PROGRESS TO DATE: REVISION OF THE AACN ESSENTIALS

DOCTORAL EDUCATION CONFERENCE
FEBRUARY 1, 2020

Jill Case-Wirth, MHA, RN
Cynthia McCurren, PhD, RN
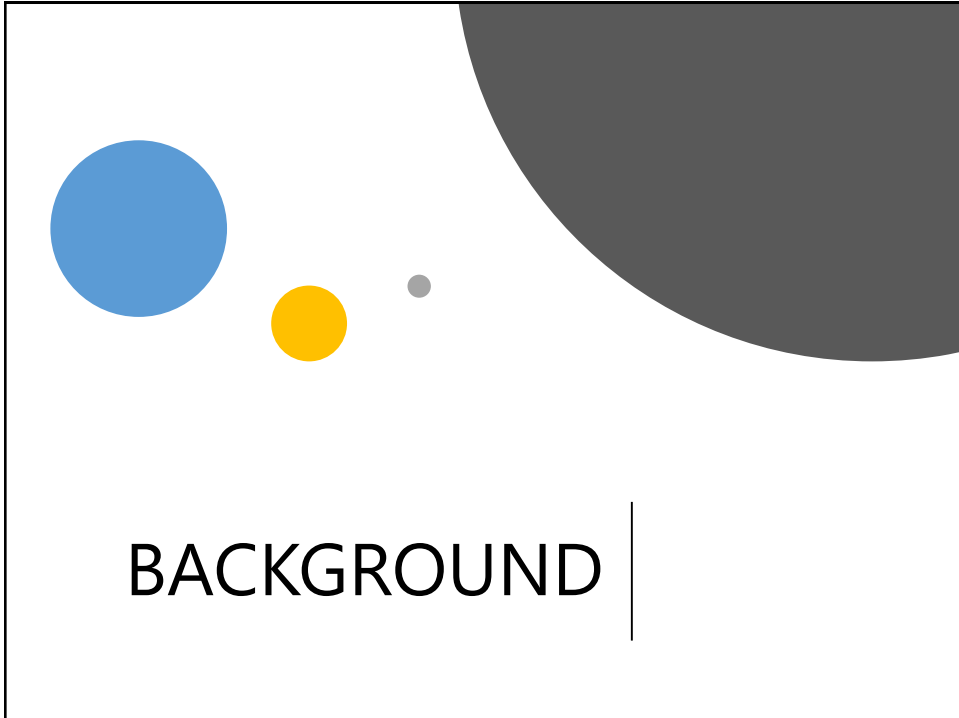**John McFadden, PhD, CRNA**
Marge Wiggins, DNP, RN

American Association of Colleges of Nursing
The Voice of Academic Nursing

1

FOCUS OF PRESENTATION

» Background & Progress-to-Date
» Framework and Model
» Questions

American Association of Colleges of Nursing
The Voice of Academic Nursing

2

BACKGROUND
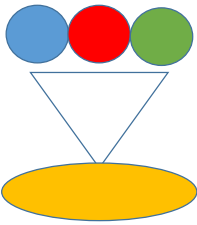
COMPOSITION OF AACN ESSENTIALS TASK FORCE AND WORK GROUPS

» Nurse educators from AACN member schools + 5 leaders from nursing practice.

» Originally divided into 3 subgroups (bachelors, masters, DNP).

» The original 3 groups gave way to working as one group and within areas of expertise.

American Association of Colleges of Nursing
The Voice of Academic Nursing

ESSENTIALS TASK FORCE LEADERSHIP TEAM

Co-Chairs

Jean Giddens VCU

John McFadden Barry Univ.

Cynthia McCurren GVSU

Consultants

Nancy DeBasio

Jean Bartels

Linda Caldwell

AACN Board Liaisons

Christie Shelton Jacksonville State Univ.

