

## **Certified Nurse Educator (CNE<sup>CM</sup>) Examination Detailed Test Blueprint**

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### **1. Facilitate Learning – 25%**

- A. Implement a variety of teaching strategies appropriate to
  - 1. content setting
  - 2. learner needs
  - 3. learning style
  - 4. desired learner outcomes
- B. Use teaching strategies based on
  - 1. educational theory
  - 2. evidence-based practices related to education
- C. Modify teaching strategies and learning experiences based on consideration of learners'
  - 1. cultural background
  - 2. past clinical experiences
  - 3. past educational and life experiences
- D. Use information technologies to support the teaching-learning process
- E. Practice skilled oral and written (including electronic) communication that reflects an awareness of self and relationships with learners (e.g., evaluation, mentorship, and supervision)
- F. Communicate effectively orally and in writing with an ability to convey ideas in a variety of contexts
- G. Model reflective thinking practices
- H. Model critical thinking
  - I. Create opportunities for learners to develop their own critical thinking skills
- J. Create a positive learning environment that fosters a free exchange of ideas
- K. Show enthusiasm for teaching, learning, and the nursing profession that inspires and motivates students

- L. Demonstrate personal attributes that facilitate learning (e.g., caring, confidence, patience, integrity, respect, and flexibility)
- M. Respond effectively to unexpected events that affect clinical and/or classroom instruction
- N. Develop collegial working relationships with clinical agency personnel to promote positive learning environments
- O. Use knowledge of evidence-based practice to instruct learners
- P. Demonstrates ability to teach clinical skills
- Q. Act as a role model in practice settings

## **2. Facilitate Learner Development and Socialization – 11%**

- A. Identify individual learning styles and unique learning needs of learners with these characteristics
  - 1. culturally diverse (including international)
  - 2. traditional vs. non-traditional
  - 3. at-risk (e.g., educationally disadvantaged, learning and/or physically challenged, social, and economic issues)
- B. Provide resources for diverse learners to meet their individual learning needs
- C. Advise learners in ways that help them meet their professional goals
- D. Create learning environments that facilitate learners' self-reflection, personal goal setting, and socialization to the role of the nurse
- E. Foster the development of learners in these areas
  - 1. cognitive
  - 2. psychomotor
  - 3. affective
- F. Adapt teaching styles and interpersonal interactions to facilitate learner behaviors
- G. Assist learners to engage in thoughtful and constructive self and peer evaluation
- H. Encourage professional development of learners

### 3. Use Assessment and Evaluation Strategies – 15%

- A. Provide input for the development of nursing program standards and policies regarding
  - 1. admission
  - 2. progression
  - 3. graduation
- B. Initiate the development of nursing program standards and policies regarding admission
- C. Initiate the development of nursing program standards and policies regarding progression
- D. Enforce nursing program standards related to admission and progression
- E. Use a variety of strategies to assess and evaluate learning in these domains
  - 1. cognitive
  - 2. psychomotor
  - 3. affective
- F. Incorporate current research in assessment and evaluation practices
- G. Use existing evaluation tools for assessing clinical practice and educational outcomes
- H. Evaluate available resources for learner assessment and evaluation
- I. Select appropriate assessment instruments
- J. Implement evaluation strategies that are appropriate to the learner and learning outcomes
- K. Analyze assessment and evaluation data
- L. Design tools for assessing clinical practice
- M. Create appropriate assessment instruments to evaluate educational outcomes
- N. Use assessment and evaluation data to enhance the teaching-learning process
- O. Advise learners regarding assessment and evaluation criteria
- P. Provide timely, constructive, and thoughtful feedback to learners

#### 4. Participate in Curriculum Design and Evaluation of Program Outcomes – 19%

- A. Lead in the development of designing a curriculum
- B. Actively participate in the design of the curriculum to reflect
  - 1. institutional philosophy and mission
  - 2. current nursing and health care trends
  - 3. community and societal needs
  - 4. educational principles, theory, and research
  - 5. use of technology
- C. Demonstrate knowledge of curriculum development including
  - 1. identifying program outcomes
  - 2. developing competency statements
  - 3. writing course objectives
  - 4. selecting appropriate learning activities
  - 5. selecting appropriate clinical experiences
  - 6. selecting appropriate evaluation strategies
- D. Revise the curriculum based on evaluation of
  - 1. program outcomes
  - 2. learner needs
  - 3. societal and health care trends
  - 4. stakeholder feedback (e.g., from learners, agency personnel, accrediting agencies)
- E. Implement curricular revisions using appropriate change theories and strategies
- F. Update courses to reflect the philosophical and theoretical framework of the curriculum
- G. Design courses to reflect the philosophical and theoretical framework of the curriculum
- H. Maintain community and clinical partnerships that support the educational goals
- I. Create community and clinical partnerships that support the educational goals
- J. Evaluate educational goal attainment through community and clinical partnerships
- K. Implement program assessment models
- L. Analyze results of program evaluation and initiates curricular change
- M. Critique the program evaluation methods and plan

**5. Pursue Continuous Quality Improvement in the Academic Nurse Educator Role – 12%**

- A. Engage in activities that promote one's socialization to the role
- B. Maintain membership in professional organizations
- C. Participate actively in professional organizations through committee work and/or leadership roles
- D. Demonstrate a commitment to life-long learning
- E. Participate in professional development opportunities that increase one's effectiveness in the role
- F. Select professional development activities to continue to grow and evolve in the role
- G. Balance the teaching, scholarship, and service demands inherent in the role of the educator and as influenced by the requirements of the institutional setting
- H. Use feedback gained from self, peer, learner, and administrative evaluation to improve role effectiveness
- I. Acquire knowledge of legal and ethical issues relevant to higher education and nursing education
- J. Mentor and support faculty colleagues in the role of an academic nurse educator
- K. Engage in self-reflection and continued learning to improve teaching practices

**6. Engage in Scholarship, Service, and Leadership**

**A. Function as a Change Agent and Leader – 8%**

- 1. Model cultural sensitivity when advocating for change
- 2. Integrate a long term, innovative, and creative perspective into the academic nurse educator role
- 3. Evaluate organizational effectiveness in nursing education
- 4. Enhance the visibility of nursing and its contributions by providing leadership in the
  - a.nursing program
  - b.parent institution
  - c.community
- 5. Participate in interdisciplinary efforts to address health care and educational needs
  - a.within the institution
  - b.locally

6. Implement strategies for change within the
  - a.nursing program
  - b.institution
7. Create a culture for change within the nursing program
8. Promote innovative practices in educational environments
9. Develop leadership skills in others to shape and implement change
10. Use legal and ethical principles to influence, design, and implement policies and procedures related to learners, faculty, and the educational environment
11. Adapt to changes created by external factors
12. Support changes as an early adopter

**B. Engage in Scholarship of Teaching – 5%**

1. Exhibit a spirit of inquiry about teaching and learning, student development, and evaluation methods
2. Use evidence-based resources to improve and support teaching
3. Develop an area of expertise in the academic nurse educator role
4. Share teaching expertise with colleagues and others
5. Demonstrate integrity as a scholar

**C. Function Effectively within the Institutional Environment and the Academic Community - 5%**

1. Identify how social, economic, political, and institutional forces influence nursing and higher education
2. Network, collaborate, and partner with other disciplines to enhance nursing's influence within the academic community
3. Determine professional goals within the context of academic nursing and the mission of the nursing program and parent institution
4. Integrate the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of learners and colleagues
5. Consider the goals of the nursing program and the mission of the parent institution when proposing change or managing issues
6. Participate on institutional and departmental committees
7. Assume a leadership role in various levels of institutional governance