

**NURS-FPX6103 Assessment 2: Role of Nurse Educator as Collaborator According to the  
Tripartite Model of Teaching, Service and Scholarship**

Student Name

Program Name or Degree Name (e.g., Bachelor of Science in Psychology), University

COURSE XXX: Title of Course

Instructor Name

Month XX, 2024

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## **Role of Nurse Educator as Collaborator According to the Tripartite Model of Teaching, Service and Scholarship**

The role of a nurse educator as a collaborator cannot be overemphasized. This role entails bridging together multiple parties to forge robust partnerships. For instance, the nurse educator coordinates the student learning process with other instructors across all disciplines. Also, collaboration entails working with patients, spouses, relatives, colleague nurses and other health workers to provide optimum patient care and reliable solutions to complex health challenges for patients and populations.

The teaching expectations for a nurse educator as a collaborator involve the following expectations: theories and principles of adult learning, curriculum and implementation. Regarding the theories and principles of adult learning, the nurse educator should have a formidable comprehension of current educational theories and the standards and models that define the curriculum design with the significance of adult learning (Cantillon et al., 2019). Also, the educator should display an in-depth comprehension of the theories and concepts underlining the principles that govern adult learning and education for health professionals.

Curriculum and implementation expectations entail the educator's ability to design, implement, monitor and manage curricula relying on credible, current, evidence-based educational models and principles. In addition, the nurse educator ought to design and implement relevant curricula that will promote patient-centered nursing practice, meeting the significant needs and reflecting contemporary trends in the healthcare setup (Cantillon et al., 2019).

Additional expectations include developing and implementing relevant courses founded on novel learning and teaching approaches to uphold active learning and effectively achieve learning outcomes.

The service expectations of a nurse educator as a collaborator entail communication, collaboration and partnership, management, leadership and advocacy and nursing practice. Communication, collaboration and partnership require that the nurse educator exhibits effective communication skills that strengthen teamwork and collaboration while enhancing partnership among health workers in clinical and educational settings (Salifu et al., 2019). Therefore, the educator as a collaborator should exhibit multicultural awareness and multidisciplinary competence in developing the curriculum, course design, nursing, and teaching application.

The management, leadership and advocacy expectations require that the nurse educator exhibits proficiency as a leader in creating, maintaining and developing the targeted nursing programs while shaping the learning institution's future. The educator must align the goals of the nursing program with the institutional strategic plan, mission and vision statement (Salifu et al., 2019). The nursing practice expectations direct that the educator practices the profession in manners that portray current, evidence-based information.

The scholarship expectations of a nurse educator as a collaborator include engaging in research and evidence. The educator should develop personal critical inquiry and the capacity to perform research and apply the findings in identifying and solving educational or clinical problems (Salifu et al., 2019). To achieve this objective, the educator should synthesize, utilize and generate knowledge pertaining to nursing theories and applications. Relevant journals for a scholar who is a collaborator include the American Journal of Nursing, the Journal of Clinical Nursing, Clinical Nursing Research, Nursing Ethics, Nurse Education Today and Nurse Education in Practice.

## References

Cantillon, P., Dornan, T., & De Grave, W. (2019). Becoming a clinical teacher: identity formation in context. *Academic Medicine*, 94(10), 1610-1618. DOI: 10.1097/ACM.0000000000002403

Salifu, D. A., Gross, J., Salifu, M. A., & Ninnoni, J. P. (2019). Experiences and perceptions of the theory-practice gap in nursing in a resource-constrained setting: A qualitative description study. *Nursing Open*, 6(1), 72-83. <https://doi.org/10.1002/nop2.188>