Lin Zhan U of Memphis

AACN Staff Liaisons

Joan Stanley
Rick García
Kathy McGuinn

American Association of Colleges of Nursing
The Voice of Academic Nursing

5

AACN ESSENTIALS TASK FORCE MEMBERS

Angela Amar, University of Nevada Las Vegas

Jacklyn Barber, Morningside College

Carol Buck-Rolland, University of Vermont

Jill Case-Wirth, Senior Vice President and CNO, WellStar Health System (Practice)

Lori Escallier, SUNY Downstate

Eileen Fry-Bowers, University of San Diego

Vincent Hall, Walden University

Beverly Foster, University of North Carolina – Chapel Hill

Jacqueline Hill, Southern University and A&M

Erica Hooper-Arana, University of San Francisco

Kristin Lee, University of Missouri-Kansas City

Kim Litwack, University of Wisconsin–Milwaukee

American Association of Colleges of Nursing
The Voice of Academic Nursing

6

ESSENTIALS TASK FORCE MEMBERS, CONT.

Martha Scheckel,
Viterbo University

Jenny Schuessler,
University of West
Georgia

Mary Stachowiak,
Rutgers University

Casey Shillam,
University of Portland

Rachel Start,
Rush Oak Park Hospital
(Practice)

Allison Squires,
New York University

Susan Swider,
Rush University

Marge Wiggins
VP Patient Care, Maine
Medical Center
(Practice)

Marisa Wilson,
University of Alabama-
Birmingham

Danuta Wojnar,
Seattle University

Geraldine Young,
Kentucky State
University

American Association
of Colleges of Nursing
The Voice of Academic Nursing

ESSENTIALS TASK FORCE MEMBERS, CONT.

Mary Blorin, VP, Sentara
Medical Group/Sentara
Occupational Health Services
(Practice)

Connie Miller,
University of Arizona

Susan Mullaney,
United Health Group
(Practice)

Susan Ruppert ,
University of Texas
Health Science Center

Marcella Rutherford,
Nova Southeastern
University

American Association
of Colleges of Nursing
The Voice of Academic Nursing

PATH TO THE ESSENTIALS

» 2015: AACN *Futures Task Force report*

» 2016-2018 AACN taskforce on *Vision for Academic Nursing White Paper*.
  – Provided foundation for the Essentials work
  – Published in *Journal of Professional Nursing* in July-August 2019.

American Association
of Colleges of Nursing
The Voice of Academic Nursing

INSIGHTS FROM TASK FORCE MEMBERS

Thoughts and statements from practice partners:

» "I never knew there were documents called the Essentials, that could provide insight into the expectations we should have of BSN graduates..."

Jill Case-Wirth, Senior Vice President and CNO, WellStar Health System (Practice)

American Association
of Colleges of Nursing
The Voice of Academic Nursing

INSIGHTS FROM TASK FORCE MEMBERS

Susan Mullaney,
Senior Director
Center for Clinician
Advancement United
Health Group (Practice)

Thoughts and statements from practice partners:

» "There is inconsistency among graduates (across all degree levels) in terms of knowledge, skills, abilities. There is variability in length/expectations of programs. *We are not sure what your 'product' is.*"

American Association of Colleges of Nursing
The Voice of Academic Nursing

PROGRESS OF TASK FORCE

Fall 2018: 🌰 🌾
» Task Force formed; reviewed charge from AACN Board.
» Adopted Englander model as starting point for framework. Immersion in topics.
» Presentation at Baccalaureate conference.

Winter 2019 ❄️
» Three-day in-person meeting of entire Task Force.
» Reviewed/revised domains and descriptors; considered other domains needed.
» Presentations at Master's and Doctoral conference.

Spring 2019: 🌱
» Two-day meeting of entire Task Force.
» Worked on first-level sub competencies.
» Presentation at AACN Dean's Spring meeting

American Association of Colleges of Nursing
The Voice of Academic Nursing

SIDEBAR:
HOW ARE COMPETENCIES USED WITHIN CURRICULA?

Provide guidance in how/what is taught.

– Provide guidance in what we expect of students.

– Provides framework for performance assessment across all spheres of care and professional practice.

American Association of Colleges of Nursing
The Voice of Academic Nursing

PROGRESS OF TASK FORCE

Summer 2019 ☀
» Three-day meeting of entire Task Force.
» Revised domains, domain descriptors, core competencies, sub competencies, 2 levels.
» Introduction and background for Essentials.

Fall, 2019 🌰 🌿
» Presentation at AACN Academic Leadership Conference
» Elicited feedback regarding domains, domain descriptors, core competencies.

Winter 2020 ❄
» Three-day in-person meeting of entire Task Force.
» Revisions based on feedback; focus on level 2 sub-competencies.
» Presentation at Doctoral Conference.

