in Nursing**

These competencies are intended for graduates of practical/vocational, diploma, associate degree, baccalaureate, master’s practice doctorate, and research doctorate programs in nursing.

Consider the following:

- What is the mission, vision, and goals outlined in these documents that ensures the quality and integrity of academic preparation?
- What curriculum standards are outlined in these documents?
- What are the differences between the BSN, MSN, and DNP curriculum requirements?
- What are the required program outcomes for a student who completes a BSN, an MSN, or a DNP?

**Facilitating Learning**

Creating an effective learning environment is not an easy task in today’s world. The students entering the field of healthcare are extremely diverse. Generally, foundational knowledge in the various approaches to teaching and learning provide the nurse educator with the ability to recognize different learning needs and adapt. Selecting and adapting specific teaching strategies bring various dimensions that facilitate effective learning.

Competencies covered by this subject

722.1.2 - Facilitating Learning

The graduate designs interactive learning experiences.

**Interactive Learning Experiences**

New teaching strategies are constantly emerging in education today. Many of these strategies are now finding their way into nursing education. These strategies help learners to engage in real-world activities which foster critical reasoning. In selecting a teaching strategy the nurse educator considers the curriculum design, delivery mode, generational aspects, and critical thinking.

**Learning Experience Strategy**

Read the following in *Innovative Teaching Strategies in Nursing and Related Health Professions*:
Consider the following:

- Considering the audience, including the generational aspects, how would you generate critical thinking after you have your curriculum design, course idea?
- Do you have an innovative idea to utilize interactive teaching strategies such as debate, and games?
- Try to visualize some new and innovative interactive strategies.

Read the following in *Innovative Teaching Strategies in Nursing and Related Health Professions*:

- chapter 11 (“Debate as a Teaching Strategy”)
- chapter 12 (“Games are Multidimensional in Educational Situations”)

Complete the following:

- Do an Internet search for innovative teaching strategies.
- Develop a chart that identifies strategies that interest you.
- Share some of your ideas on the discussion board with hyperlinks to some favorites for your colleagues.

Using Technology for Teaching and Learning

Technology is changing the way people teach and learn. This subject will explore the many ways technology is impacting the world of education.

Competencies covered by this subject
722.1.3 - Using Technology to Support Teaching and Learning
The graduate designs simulations, develops multimedia presentations, and selects appropriate technology to implement teaching and learning strategies for nursing education programs.

**Technology in Nursing Education**

Many new technological tools are important instruments that improve and enhance learning experiences for the educator and the student. Some educational technology supports learning and educational delivery, while other technology calls on imagination. One such educational delivery method is the use of simulation to create a learning experience that is close to real world experience.

**Educational Support Technology**

Faculty need to understand how various technologies can support the delivery and enhance learning experiences in a collaborative learning environment. In addition, the nurse educator must be able to prepare nurses to practice in a technology-rich environment. Consider available
technology that may support the educator and is cost effective and user friendly.

Read the following in *Innovative Teaching Strategies in Nursing and Related Health Professions*:

- chapter 18 ("The Use of Video in Health Profession Education")
- chapter 19 ("Multimedia in the Classroom: Creating Learning Experiences with Technology")
- chapter 20 ("Electric Communication Strategies")

Review the following National League for Nursing Position Statement:

- "Preparing the Next Generation of Nurses to Practice in a Technology-Rich Environment: An Informatics Agenda"

Complete the following:

- Create a chart on educational support technologies.
- Continue to build on your collection of innovative teaching strategies.

**Imagination**

Some innovative strategies provide the student with an opportunity to learn while also having fun. Read the following in *Innovative Teaching Strategies in Nursing and Related Health Professions*:

- chapter 7 ("Lighten Up Your Classroom")
- chapter 13 ("Role Play")

**Simulation**

Clinical experience has been a mainstay of a health professional's education. The use of simulation and imagination allows the student to adapt clinical knowledge to the practical world to problem solve in a safe environment. In the following section, you will examine the world of simulation and gain experience with this teaching strategy.

