S-CONE instrument

The second instrument was the S-CONE, the validated Spanish version of the CONE questionnaire developed by McAllister et al. S-CONE consists of 69 items distributed across five factors (nursing practice; curriculum design and implementation; communication, collaboration, and partnership; management, leadership and promotion; and research and evidence), evaluated on a five-point Likert scale (1 = not representative, 5 = very representative). The instrument showed high internal consistency (Cronbach's $\alpha = 0.96$) and adequate temporal stability (ICC > 0.80 for all factors, 15-day test–retest). Construct validity was examined by exploratory factor analysis, using principal component extraction and varimax rotation, after confirming the adequacy of the sample with a KMO index greater than 0.90 and a significant Bartlett sphericity test ($p < .001$). The results indicated a five-factor solution with eigenvalues of 24.73, 6.93, 3.29, 2.34 and 1.87, respectively, which together explained 56.78% of the total variance. All the items included presented factor loads greater than 0.40 in their corresponding dimension, and no relevant cross-loading was observed, confirming the theoretical and statistical coherence of the questionnaire. Teaching competence scores were obtained as means by dimension and overall. For the classification, the theoretical midpoint of the Likert scale (1–5) was used, equivalent to a value of 3.0. Scores equal to or greater than 3.0 were considered competent, and scores below 3.0 were considered not competent.

Table S1. Level of competence per item of the S-CONE questionnaire*.

Dimension/Item	Competent n (%)	Not competent n (%)	Mean (SD)
Nursing practice			*32.22 (4.29)*
1. Broad knowledge of nursing practice	578 (97.0%)	18 (3.0%)	4.04 (0.77)
2. Proper use of clinical practices	576 (96.6%)	20 (3.4%)	4.03 (0.74)
53. Recognises importance of research	595 (99.8%)	1 (0.2%)	4.57 (0.55)
54. Disseminates research findings	582 (97.7%)	14 (2.3%)	4.06 (0.76)
55. Believes research enhances learning	557 (93.5%)	39 (6.5%)	3.82 (0.82)
59. Research is essential for practice	589 (98.8%)	7 (1.2%)	4.08 (0.70)
61. Supports inquiry culture	584 (98.0%)	12 (2.0%)	4.07 (0.73)
62. Frequently reads scientific articles	538 (90.3%)	58 (9.7%)	3.54 (0.86)
Curriculum design and implementation			*89.37 (18.42)*
3. Listens empathetically	429 (72.0%)	167 (28.0%)	3.15 (1.17)
5. Uses various communication strategies	539 (90.4%)	57 (9.6%)	3.81 (0.90)
6. Plans learning experiences	424 (71.1%)	172 (28.9%)	3.08 (1.10)
7. Manages situational problems	406 (68.1%)	190 (31.9%)	3.01 (1.11)
8. Activates student interest	355 (59.6%)	241 (40.4%)	2.82 (1.13)
9. Offers innovative solutions	385 (64.6%)	211 (35.4%)	2.94 (1.14)
11. Fosters learning opportunities	545 (91.4%)	51 (8.6%)	3.78 (0.91)
17. Guides reflective practice	559 (93.8%)	37 (6.2%)	3.85 (0.85)
18. Asks reflective questions	434 (72.8%)	162 (27.2%)	3.16 (1.13)
20. Follows effective teaching practices	546 (91.6%)	50 (8.4%)	3.89 (0.93)
21. Plans formative evaluations	509 (85.4%)	87 (14.6%)	3.55 (1.00)
22. Explains problem-solving strategies	562 (94.3%)	34 (5.7%)	3.97 (0.84)
23. Provides constructive feedback	585 (98.2%)	11 (1.8%)	4.25 (0.73)
25. Plans assessment activities	405 (68.0%)	191 (32.0%)	3.04 (1.18)