American Association of Colleges of Nursing
The Voice of Academic Nursing

NEXT STEPS

» Continue refining descriptors, competencies and sub-competencies
» Garner feedback
  – AACN conferences
  – Webinars
  – Regional meetings
» Continue discussion with CCNE, other professional nursing associations and external stakeholders

American Association of Colleges of Nursing
The Voice of Academic Nursing

LONGER RANGE GOALS – THROUGH 2020

» Create final draft
» Finalize work on pathways, clinical experiences and simulation; doctoral projects
» Present to AACN membership
» Begin planning for wider dissemination, faculty development opportunities, toolkits, etc.

American Association of Colleges of Nursing
The Voice of Academic Nursing
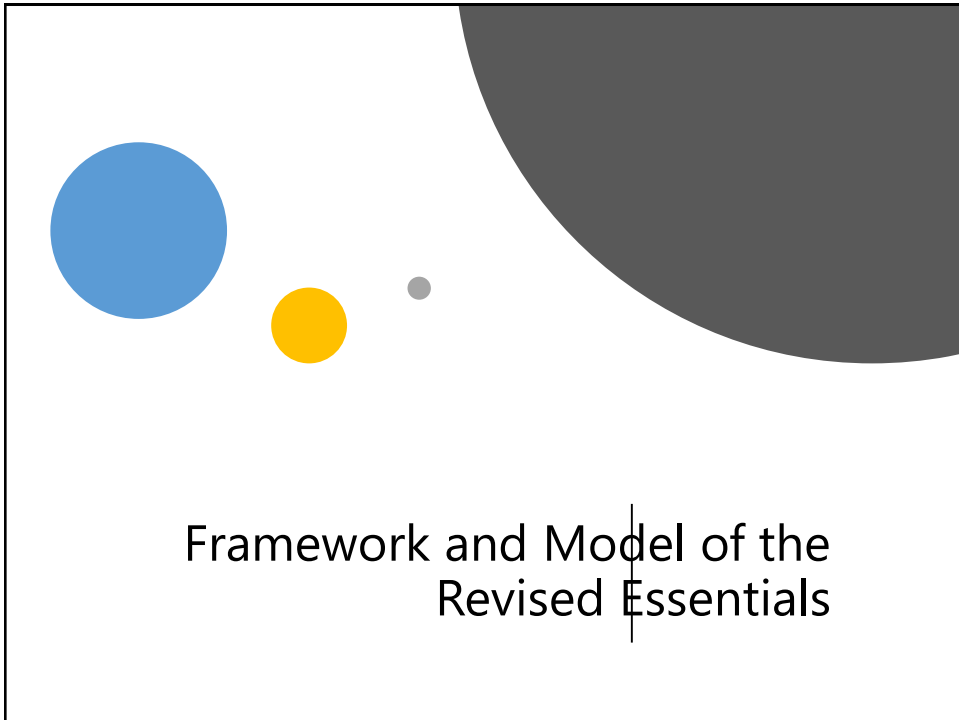
Framework and Model of the Revised Essentials

ESSENTIALS: COMPONENTS & FRAMEWORK

Progress to Date:

» ***Draft*** Introduction and Background
» ***Draft*** Domains and Domain Descriptors
» ***Draft*** Core Competencies
» ***Draft*** Sub-Competencies, 2 levels
» ***Draft*** Model

American Association
of Colleges of Nursing
The Voice of Academic Nursing

Introduction & Background

Provides context and purpose of the *Essentials*.

» Current State of Higher Ed and Future Trends

» Current State of Health Care and Nursing's Changing Roles

» Nursing as a unique discipline within the interprofessional team

» Nursing Education and its role in Workforce Development

» Competency-based education

» Nursing's Values: Inclusivity, equity, and social justice

American Association
of Colleges of Nursing
The Voice of Academic Nursing

19

DOMAINS & DOMAIN DESCRIPTORS
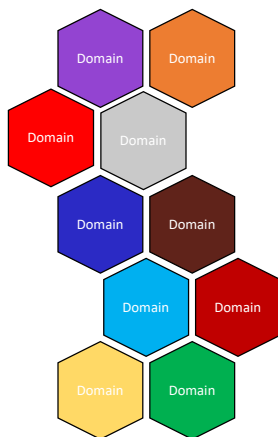
A **domain** is a "sphere of knowledge" or a grouping of "like-elements" and provides the overarching structure/framework.