Read the following in the *Innovative Teaching Strategies in Nursing and Related Health Professions* text:

- chapter 14 ("High-Fidelity Patient Simulation")
- chapter 16 ("Innovation in Facilitating Learning Using Simulation")

**Use of Simulation and Simulation Certification**

Review the following presentation:

- "The Role of Simulation in Nursing Education"

Following the presentation, be sure to add your new knowledge to your charts. Add to the
following charts:

- educational support technologies
- innovative teaching strategies

**Simulation Certification**

Access the following website:

- [NLN Simulation Innovation Resource Center](#)

Complete the following courses. You will have 90 days to use the courses once you redeem your key codes. Remember to claim and print your certificate at the end of each course.

**Course Titles and Access Key Codes**

- Designing and Developing Simulations: Code [WGUDDS-812](#)
- Debriefing & Guided Reflection: Code [WGUDGD-812](#)
- Integrating Concepts into Simulations: Code [WGUICS-812](#)
- Evaluating Simulations: Code [WGUES-812](#)
- Curriculum Integration: Code [WGUCI-812](#)

**Technology-Based Learning**

Before beginning this section, preview the following video to develop a vision for the future of teaching and learning. This video will generate many new thoughts and old reflections regarding the teaching and learning experience.

- [Massive Open Online Course (MOOC)](#)

Read the following in *Innovative Teaching Strategies in Nursing and Related Health Professions*

- chapter 21 ("Web 2.0 and Beyond: Emerging Technologies that Enhance Teaching and Learning")

Complete the following:

- Envision a future where technology has reshaped nursing education.
- Go to the discussion board and write a summary paragraph that describes your vision for the future of teaching and learning.

**Competency-Based Education Models**

Competency-based education measures demonstrate competency rather than seat time or time in clinical. Students are required to develop competency using a variety of resources and then
demonstrate that competency in a variety of assessments.

Competencies covered by this subject
- Competency-Based Education Models

The graduate selects and designs learning activities in which students can demonstrate application of knowledge and competency in nursing.

**Competency-Based Education**

The key to assessing competency-based learning is the ability to write competencies and measurable outcomes. Before writing competencies it is important to consider that learning is often affected by prior experiences with learning. It is necessary to first access prior perceptions, challenge them, and engage in activities that help either lead to constructing a new model or revising a previous perception. One way to challenge prior learning experiences and perceptions is through competency-based models of education. One approach is termed the GEM model (generate, evaluate, modify).

**Writing Outcome Competencies and Objectives**

Examine the following guide to writing competencies and objectives:

- "[Key Steps to Writing Competencies and Objectives](#)"

Visit the following website and practice writing learning objectives:

- [A Quick Guide to Writing Learning Objectives](#)

Utilize the following as a guide to selecting proper verbs and leveling of objectives:

- [Bloom's Taxonomy of Learning Domains](#)

Practice using the following guide to write course competencies:

- [Bloom's Taxonomy To Write Course Competencies](#)

**Problem-Based/Case-Based Learning**

Another way to develop competency is through the use of problem-based learning or case studies. These are real-world experiences that require learners to use their prior knowledge and to develop competencies necessary to solve a problem or case. In this section, you will learn more about problem and case-based learning in nursing.

Read the following in *Innovative Teaching Strategies in Nursing and Related Health Professions*:

- [chapter 9 ("Problem-Based Learning")](#)

Review the following in chapter 9 of *Innovative Teaching Strategies in Nursing and Related Health Professions*:
Consider the following:

- How can the nurse educator use PBL or case studies to enhance learning in core courses such as Medical Surgical Nursing, Pediatrics, Obstetrics, Mental Health, and Community Health?
- What are some other ways PBL can be integrated into nursing courses to support the depth and breadth of competency-based learning?

Return to the discussion board to present your analysis of PBL activities that could support the courses listed above.

**Understanding the GEM Cycle**

Review the following document on the GEM cycle. Keep this document as a guide to assist you with your upcoming performance task.

