

NLN Nurse Educator Competency 2, Facilitate Learner Development and Socialization

Narrated by
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2A. Identify individual learning styles and unique learning needs of learners with these characteristics:

1. Culturally diverse (including international)
2. English as an additional language
3. Traditional vs. non-traditional (i.e. recent high school graduates vs. those in school later)
4. At risk (e.g., educationally disadvantaged, learning and/or physically challenged, social, and economic issues)
5. Previous nursing education

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 nurse

Source: *CNE Handbook Detailed Test Blueprint* (2015)

E. Foster the development of learners in these areas:

1. Cognitive domain
2. Psychomotor domain
3. Affective domain

F. Assist learners to engage in thoughtful and constructive self and peer evaluation

G. Encourage professional development of learners

Source: *CNE Handbook Detailed Test Blueprint* (2015)

2A. Identify individual learning styles and unique learning needs of learners (cont.)

VARK learning preferences

- Aural
- Kinesthetic
- Read/write
- Visual

2A Learning styles (cont.)

Kolb's Experiential Learning Preferences

- Concrete experience
- Reflective observation
- Abstract conceptualization
- Active experimentation

Source: Hawk, Thomas, Shah, & Arnett, 2016, as cited by
Popkess & Frey, p. 25.

2A1 Culturally diverse (including international)

- Gender
- Age and generational differences
 - Generation X – Baby busters
 - Generation Y – Millennials
 - Generation Z – iGeneration(Pokess & Frey, 2016)
- Ethnic and racial diversity -
<https://implicit.harvard.edu/implicit/>
- TOEFL – for English as a Second Language

2B. Provide resources for diverse learners to meet their individual learning needs

- American Disabilities Act (ADA) provides for accommodation of students with a document disability
- Role models - diversity in student body and faculty
- Support services – tutoring, writing lab, counseling and the like (Godshall, 2013)

2C Advise learners in ways that help them meet their professional goals

- Advisor support
 - Listens
 - Assists with problem solving
 - Advises course sequencing and number of credit hours each term
 - Provides guidance with academic policies
 - Refers for non-academic needs

D. Create learning environments that facilitate learners' self-reflection, personal goal setting, and socialization to the role of nurse

- “1. Learning is more of a process than a set of outcomes.
2. Learning occurs as students examine and redefine their values and beliefs in light of new ideas.
3. Disagreement among ideas drives the learning process.” (Kolb, 1984, p. 32, as cited in Luparell, 2016)

D. Create learning environments ...foster learner development (cont.)

- “4. Learning is a process of adaptation to the world involving changes in one’s thinking, perceiving, and behaving.
- 5. Learning involves transactions during which new experiences are assimilated into existing concepts or existing concepts are understood in the context of new experiences.
- 6. Learning is a process whereby knowledge is actually constructed by the student as opposed to merely transmitting fixed ideas from teacher to student.” (Kolb, 1984, p. 32, as cited in Luparell, 2016)

E. Foster the development of learners in these areas:

1. Cognitive domain

1. Cognitive domain is related to thinking processes as reflected in the six levels of Bloom's Taxonomy:

Knowledge, comprehension, application, analysis, synthesis, and evaluation

E. Foster the development of learners in these areas:

- 2. Psychomotor domain
- 3. Affective domain

- 2. Psychomotor domain relates to physical functioning, such as what is needed for CPR, and using different types of equipment such as an infusion pump.
- 3. Affective domain relates to feeling and valuing that is carried out in actions, such as caring is an approach to patient care and used in interactions with others.

F. Assist learners to engage in thoughtful and constructive self and peer evaluation and G. Encourage professional development of learners

Arrange opportunities for students to give constructive feedback to peers and do self-evaluations, modeling areas to be included.

Foster civility through positive interactions and feedback , avoiding rude or insulting comments.
Identify acceptable classroom behaviors

Competency 2.Facilitate learner development and socialization

We have touched upon some of the most important components of this competency . I recommend you revisit and read further about any new areas as identified on the lesson page. You as nurse educator foster learner development and socialization.

References

- Godshall, M. (2014). Facilitating learner development and socialization. In Wittman, R., Godshall, M., & Wilson, L. (Eds.) *Certified nurse educator (CNE) review manual*. (2nd ed.). (pp. 155-176). New York: Springer Publishing
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- Luparell, S. (2015). Facilitate learner development and socialization. In Caputi, L. (Ed.). *Certified nurse educator review book*. (pp. 33-48). New York: NLN
- Pokess, A.M., & Frey, J.L. (2016). Strategies to support diverse learning needs of students. In D. Billings & J. Halstead. (Eds.) *Teaching in nursing: A guide for faculty*. (5th ed.). (pp. 15-34). St. Louis, MO: Elsevier Saunders