A Team Approach to Incorporate Competencies

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Objectives/Outcomes

Discuss the collaborative strategy used to transform the 2021 AACN Essentials into an undergraduate nursing program.

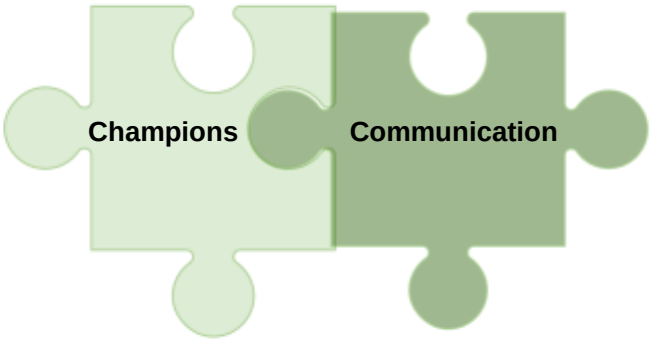
- Connecting the puzzle pieces
  - Champions
  - Communication
  - Timeline
  - Resources

WHERE NURSING TRAILBLAZERS BELONG

Champions

- Steering Committee
  - Led by Essentials Champion
  - Includes undergraduate (UG) and graduate faculty and leadership
- Sub committees
  - UG Steering Champions
  - UG CBE Champions
  - DEI Champions

WHERE NURSING TRAILBLAZERS BELONG



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Communication

- Key terms
- Resources to guide process
- Repository to store resources, materials, and presentations
- Retreats

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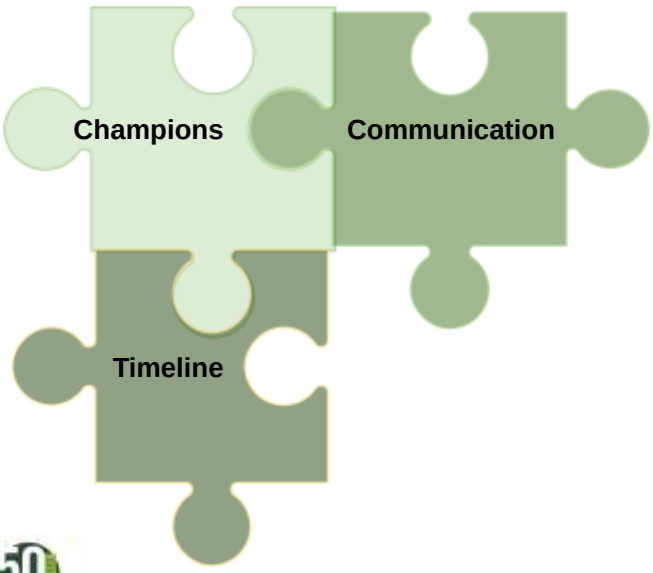

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Timeline

- Begin with end in mind

WHERE NURSING TRAILBLAZERS BELONG

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Summer 2026

Timeline

- Begin with end in mind
- Flowchart Process Model

Course Revisions with Essentials

JP KK 7.16.23 High-Level Flowchart for Course Revisions with Essentials

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Timeline

- Begin with end in mind
- Flowchart Process Model
- Curriculum revision timeline

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Course Revision Timeline

	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Begin Revisions	April 2024	July 2024	Oct. 2024	Dec. 2024
Step 1 approval	July 2024	Oct. 2024	Dec. 2024	Mar. 2025
Step 2 approval	Oct. 2024	Dec. 2024	Mar. 2025	June 2025
Step 3 approval	Dec. 2024	Mar. 2025	June 2025	Sept. 2025
Begin Teaching	Summer 2025	Fall 2025	Spring 2026	Summer 2026

Includes all courses in program and approvals needed

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Resources

- Begin with end in mind
- Revision of End of Program Learning Outcomes
  - Expected competencies of graduates
  - Guided by new 10 domains of 2021 AACN Essentials
- Crosswalk of current courses
- Gap analysis
- Created the revised Crosswalk