- "The GEM Cycle"

**Students as Learners/Learner Development and Socialization**

In the previous section you conducted a personal inventory on Multiple Intelligence to determine how you learn best. It is important for the nurse educator to introduce strategies that address multiple learning styles. This section will assist you in determining what instructional strategies will support various learning styles found among your students while considering some of the diversity issues found among learners.

Competencies covered by this subject

722.2.1 - Learner Development and Socialization

The graduate fosters appropriate cognitive, affective, and psychomotor outcomes in a variety of nursing educational settings; and formulates instructional strategies that meet the learning styles and unique needs of diverse learners.

**Developing Students as Learners**

Nursing students as well as nurses undergoing professional development need to engage in activities that help them to continue professional and academic growth through learning. Understanding how individuals develop is an important skill that you will continue to develop in this section.

**Strategies for Learning Styles**

Review the following website for a list of possible activities that you might use to address each of the learning styles when determining your plan for instructional strategies, and to see how the educator applies the MI Theory to the selection of learning strategies.

- **Multiple Intelligence in the Classroom**
Go to the discussion board and describe the challenges that diversity has placed on the use of multiple intelligence, and provide some thoughts on possible ways to address these challenges (e.g., ESL, students with disabilities).

**Learning Styles**

Read the following in *Innovative Teaching Strategies in Nursing and Related Health Professions*:

- chapter 2 ("Diversity in the Classroom")

**Evaluation of Learning/Assessment and Evaluation Strategies**

How do you decide when a nurse is competent and safe? This subject will explore the development and use of assessments to enhance and evaluate education.

Competencies covered by this subject

722.3.1 - Assessment and Evaluation Strategies

The graduate uses a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings, as well as in all domains of learning.

**Evaluating Learning**

In this section you will examine the current literature surrounding various evaluation strategies. You will also learn how to develop assessments that evaluate learning in various settings such as classrooms, clinicals, and labs.

**Learning and Evaluation**

Read the following in *Innovative Teaching Strategies in Nursing and Related Health Professions*:

- chapter 33 ("Assessment of Learning and Evaluation Strategies")
- chapter 35 ("The Clinical Pathway: A Tool to Evaluate Clinical Learning")
- chapter 26 ("Crafting the Clinical Experience: a Toolbox for Healthcare Professionals")

Complete and consider the following:

- Create a chart that lists summative and formative approaches to assessing clinical learning.
- What are the benefits of using each of these evaluation tools?

**Developing Assessment Tools**

Assessment tools need to be designed to measure what students are expected to demonstrate. They should also be reliable and valid. One such tool used to accomplish these goals is a rubric. Review how to develop a rubric and determine the various ways that a rubric guides the process of assessing learning outcomes.

**Developing an Assessment Tool**

Complete the following:
• Design a tool for assessing one specific clinical objective.
• Create a scoring rubric to accompany the tool.
• Discuss the tool with your peers on the message board.

**Developing Rubrics**

Complete the following web tutorial on developing rubrics:

• "[Rubrics for Web Lessons](#)"

**Measurement Guidelines**

Evaluation, not to be confused with assessment, is the process of judging the quality of the work. Evaluation requires making critical judgments about the students' work. In other words, the test is the assessment and the score given to the student is the evaluation.

**Competencies covered by this subject**
722.3.2 - Measurement Guidelines
The graduate examines appropriate methods for measuring changes in learner cognitive, affective, and psychomotor behaviors in nursing educational situations.

**Measurement Guidelines**
It is important to ensure that each learner is held to the same standards. These standards should be based on competencies and should be clearly measurable.

**Student Evaluation of Learning**

Use the Internet to investigate the following issues in measurement:

• criterion-related
• construct validity
• reliability
• validity
• assessment mapping

Be sure you understand the purpose of each.

**Interpreting Evaluation Data**

Educational experiences need to be mindfully developed, evaluated, and interpreted. Nurses have a professional responsibility to evaluate the education they provide in order to improve educational processes.

**Competencies covered by this subject**
722.3.3 - Interpret Evaluation Data
The graduate organizes, interprets, and graphically depicts cognitive, affective, and psychomotor evaluation data for a nursing educational situation, and makes recommendations for curricular improvement based on results.