Domains of competence: "Broad distinguishable areas of competence that in the aggregate constitute a general descriptive framework for a profession." (Englander, et al., 2013).

Domain descriptor - working definition for that domain.

American Association
of Colleges of Nursing
The Voice of Academic Nursing

20

Current Proposed Domains for the *Essentials*
Domain 1: **Knowledge for Nursing Practice**
Domain 2: **Person-Centered Care**
Domain 3: **Population Health***
Domain 4: **Scholarship for Nursing Discipline***
Domain 5: **Quality and Safety***
Domain 6: **Interprofessional Partnerships**
Domain 7: **Systems-Based Practice**
Domain 8: **Informatics and Healthcare Technologies***
Domain 9: **Professionalism**
Domain 10: **Personal, Professional, and Leadership Development**

Note: *differs from Englander, et al.

CONCEPTS ACROSS AND WITHIN DOMAINS

» Diversity, Equity and Inclusion
» Social Justice
» Determinants of Health
» Communication
» Ethics
» Policy and Advocacy
» Innovation

American Association
of Colleges of Nursing
The Voice of Academic Nursing

DOMAIN 8

Informatics and Healthcare Technologies

The use of informatics practices with information and communication technologies to manage and improve the delivery of safe, high-quality, and efficient health care services in accordance with best practice and following professional and regulatory standards.

Domain Descriptor

American Association
of Colleges of Nursing
The Voice of Academic Nursing

23

A preface for each domain

DOMAIN 8

Healthcare professionals interact with patients, families, communities, and populations in technology rich environments. Nurses, as essential members of the healthcare team, use information and communication technologies and informatics tools in their direct and indirect care roles. The technologies, the locations in which they are used, the users interacting with the technology, and the work being done while using them all impact the data collected, information formed, decisions made, and the knowledge generated. Additionally, bringing in information and communication technologies into settings of care changes how people, processes, and policies interact.

American Association
of Colleges of Nursing
The Voice of Academic Nursing

24

DOMAIN 8

Using these tools in the provision of care results in short- and long-term consequences to the quality of the care, the efficiency of communications, and the connections between team members, patients, and consumers. It is essential that nurses at all levels understand their role and the value of their input in health information technology analysis, planning, implementation, and evaluation. As the prevalence of patient focused health information technologies grows, all nurses have a responsibility to assist patients and consumers to optimally use these tools to engage in care, improve health, and manage health conditions.

American Association
of Colleges of Nursing
The Voice of Academic Nursing

COMPETENCIES ....

» Collectively, demonstrate what learners can do with what they know.

» Demonstrate what they can do with what they know across all spheres of care and in multiple contexts.

» Represent clear expectations made explicit to learners, employers, and public.

» Result from determined practice.

» Are visibly demonstrated and assessed over time – NOT "one and done".

American Association
of Colleges of Nursing
The Voice of Academic Nursing

DOMAIN 8
INFORMATICS AND HEALTHCARE TECHNOLOGIES

There are **FIVE** Competency Statements

Competencies	
8.1	Evaluate the various information and communication technology tools used in the care of patients, communities, and populations.
8.2	Demonstrate appropriate use of information and communication technology to gather data, create information, and generate knowledge.
8.3	Describe how patient care and clinical interactions are supported by information and communication technology and informatics processes.

American Association
of Colleges of Nursing
The Voice of Academic Nursing

DOMAIN 8
INFORMATICS AND HEALTHCARE TECHNOLOGIES

There are **FIVE** Competency Statements

Competencies	
8.4	Consider how information and communication technology supports chronicling of care and communication among providers, patients, and all systems levels.
8.5	Use information and communication technologies in accordance with legal, professional, and regulatory standards and workplace policies in the delivery of care.

American Association
of Colleges of Nursing
The Voice of Academic Nursing

SUB-COMPETENCIES

» Collectively, sub-competencies *paint a picture* of competency attainment.