Resources

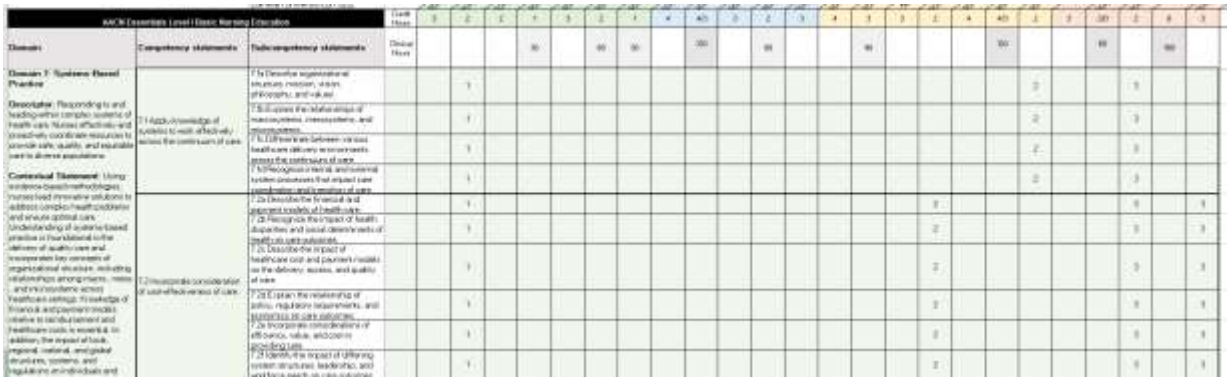
- What resources can the champions create to guide faculty on this journey?
  - Crosswalk
  - Roadmap Tool
  - Course Syllabus Revision Worksheet

WHERE NURSING TRAILBLAZERS BELONG

Crosswalk

- Competency scaffolding
  - 1 – Introduce
  - 2 – Reinforce
  - 3 – Master
- Reviewed sub competencies and mapped them
  - Need to differentiate between entry and advanced levels
- Spread out how measure competencies/sub competencies
- Bundle
  - For signature assessments to measure competency/sub competency
    - Desired outcomes for learners
    - Demonstrate can do with what they know
    - Planned and repeated practice

Entry-Level Professional Nursing Education Crosswalk



Competency scaffolding
1 – Introduce
2 – Reinforce
3 – Master

Signature Assessments

- **Bundle**
- **Threaded throughout curriculum**
- **Assessed over time…multiple methods…multiple assessors**
- **Can measure multiple competencies/sub competencies**
- **Not majority in one course**

Resources

- Roadmap Tool
  - Based on Crosswalk to represent the course level
  - Way to outline how peers can collaborate
  - Collaboration with graduate counterparts to align with advanced level sub competencies

Roadmap Tool

AACN 2021 Essentials Domains, Competencies, & Sub-Competencies Roadmap

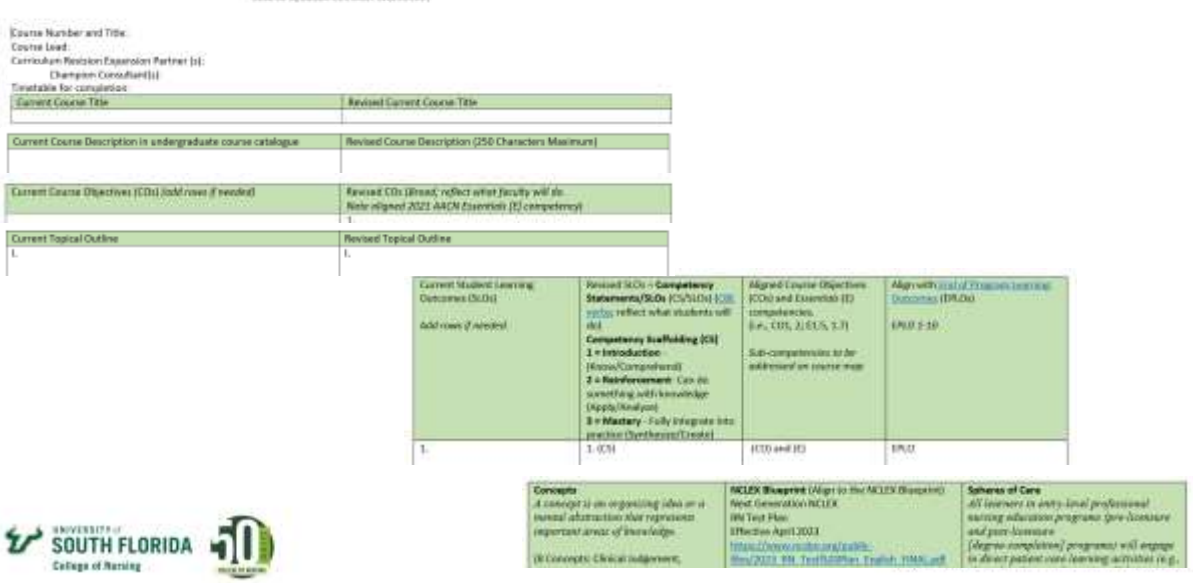
Roadmap for: NUR3225

NUR 3225	Domain	Competencies	Sub-Competencies	Sub-Competency Placement in UG Courses													
				NUR 3225	NUR 3225 L	NUR 3125	NUR 3825	NUR 3066	NUR 3026	NUR 4535	NUR 4467	NUR 4227	NUR 4165	NUR 4827	NUR 4888	NUR 4635	NUR 4957
DOMAIN 1	Knowledge for Nursing Practice	1.3 Demonstrate clinical judgment founded on a broad knowledge base.	1.3a Demonstrate clinical reasoning.	2	2	1						3					
			1.3b Integrate nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines and inquiry to inform clinical	2	2	1						3					
			1.3c Incorporate knowledge from nursing and other disciplines to support clinical	2	2	1						3					

