



**University of Victoria
School of Nursing - Master of Nursing
Nurse Educator (NUED) Competencies**

Within the UVic Master in Nursing: Nurse Educator Option degree, six competencies reflect knowledge, skills, judgements and abilities expected of an educational leader at the end of the MN program--teaching others how to teach—in roles across programs, organizations, and academic and healthcare sectors. NUED curriculum development also utilizes these competencies. Indicators listed under each competency are some examples of how a competency might be enacted, and are not an exhaustive list of possible indicators.

1. Build on knowledge of and engagement with education philosophies, theories, and discourses

- Critically reflect on relationships between educational theory and curriculum trends and issues
- Analyze the impact of a variety of teaching perspectives on educational processes
- Synthesize educational theories and evidence to inform teaching practices
- Collaborate with internal and external stakeholders in curriculum development and revision
- Develop strategic goals for education programs to meet educational, organizational and intersectoral goals
- Develop and implement learning strategies, teaching modalities, and evaluation methods appropriate to learner needs, practice environments, and desired learning outcomes
- Articulate own teaching and learning vision based in philosophies, theories and discourses for nursing education

2. Create effective teaching and learning relationships

- Respect the uniqueness of learners and other educators and the impact of learner diversity on instructional, program and curricular design
- Reflect on the impact of one's actions and decisions on others
- Provide effective feedback to educators, individual learners and groups
- Mentor cross-sector educational colleagues
- Integrate strategies for coaching, mentoring, supporting, facilitating and leading learning
- Model relational practice: caring, confidence, patience, integrity, and flexibility

3. Create effective learning environments

- Contribute to research and policy development related to learners and learning environments
- Develop collegial relationships to promote positive learning environments
- Advocate for attention to self care in educational processes in academic and practice settings
- Foster creativity in educational processes
- Mentor educators to translate and transfer knowledge between academic and practice sectors
- Inspire enthusiasm for learning

4. Manage multiple complexities related to learning across academic and practice sectors

- Collaborate in the development of educational priorities, roles, cultures, and environments
- Critically engage with the mission and strategic priorities of organizations to develop learning communities



- Facilitate the development and application of critical thinking and clinical reasoning with learners
- Analyze the multiple complexities of human and organizational resources, environment, context, and power factors when planning for education
- Synthesize the impact of the relationship between healthcare and societal trends on practice and learning

5. Advance nursing professional practice and scholarship

- Promote reflective professional practice, ongoing competency, and professional growth in self and others
- Create spaces for conversations regarding opportunities and challenges within and among nursing, interprofessional practice, and healthcare system education and practice
- Promote evidence-informed professional and educational practice
- Assist others to develop educational sessions, materials, and practice tools that promote best practice
- Contribute to new knowledge in the advancement of nursing education and nursing practice

6. Demonstrate transformational leadership abilities

- Co-create a vision for excellence in learning and professional practice environments
- Create and maintain learning communities that support practice and educational partnerships
- Develop and implement strategies for effective knowledge translation and transfer, quality improvement and risk management, and change for professional practice and educational programs
- Analyze the impact of population health determinants and institutional factors on education practice