**Interpreting Data**

Understanding what the assessment data says and means is as important as the evaluation score itself. Instructors need to analyze and make interpretations of the data in order to affect
learning.

Why Interpret Evaluation Data?

Read the following in *Innovative Teaching Strategies*:

- chapter 32 ("Programmatic Evaluation")
- chapter 34 ("Student Evaluation of Teaching")
- chapter 36 ("Evaluation of Teaching Resources")

Consider the CIPP model on page 565 in your text when determining how data drives decision making to modify, revise, or develop new courses, or entire program offerings.

**Nurse Educator Roles and Responsibilities**

The nurse educator roles and responsibilities are governed by a set of core competencies (NLN). Nurse educators must be aware of core competencies that govern the art and science of nurse education as well as the *Hallmarks of Excellence* in order to advance the nursing profession as a leader and change agent. Learning is not linear; it has no beginning and no end. Thus, the nurse educator remains professionally competent and serves as a scholar to advance best practices in education.

Competencies covered by this subject

722.4.1 - Change Agent and Leader

The graduate integrates the roles of change agent and leader in selected nursing settings.

722.4.2 - Professional Development and Scholarship

The graduate plans for continued development of professional competence and scholarship in the nurse educator role.

**Being a Change Agent**

As a nurse educator, you are a major force in driving changes in nursing practice. Developing the skills as a change agent is critical for nurse educators. Lifelong learning is one way nurse educators can remain proficient in a rapidly evolving healthcare environment.

**Continuing Education: The Power of Change**

Access the following website:

- [Nursing Continuing Education](#)

In the "Free Courses" box on the right-hand side, find and complete the course called "The Power of Change" (code CE365-60; the course is approximately one hour long).

**Professional Development and Scholarship**

Nurse educators need to become lifelong learners. This means they need to plan for continued development of professional competence and scholarship in the nurse educator role.

**Development Plan**

Create one development plan for a nurse educator as a faculty member and one as a professional development educator. Consider the ongoing needs of competence balancing the role of educator with teaching, service, and practice demands.
Review and Modify: Professional Development and Scholarship

Was your definition of scholarship correct? Reflect on your own competency needs as a professional. Is your resume up-to-date? Do you need to develop in the role of scholarship?

**Personal Lifelong Learning Plan Tutorial**

Visit the National League for Nursing (NLN) to review the following:

- Core Competencies of a Nurse Educator

Consider the following:

- How would you demonstrate each of the core competencies as a future nurse educator?

The National League for Nursing has developed an Excellence in Nursing Education Model® (NLN, 2005b), which depicts the many elements that must be in place if a nurse is to achieve excellence.

Access and read the following document:

- "Excellence in Nursing Education Model"

**Integrating Nurse Educator Roles in a Dynamic Environment**

Several of the nurse educator core competencies focus on recognizing how political, institutional, social, and economic forces impact the role of the nurse educator. It is imperative that the nurse educator understands and responds appropriately to forces that impact the role advocating for nursing and nursing education.

Competencies covered by this subject

722.4.3 - Integrating Nurse Educator Roles in a Dynamic Environment

The graduate examines the impact of external forces on the nurse educator role.

**The Nurse Educator in Dynamic Environments**

The nurse educator will encounter many situations that may be unpredictable but could be safety issues. Understanding how to anticipate and function within a narrow time frame is important.

**Nurse Educator Roles and Dynamics**

Read the following in *Innovative Teaching Strategies in Nursing and Related Health Professions*:

- chapter 26 ("Crafting the Clinical Experience")

Read the following and complete the contained questions by discussing your thoughts with your colleagues in the message boards.
As a nurse educator in the hospital, you have been asked to join a university curriculum committee to develop a *Nurse Residency Program* to help ease the transition of new graduates into practice. This new program is timely in light of the National Council of State Boards of Nursing's call to strengthen the transition to practice programs for new nurses. In this section you will examine the concepts of program development and program evaluation through the examination of a nurse residency program.