» Observable, measurable

» Two levels differentiate expectations.

www.freepik.com

American Association
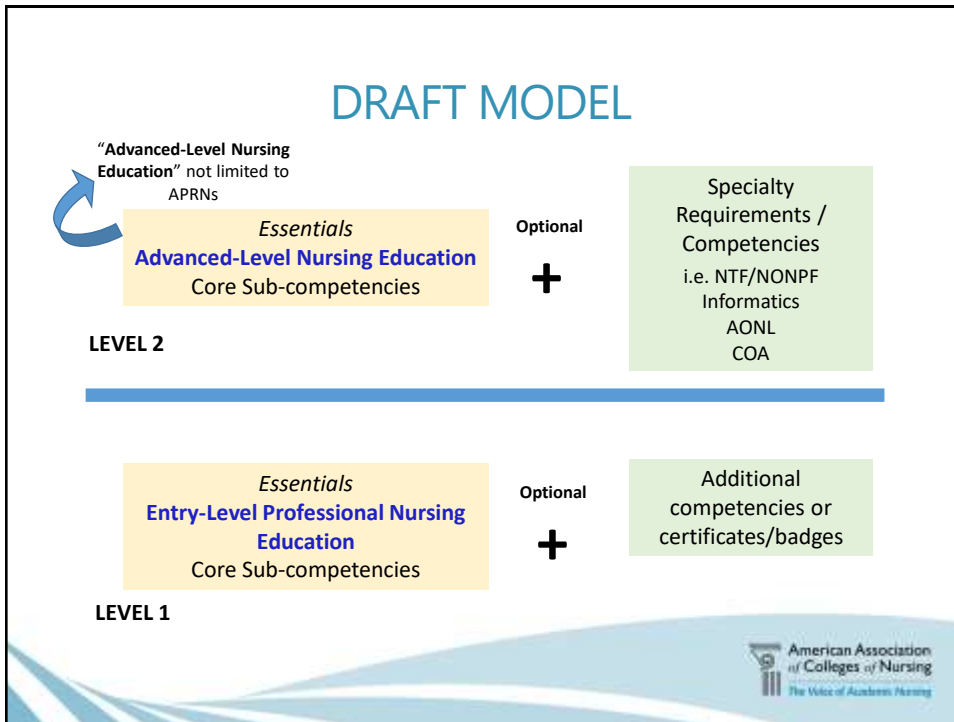of Colleges of Nursing
The Voice of Academic Nursing

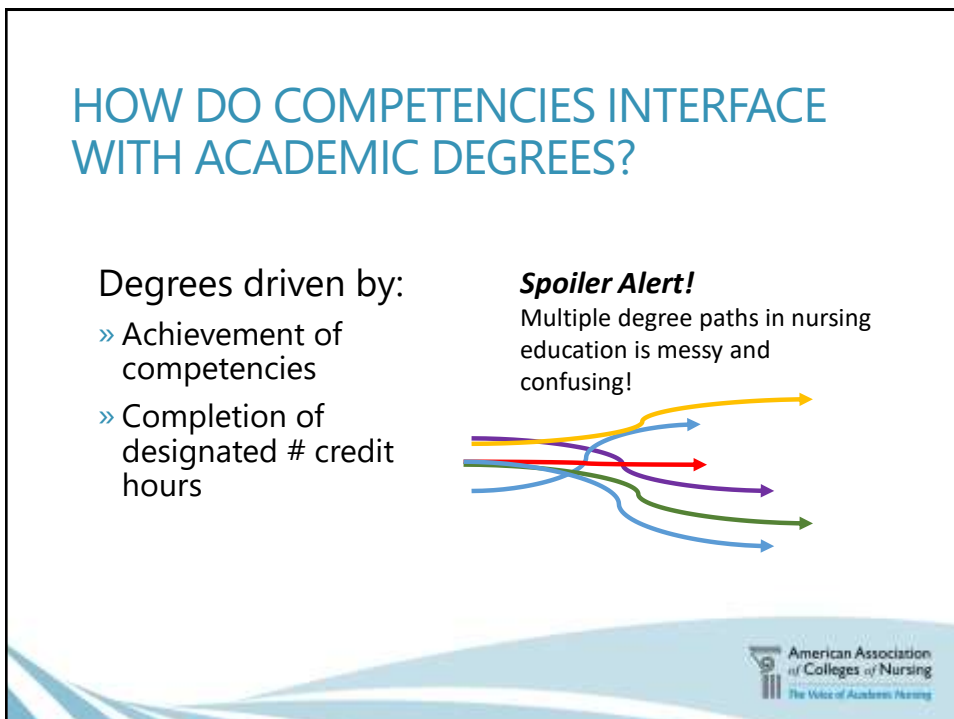
DOMAIN 8 Informatics and Healthcare Technologies

The use of informatics practices with information and communication technologies to manage and improve the delivery of safe, high-quality, and efficient health care services in accordance with best practice and following professional and regulatory standards.