29. Creates a positive environment	517 (86.7%)	79 (13.3%)	3.50 (0.90)
30. Presents complex information clearly	362 (60.7%)	234 (39.3%)	2.80 (1.09)
31. Develops adaptable strategies	391 (65.6%)	205 (34.4%)	2.95 (1.13)
33. Identifies areas for improvement	351 (58.9%)	245 (41.1%)	2.72 (1.15)
35. Provides supportive environment	582 (97.7%)	14 (2.3%)	4.32 (0.74)
36. Uses counselling strategies	553 (92.8%)	43 (7.2%)	3.93 (0.86)
37. Answers student questions	550 (92.3%)	46 (7.7%)	3.75 (0.87)
38. Prepares students for clinical practice	339 (56.9%)	257 (43.1%)	2.73 (1.20)
39. Inspires excellence with vision	474 (79.5%)	122 (20.5%)	3.36 (1.04)
40. Understands learning in context	454 (76.2%)	142 (23.8%)	3.25 (1.09)
41. Confident in teaching ability	555 (93.1%)	41 (6.9%)	3.97 (0.87)
43. Demonstrates dynamism	544 (91.3%)	52 (8.7%)	3.79 (0.91)
Communication, collaboration, and partnership			33.95 (4.53)
44. I have a positive attitude	584 (98.0%)	12 (2.0%)	4.05 (0.72)
47. I am empathetic	586 (98.3%)	10 (1.7%)	4.15 (0.74)
48. I am approachable	571 (95.8%)	25 (4.2%)	4.13 (0.83)
49. I listen attentively	586 (98.3%)	10 (1.7%)	4.30 (0.75)
50. I accept feedback from superiors	577 (96.8%)	19 (3.2%)	4.20 (0.80)
58. I advocate for evidence-based practice	582 (97.7%)	14 (2.3%)	4.21 (0.76)
68. I enjoy teaching	589 (98.8%)	7 (1.2%)	4.41 (0.70)
81. I reflect regularly to facilitate academic practice	593 (99.5%)	3 (0.5%)	4.50 (0.66)
Management, leadership, and advocacy			*72.77 (8.28)*
10. I can participate in research projects	595 (99.8%)	1 (0.2%)	4.57 (0.59)
12. I can disseminate research findings	595 (99.8%)	1 (0.2%)	4.55 (0.60)
13. I can identify research methodologies	592 (99.3%)	4 (0.7%)	4.56 (0.62)
15. I can manage projects	577 (96.8%)	19 (3.2%)	4.25 (0.84)
16. I can evaluate research outcomes	572 (96.0%)	24 (4.0%)	4.26 (0.86)

19. I promote nursing research	594 (99.7%)	2 (0.3%)	4.73 (0.55)
24. I can distinguish research articles	587 (98.5%)	9 (1.5%)	4.40 (0.72)
26. I use different research methodologies	580 (97.3%)	16 (2.7%)	4.41 (0.80)
27. I formulate research questions	584 (98.0%)	12 (2.0%)	4.27 (0.75)
28. I apply theoretical frameworks	394 (66.1%)	202 (33.9%)	3.00 (1.18)
32. I conduct research studies	595 (99.8%)	1 (0.2%)	4.75 (0.50)
34. I contribute to the nursing profession	568 (95.3%)	28 (4.7%)	4.16 (0.90)
65. I respect students	525 (88.1%)	71 (11.9%)	3.84 (1.06)
85. I participate in interdisciplinary academic discussions	588 (98.7%)	8 (1.3%)	4.49 (0.68)
86. I belong to professional nursing bodies	587 (98.5%)	9 (1.5%)	4.33 (0.74)
87. I frequently support students	563 (94.5%)	33 (5.5%)	4.12 (0.92)
92. I maintain interprofessional networks	596 (100.0%)	0 (0.0%)	4.70 (0.50)
93. I foster respect between educators and students	559 (93.8%)	37 (6.2%)	3.95 (0.88)
Research and evidence			*28.20 (7.55)*
69. I seek opportunities to improve my teaching	353 (59.2%)	243 (40.8%)	2.88 (1.30)
70. I care about students' progress	329 (55.2%)	267 (44.8%)	2.77 (1.27)
71. I promote the importance of interprofessional relationships	205 (34.4%)	391 (65.6%)	2.20 (1.44)
72. I reflect on my teaching practice	561 (94.1%)	35 (5.9%)	4.09 (0.94)
73. I consider myself responsible	461 (77.3%)	135 (22.7%)	3.47 (1.28)
82. I enjoy researching	359 (60.2%)	237 (39.8%)	2.89 (1.34)
89. I build university relationships	350 (58.7%)	246 (41.3%)	2.86 (1.34)
90. I maintain collaborative networks	251 (42.1%)	345 (57.9%)	2.41 (1.35)
91. I am interested in research participation	593 (99.5%)	3 (0.5%)	4.63 (0.64)
S-CONE overall			**256.53 (37.32)**

* A score equal to or greater than 3 was considered to reflect an acceptable or high level of competence, based on the theoretical midpoint of the S-CONE Likert scale (1–5). Item numbers correspond to the original CONE questionnaire item identifiers; S-CONE includes 69 items after item reduction.