Resources

- Course Syllabus Revision Worksheet
  - Changes
    - Course Description
    - Course Objectives
    - Competency Statements/Student Learning Outcomes
    - Outline
  - Concepts (8)
  - Spheres of Care (4)
  - Reviewed by Curriculum Committees
  - Package for approvals
    - Syllabus
    - Roadmap Tool
    - Course Syllabus Revision Worksheet

Course Syllabus Revision Worksheet



Course Number and Title:
Course Lead:
Curriculum Revision Expansion Partner (s):
Champion Consultant(s):
Timetable for completion:

Current Course Title	Revised Current Course Title

Current Course Description in undergraduate course catalogue	Revised Course Description (250 Characters Maximum)

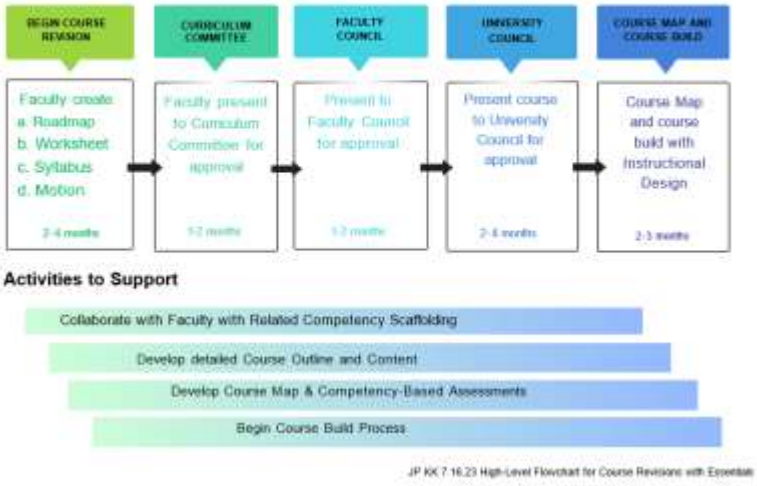
Current Course Objectives (COs) *(add rows if needed)*	Revised COs (Broad, reflect what faculty will do. *Note aligned 2021 AACN Essentials (E) competency)*
	1.

Current Topical Outline	Revised Topical Outline
1.	1.

Current Student Learning Outcomes (SLOs) *Add rows if needed*	Revised SLOs = **Competency Statements/SLOs** (CSs/SLOs) (OR, verbs: reflect what students will do) **Competency Scaffolding (CS)** **1 = Introduction** - (Know/Comprehend) **2 = Reinforcement**- Can do something with knowledge (Apply/Analyze) **3 = Mastery** - Fully integrate into practice (Synthesize/Create)	Aligned Course Objectives (COs) and Essentials (E) competencies. (i.e., CO1, 2; E1.5, 1.7) Sub-competencies to be addressed on course map	Align with end of Program Learning Outcomes (EPLOs) EPLO 1-10
1.	1. CS1	(CO) and (E)	EPLO

Concepts *A concept is an organizing idea or a mental abstraction that represents important areas of knowledge.* (8 Concepts: Clinical Judgement,	**NCLEX Blueprint** (Align to the NCLEX Blueprint) Next Generation NCLEX RN Test Plan Effective April 2023 https://www.ncsbn.org/public-files/2023_RN_TestPlanPlan_English_FINAL.pdf	**Spheres of Care** *All learners in entry-level professional nursing education programs (pre-licensure and post-licensure [degree completion] programs) will engage in direct patient care learning activities (e.g.,*

Course Revisions with Essentials



Activities to Support

JP KK 7.16.23 High-Level Flowchart for Course Revisions with Essentials

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Bring the team back together

- Curriculum retreat - operationalize
  - Present resources - copies
  - Revision process
  - Transform syllabi to include competency statements/student learning outcomes
  - Begin to develop signature assessments
- Survey

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Levels of Understanding and Comfort
9
8
7
6
5
4
3
2
1
0
6.4
8.7
7.1
9
6.7
8.6
6.3
8.6
6.3
8.6
My level of understanding of the curriculum revision process
My level of understanding of the 2021 AACN Essentials
My level of understanding of competency-based education as it applies to our 2025 curriculum
My level of comfort in transforming a syllabus to meet the 2021 AACN Essentials
My level of comfort in developing or transforming assessments to meet CBE principles
Before the Retreat
After the Retreat