**Competencies covered by this subject**
- **Program Evaluation and Revision**
  The graduate uses analysis of evaluation data to determine appropriate improvements for a nursing program.
- **Development of Nursing Education Programs**
  The graduate designs nursing education programs that reflect contemporary healthcare trends and prepare graduates to function effectively in the healthcare environment.

**Program Improvement**

Nurse educators are striving to ensure quality and integrity in program offerings. Just as in patient care, nursing education also seeks to utilize best practices and to apply new concepts that will improve quality outcomes. Program evaluation can be small (e.g., a program on wellness), collaborative (e.g., nurse residency program), or large (e.g., the entire MSN program, or BSN). Whatever the size, a program requires a guided review to determine strengths, weaknesses, and opportunities. One model for guiding this type of assessment is the CIPP model discussed earlier.

**Doing a Self-Study**

Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. Every accredited nursing program is required to complete a self-study as part of their ongoing systematic assessment plan.

Visit the following website to review the required steps and components for submitting a program assessment self study for your nurse residency program:

- **CCNE**

Revisit the documents required for BSN, MSN, DNP self studies preparation.

Go to the discussion board and discuss your thoughts about preparing a self study for your Nurse Residency Program.

**Program Faculty**

Nurses who have opportunities to select faculty members need to understand the selection
process and evaluation of faculty.
Competencies covered by this subject
722.5.3 - Program Faculty
The graduate recognizes how to select appropriate nursing faculty, determine appropriate jobs for nursing faculty, and retain nursing program faculty.

**Faculty Competencies**

Often boards of nursing regulate who can be nursing faculty. Regulations state what experience and education is required. Unfortunately, simply having the right degree may not translate into being a good nurse educator.

**New Faculty Competencies and Characteristics**

Using the following document, consider the key skills and characteristics that you require when hiring a new faculty:

- Core Competencies of Nurses Educators (NLN)

Design a job description for a nurse faculty position guided by these competencies.

If desired, you may search for faculty job descriptions online as examples and also for designing a job description template.

**Coaching and Development**

It should be the role of all nurses and nurse faculty to help prepare the next generation and also ensure the quality and safety of patients. This might be a formal relationship or an informal coaching and support relationship.

Competencies covered by this subject
722.5.4 - Coaching and Development
The graduate plans a variety of activities to coach, develop, and manage nursing faculty; applies performance appraisal processes to evaluate, motivate, reward, and determine developmental needs of staff; and determines positive disciplinary actions to support nurses’ professional growth and to meet organizational goals.

**Developing New Faculty and Nurses**

Best practices can be passed to new recruits, and the coach can be part of influencing quality and safety among novice and ongoing practice-based nurses. There is a difference between mentoring, coaching and precepting.

**Comparison of Mentoring, Coaching and Precepting**

Read the following in *Innovative Teaching Strategies*:

- chapter 28 ("The Preceptored Clinical Experience")

Read the following:

- "The Successful Nurse Preceptor"
Consider the following:

- What is the role of the nurse educator in coaching, mentor, and precepting related to ensuring quality and safety among novice and continuing practice nurses?
- Which of the NLN Core Competencies speaks to coaching, mentoring, and precepting related to ongoing quality and integrity of the nursing profession?

Go to the discussion board and describe the qualities of a coach, mentor, and preceptor that exemplify the NLN core competencies.

**Final Steps**

Congratulations on completing the activities in this course of study! This section will guide you through the assessment process.

**Assessment Information**

Now that you have completed this course of study, you are ready to take the assessments.

**Accessing Performance Assessments**

Now you are ready to complete performance tasks in TaskStream as your performance assessment.

Once you have accessed TaskStream, complete the following tasks:

- NNT2: 722.1.1-01, 04, 05, 1.2-01, 03-05
- NNT2: 722.1.3-02-06
- NNT2: 722.1.4-02-06
- NNT2: 722.5.3-05-07
- NNT2: 722.5.4-02, 04-06, 09

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.

**Feedback**

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

**ADA Requirements**

Please review the University ADA Policy.