



# NURSE EDUCATOR PERCEPTIONS OF THE ANTS NURSE TEACHER COMPETENCIES

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# Why is it important to review the Nurse Teacher Competencies?

- Continue advancement of nursing education, within Australia.
- Challenge nurse teachers in all settings to implement the best practices of nursing education.
- Integrate research based nursing care with educational knowledge and expertise.
- Achieve learning outcomes that meet the need of learners in all health care settings.



# AIM OF RESEARCH

To review the Australian Nurse Teacher competencies (as published in 1997) in relation to whether it is reflective of the current nurse teachers' roles.

That the research identifies the:

- level of importance attributed to each of the competency statements
- priority given to the competencies related to the generic role of a nurse teacher
- priority given to the competencies within the differing roles of educators
- adequacy of the element descriptors of the nurse teacher competency statements

# Project Questions

- To what level of importance do nurse teachers rate the competency statements as reflective of their role as a nurse teacher?
- To what level of importance do the nurse teachers rate the competency statements as reflective of nurse teacher roles in general?
- Do the competency elements clearly describe the nurse teacher competencies?

# Questionnaire for Nurse Educators

- Ethics approval obtained from ACU
- A pilot test of questionnaire was conducted on expert nurse educators representative of all major areas of education practice.( n = 30).
- A letter of invitation, consent form and questionnaire attached was mailed to each ANTS member. (n = 190)
- A return stamped envelope was provided. At the end of the questionnaire participants were invited to join focus group interviews or phone interviews
- Returned questionnaires = 96

# FOCUS GROUPS and Telephone Interviews

**Focus groups** were undertaken at :

- the Nurse Educator's conference in Canberra in September 2006.
- an ANTS rural seminar in Wagga
- UWS Bankstown (for W and S Sydney volunteers)
- ACU N. Sydney for N and East Sydney volunteers)

**Telephone interviews** (8) were conducted by researchers with educators from Queensland, NSW, Victoria, SA, WA

# Demographics %: Questionnaire (n=96)

**Health facility:** Hospitals 55.2 University 28.1 Other 16.7

**Position:** Nurse Educator 35.4 ; CNE 10.4; Lecturer 26.0 ;  
Other 28.2

**Gender:** Female 94.7; Male 5.3

**Age group:** 25-34 yrs =8.4; 35-44 yrs= 28.4;  
45 yrs plus= 63.2

**State :**NSW 52.1; VIC15.6; QLD 5.2; SA12.5; WA 5.2 ;  
Others 9.4

**Teaching experience** Mean= 12.1 years St Dev= 8.3

**Nursing experience** Mean= 24.5 years St Dev = 9.1

# Competencies related to YOUR nurse teacher role

**Q. Would you please tell us about your understanding of the competencies related to YOUR nurse teacher role?**

(Q 9-18 using likert scale)

**Positive Results:** Percent agreement ranged from 85.1- 97.9% of all responses for each question.

**The highest agreement** was with competencies:

- *integrates professional nursing and educational knowledge and expertise to achieve learning outcomes*
- *demonstrates effective communication and interpersonal skills in every aspect of the education process.*

**The lowest agreement** related to :

- *facilitates the curriculum development process to meet the educational goals of all stakeholders*

# Positive response to competency statements

The highest agreement (> 93.0 %) were with:

- Competency 6: ***Teaches the discipline of nursing and educational knowledge and expertise teaching to achieve learner outcomes. and***
- Competency 7: ***Demonstrates effective communication and interpersonal skills, and***

The lowest agreement (< 80.0 %) were with :

- Competencies 3 ***integrates professional nursing and educational knowledge and expertise to achieve learning outcomes and***
- Competency 9 : ***manages effective use of resources***  
***In the implementation and conduct of health education programs***

# Competencies related to **any** nurse teacher role

**Q. Would you tell us about your understanding of ANY nurse teacher role? ( Q 19-28)**

All responses were positive, with agreement ranging from 79.8-95.6%.

Respondents varied in agreement for ‘any nurse teacher role’ compared to ‘your nurse teacher role’, though only by about one ranking.

The statement that had the highest agreements were the same as for their own roles, as was the lowest agreement.

# Agreement with competency elements

Q. Do the statements below each competency clearly describe the competency?

All responses were in positive agreement,.

**The highest agreement (>95.0 %) was with the competency element:6.2**

*6.2 Plans and implements effective teaching/learning sessions*

**The highest agreement (>95.0 %) was  
with the competency element 5.1**

**5.1 Uses a variety of educational and  
learning experiences to achieve  
curriculum intent**

# Lowest agreement with competency element 2.3(<75.0%)

## **2.3: Contributes to the promotion of nursing and nurse education interests in political arenas**

- *Limited opportunities for some nurse educators (HNE 22)*
- *Not in all nurse teacher positions i.e. political (CF/L38)*
- *Limited due to nature of status of employee (HNE41)*
- *Is this meant to encourage political action? Wonder about terminology here (UCEd64)*

# Lowest agreement with competency elements (<75.0%)

3.1:Plans health programs that consider the social, political and economic environment of all stakeholders in the context within which education occurs

# Lowest agreement competency elements

## 9.2: Uses management skills to plan, allocate and monitor financial resources

- *not always appropriate-position dependant (UL13)*
- *This implies all educators are managers of others. They may just be managers of the allocated resources, not the budget (UL 40)*
- *Dependent on level of staff and access to information (HE45)*
- *no power here (T Tutor 46)*
- *Not relevant for all nurse teachers i.e. financial (CF/L38)*