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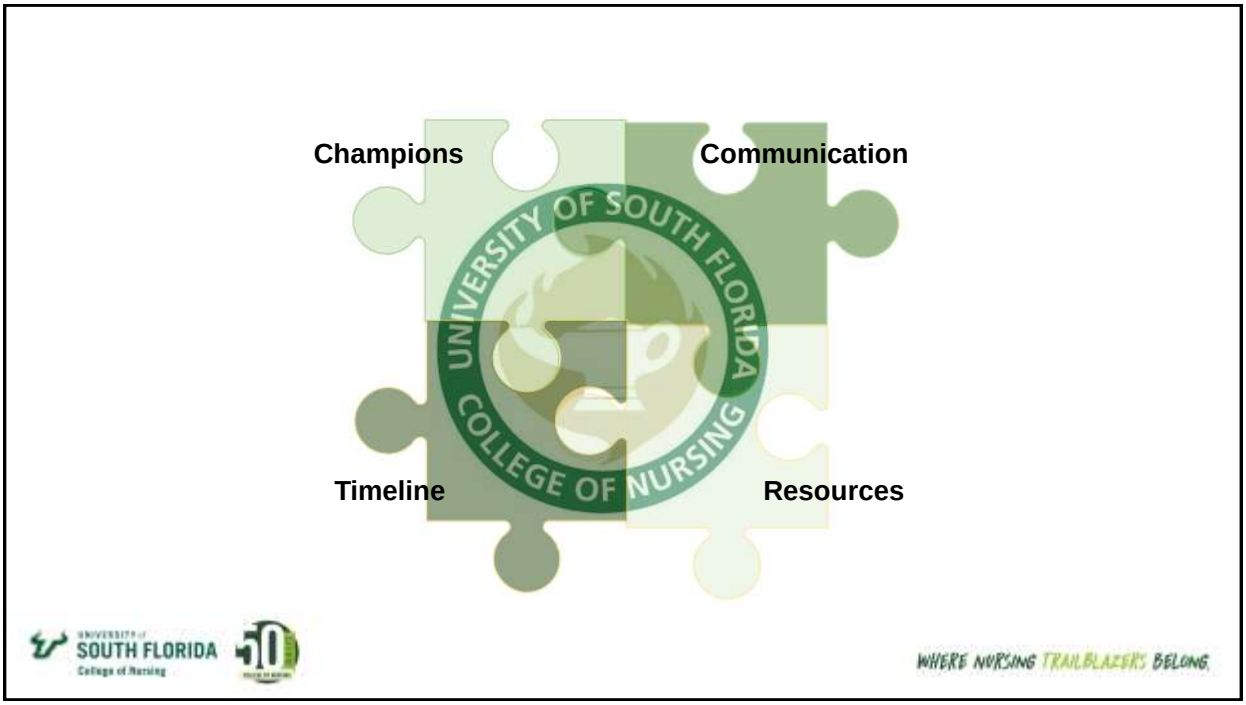
Champions
Communication
UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF NURSING
Timeline
Resources
SOUTH FLORIDA
College of Nursing
WHERE NURSING TRAILBLAZERS BELONG

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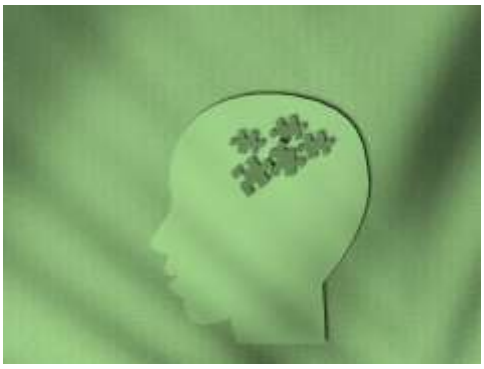
Summary

- Scaffolding to guide the faculty on this journey
  - Presentations to ***introduce*** 2021 AACN Essentials
  - Interactive retreats and meetings to ***reinforce*** processes
  - Resources for faculty to ***master*** transformation
- Continue to connect the puzzle pieces
  - A story of our journey
  - Many ways to transform a program
  - Continuous process improvement

WHERE NURSING TRAILBLAZERS BELONG

References

American Association of Colleges of Nursing. (2023). Guiding Principles for Competency-Based Education and Assessment. Accessible online at https://www.aacnnursing.org/Portals/0/PDFs/Essentials/Guiding-Principles-for-CBE-Assessment.pdf

American Association of Colleges of Nursing. (2021). The Essentials: Core competencies for professional nursing education. Accessible online at https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

Questions