Competency		Entry-Level Professional Nursing Education	Advanced Nursing Education
8.1	Evaluate the various information and communication technology tools used in the care of patients, communities, and populations	**8.1a** Identify the variety of information and communication technologies used in care settings. **8.1b** Effectively use electronic communication tools**.** **8.1c U**se of multimedia applications in healthcare. **8.1d** Demonstrate best practice use of social networking applications **8.1e** Explain the importance of nursing engagement in the planning and selection of technology for use in healthcare	**8.1f** Consider the potential uses of emerging information and communication technologies in healthcare **8.1g** Identify literature demonstrating best practice uses of information and communications technology to achieve outcomes. **8.1h** Describe nurse leadership responsibilities in the selection and implementation of new information and communication technologies. **8.1i** Demonstrate an understanding of the impact on finances and reimbursement with the use of technologies. **8.1j** Appraise the impact on workflow and outcomes of commonly used technologies.

DRAFT MODEL

"**Advanced-Level Nursing Education**" not limited to APRNs

Essentials **Advanced-Level Nursing Education** Core Sub-competencies	**Optional** +	Specialty Requirements / Competencies i.e. NTF/NONPF Informatics AONL COA

LEVEL 2

Essentials **Entry-Level Professional Nursing Education** Core Sub-competencies	**Optional** +	Additional competencies or certificates/badges

LEVEL 1

American Association of Colleges of Nursing
The Voice of Academic Nursing

HOW DO COMPETENCIES INTERFACE WITH ACADEMIC DEGREES?

Degrees driven by:

» Achievement of competencies

» Completion of designated # credit hours

Spoiler Alert!

Multiple degree paths in nursing education is messy and confusing!

American Association of Colleges of Nursing
The Voice of Academic Nursing

DRAFT MODEL

"**Advanced Level Nursing Education** " not limited to APRNs

Essentials
Advanced-Level Nursing Education
Core Sub-competencies

Optional

+

Specialty Requirements / Competencies

i.e. NTF/NONPF
Informatics
AONL
COA

LEVEL 2

MSN or DNP

Essentials
Entry-Level Professional Nursing Education
Core Sub-competencies

Optional

+

Additional competencies or certificates/badges

2nd degree entry
MSN

LEVEL 1

Entry BSN
RN-BSN

American Association of Colleges of Nursing
The Voice of Academic Nursing

33

QUESTIONS

American Association of Colleges of Nursing
The Voice of Academic Nursing
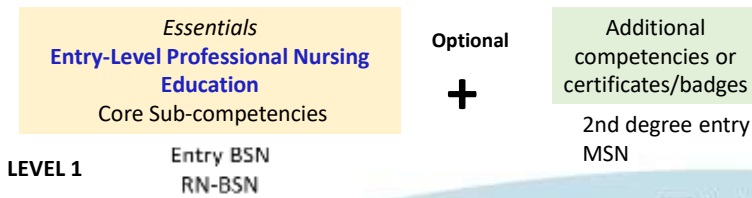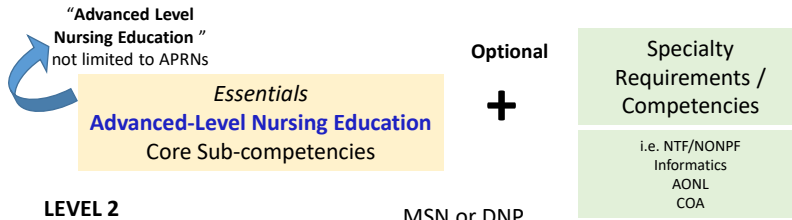
34

REFERENCES

Englander, et al: Toward a common taxonomy of competency domains for the health professions and competencies for physicians. *Academic Medicine*, 8(8):1088-1094, 2013

Freepik, (2019) Retrieved from https://www.freepik.com/

American Association
of Colleges of Nursing
The Voice of Academic Nursing