# Significant findings

## 1. **CNEs differed from lecturers re competency 1 (Q9)**

*Uses effective strategies that reflect a contemporary philosophy of nursing to integrate education outcomes with health needs of society*

## 2. **Lecturers differed from NEs in competency statement 1.5**

*Contributes to decision and policy making mechanisms in aligning organisational goals with developments in education and technology*

## 3. **CNEs differed from all other categories for competency 5 (Q 12 )**

*Facilitates the curriculum development process to meet educational goals of all stakeholders.*

# **Do educators in different positions differ in their agreement to the statements or competencies?**

**Analysis:** One-way ANOVAs with bonferroni-corrections were undertaken for position (NE, CNE, Lecturer, Other) against the statements and competencies.

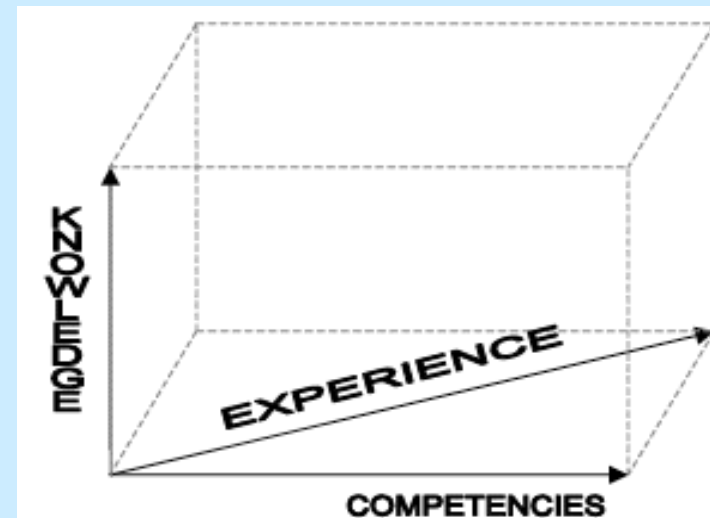
# Summary : position of nurse teacher

The position of a nurse teacher seems to influence their responses on some items,



# Do educators with different years of experience differ in their agreement to the statements or competencies?

**Analysis:** One-way ANOVAs with bonferroni-corrections were undertaken for teaching experience (0-9 yrs, 10-19 yrs, 20 yrs plus) against the statements and competencies



# Experience v inexperience

Competency	Years of Experience	Level of agreement
2.1 (Advances professional knowledge through self-development, reflective practice etc)	10+ years 0- 9yrs	Strong Unsure/disagree
6.2 (Plans and implements effective teaching/learning sessions)	10+ years 0- 9yrs	Strong Unsure/disagree
6.3 (Fosters independence in learner approaches to learning etc)	10+ years 0- 9yrs	Strong Unsure/disagree
8.3 (Demonstrates ability to act as a change agent)	10+ years 0- 9yrs	Strong Unsure/disagree

# Open-ended questions: Theme 1

## Facilitating curriculum development

- *In some hospitals there is very little curriculum development. (HNE 4)*
- *Some roles in nurse education do not have input into curriculum. (HNE 26)*
- *No control of (P48)*
- *Limited due to corporate focus (HNE 41)*
- *An educator at ward level would not have a curriculum as they give education as required of the individual nursing staff aiming at their level of knowledge (T t 46)*

# Theme 2

## Cultural sensitivity/diversity

- *Competency must reflect society of country in which nursing is being targeted* (Tt 11)
- *This depends on “current” philosophy and culture philosophy .We have nurses from varied cultures with varied philosophy* (HNE 4)

# Theme 3

## Nurse teachers as experts in the field

- *'Expert' worries me. Educators are kept up to date via clinicians who have expert practice skills* (HNE4)
- *Need to be clinically aware to apply concepts in program*

# Theme 4: Workload and resources

- *Some nurses are pushed into roles they don't understand or want. (HNE 2)*
- *In my workplace all assistance has been reduced (i.e. secretarial) therefore role more difficult to manage when responsible for everything. (HI 31)*
- *Not all educators will do this (monitor financial resources). I don't believe all educators are managers of all the resources specified, though I do believe they manage in the context of their role. (UI 40)*

# Focus Group and Telephone Interview Questions

**Q1. What does the term competency mean to you?**

**Q.2 When were you first made aware of the Nurses Teacher Competencies? In what context?**

**Q.3 How accurate do the teacher competencies reflect your role in teaching nurses?**

**Q4. Are there any particular competency descriptors which you find difficult to understand? Which ones? In what way do you find them difficult?**

**Q.5 In what ways do you think that the competencies could be used?**

# Conclusion:

## Do the competencies fit the educators' diverse roles ?

- Strong support of competencies across all sectors
- Descriptors under competencies easy to understand
- Relevant to most roles
- Some suggestions re language
- Identified strong need for competencies



# Where to now?

The research team will:

- Publish a research report in the ANTS Bulletin and website
- Invite comments from educators
- Revise the competencies
- Present the Draft of the Competencies at the ANTS AGM and invite comments
- Publish the final competencies in 2009 and a research paper in an International Nurse Education Journal

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