

Nurse educator and nurse practitioner essay sample

[Health & Medicine](#), [Nursing](#)



Nurse Practitioner and Nurse Educator Role in Health Care Changes Teaching is an integral part in the practice of nursing. Every Nurse Educators (NE) plays a fundamental part on the enhancement of the nursing workforce by serving as role models in the improvement on management, implementation and evidence-based practice of an effective patient care. Whether they work in schools or clinical environments, NE equips and guides future patient care providers into future leaders of the nursing profession. As NP remains in the patient management system, they are also being used consistently in specialized instructions and enhanced trainings to provide precautionary and acute health-care services to consumers of any age (Pohl, Kao, & Hamric, 2014). Currently, NP works under direct supervision of a doctor but some may accept a patient in a doctor's clinic to address health issues without or with little supervision. Although used as a measurement of independent competency, a Master Degree can also help prepare nurse practitioners to practice directly with patients autonomously or collaboratively (Pohl, Kao, & Hamric, 2014). Teacher, scholar, and collaborator are the three roles that nurse educators play.

These roles and competencies should be in accordance to a model that combines both the ideologies of nursing as a profession and graduate education. Together with the respective set of core knowledge and values, the role of NEs has never been less of a serving and a rewarding profession (Council on Collegiate Education for Nursing, 2002). At a minimum, Nurse Educators have Master's degree and eventually pursue a Doctorate to prepare to shift into higher ranks of leadership within the nursing education field. Nurse Practitioners provide the scientific groundwork and clinical base

for advanced nursing practice (American Nurses Credentialing Center, 2008). The clinical training and experiences concentrate on the continuing development of proficiencies based on research, theory and practice that are deemed necessary in the management of patients in primary care settings. “ Experienced APNs incorporate this practical wisdom into their decision making, taking actions that they might have been unlikely to take as novice practitioners. In a sense, practical wisdom means knowing what to do and when to do it (Pohl, Kao, & Hamric, 2014, p. 404)”

As an educator, part of the NE core competency includes continuous mentoring that, in a way, should remain strictly impartial and conducive to the type of learners in order to accommodate the differences in the individual’s culture, gender, age, education, beliefs, and other factors affecting overall learning (National League of Nursing, 2005). The NE must be able to identify and assess the effectiveness of teaching that can help meet the demands of the learner using the different learning techniques, theories and evidenced-based teachings (National League of Nursing, 2005). On the other hand, NP can also assist patients through coaching and guidance geared towards favorable clinical and institutional outcomes (Spross & Babine, 2014). Coaching competence can be further reinforced by participating in patient education on health, wellness and improvement. Responsible health teachings that are designed to help avert illness, diminish morbidity, promote health and wellness practices, and manage chronic conditions are effective means in improving patient care results (Spross & Babine, 2014).

In this respect, NPs must remain consistent in maintaining a culturally sensitive patient-centered care environment by acknowledging patients as part of the decision-making process (National Organization of Nurse Practitioner Faculties, 2012). “ Providing meaningful feedback to all stakeholders involved in an EBP innovation is critical to the evaluation of the impact of the strategy on clinical outcomes and cost, including organizational administration, clinical leaders, and front-line clinicians” (Gray, 2014, p. 262). The development of evidence-based assessment and evaluation practices of learning become important factors in providing meaningful feedback in enhancing the teaching-learning process and, more likely, contributes to the efficient and optimum management of continued patient care (National League of Nursing, 2005). From an educational standpoint, any supported assessment can assist NE in gauging programs and, if necessary, redesign curriculum to keep up with the trends of contemporary health care. This approach prepares students to function efficiently and effectively in any health care environments (National League of Nursing, 2005). The health care and delivery system is rapidly changing to keep up with the goal of providing access to quality care to an additional 32 million people (American Nurses Credentialing Center, 2008).

In support, NE must keep the pace to function as change agents and leaders to implement organizational changes while maintaining cultural sensitivity (Council on Collegiate Education for Nursing, 2002). NPs “ assume complex and advanced leadership roles to initiate and guide change” (National Organization of Nurse Practitioner Faculties, 2012, p. 2). Health care is

continuously evolving and improving; NEs and NPs must be committed to life-long learning to endure with the stated fast-paced transformations. As role models for future nurses and other advance practice nurses, NEs and NPs understand the need for career enhancement and must consistently and actively participate in any professional development opportunities (National League of Nursing, 2005). " Nurse Educators acknowledge scholarships as an integral component of the faculty role and teaching in itself is a scholarly activity" (National League of Nursing, 2005, p. 7).

Qualities of a scholar that must be demonstrated by an NE include integrity, courage, perseverance, vitality, and creativity (National League of Nursing, 2005). These values lead professional nurses to conduct themselves in specific manners that benefits society and keep consumers from incompetent nurses (Council on Collegiate Education for Nursing, 2002).

They should be able to align the educational environment within the context of academic nursing in managing issues, networking, collaborating, and nursing education in the political arena (National League of Nursing, 2005). " Collaborative research and scholarly writing projects, as well as community service projects that tap into the strengths of various members, open people's eyes to the benefits of collaboration" (Hanson & Carter, 2014, p. 320). Collaboration, therefore, creates a harmonious relationship between other members of the care team producing favorable outcomes both with the future care provider and the care recipient. Additionally, NP collaborates with other ANPs and members of the health care team as well to facilitate real partnership within the organization providing optimal care and transition

to the care continuum accordingly (National League of Nursing, 2005). NPs decision making is influenced by their ethical principles to make sound decisions to complex decisions related to individuals, populations and health care systems (National League of Nursing, 2005).

In response to the challenges of increasing capacity of ANPs, nursing leaders and educators nationwide are reconsidering the whole process of how nurses train in order to discover more effective learning strategies. As a future Nurse Practitioner, I am also affected with how the curriculum meets the increasing demands of the changing health care delivery system. Acquiring quality education that undoubtedly equip and strengthen competencies in the nursing profession should remain an essential requirement to every aspiring NP in the revamped health care systems.

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