**Domain 2: Person-Centered Care**

**Descriptor**

* **Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others.**
* **Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate.**
* **Person-centered care considers and includes the cultural context of the individual, family, and community.**
* **Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.**
* **Person-centered care spans both the beginner and advanced level. The below is a guide for faculty to incorporate strategies that may include both beginner and advanced level competencies.**

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| **2.1 Engage with the individual in establishing a caring relationship.** |
| Integrative Learning Strategies **Beginner**1. These focused video simulations (built around a specific clinical challenge) provide the learner the opportunity to better understand a clinical situation from the patient and family perspective and the impact our actions have on patients and families. Initial 10–15-minute scenario followed by a 15–20-minute structured debriefing to reflectively review and identify how to improve patient and family interactions and enhance healthcare delivery and outcomes (Total 30 minutes). **(2.1a)** <https://www.gnsh.org/category/30-minutes/>
2. This video reflects the care of older adults through various loved ones' eyes. This is a powerful visual teaching activity with patient stories for teaching and learning the concept of empathy. [https://youtube/ovHcr1tOpBs](https://youtu.be/ovHcr1tOpBs) (4 mins.) **(2.1a, 2.1b, 2.1c)**
3. This multi-award-winning video inspired by a true story depicts genuine, compassionate care, and the caring actions of nurses make a significant difference in the lives of patients and families. [https://youtube/wkf-WxMZVP8](https://youtu.be/wkf-WxMZVP8) (3 minutes) **(2.1a, 2.1b,2.1c)**
4. This self-assessment tool is designed to help the student explore their individual cultural competence. **(2.1c)** <https://www.avma.org/sites/default/files/2020-08/Diversity-CulturalCompetenceChecklist.pdf>
5. Culturally and Linguistically Services to Enhance Self-Awareness and Awareness of a Patient’s Cultural Identity. **(2.1b, 2.1c)**

<https://thinkculturalhealth.hhs.gov/maternal-health-care/> **Advanced**1. This video reflects the care of older adults through various loved ones' eyes. This is a powerful visual teaching activity with patient stories for teaching and learning the concept of empathy. [https://youtube/ovHcr1tOpBs](https://youtu.be/ovHcr1tOpBs) (4 mins.) **(2.1d, 2.1e)**
2. This multi-award-winning video inspired by a true story depicts genuine, compassionate care, and the caring actions of nurses make a significant difference in the lives of patients and families. [https://youtube/wkf-WxMZVP8](https://youtu.be/wkf-WxMZVP8) (3 minutes) **(2.1d, 2.1e)**
3. The Virtual Empathy Museum is a repository of open-access evidence-based curriculum resources for teaching and enhancing empathy skills for students and clinicians.**(2.1d, 2.1e)** <https://www.virtualempathymuseum.com.au/art-room/>
4. This self-assessment tool is designed to help the student explore their individual cultural competence. **(2.1d, 2.1e)** <https://www.avma.org/sites/default/files/2020-08/Diversity-CulturalCompetenceChecklist.pdf>
5. Culturally and Linguistically Services to Enhance Self-Awareness and Awareness of a Patient’s Cultural Identity. **(2.1d, 2.1e)**

<https://thinkculturalhealth.hhs.gov/maternal-health-care/>  |
| ResourcesArticles1. This article explores the concept of empathy and provides a conceptual model for understanding empathy and a range of teaching strategies for addressing various dimensions of empathy. Levett-Jones, T., & Cant, R. (2020). The empathy continuum: An evidenced-based teaching model derived from an integrative review of contemporary nursing literature. *Journal of Clinical Nursing, 29*, 1026-1040. DOI: 10.1111/jocn.151372. This article differentiates patients' experiences of sympathy, empathy, and compassion and provides a conceptual framework for creating targeted educational interventions for addressing individuals' various expressions and acceptance of compassion. Sinclair, S., Beamer, K., Hack, T. F., McClement, S., Raffin Bouchal, S., Chochinov, H. M., & Hagen, N. A. (2017). Sympathy, empathy, and compassion: A grounded theory study of palliative care patients' understandings, experiences, and preferences. *Palliative medicine*, *31*(5), 437–447. [https://doi.org/10.1177/0269216316663499](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1177%2F0269216316663499&data=04%7C01%7Csusan.n.brasher%40emory.edu%7C0316a3b25f194c22050108d9a2342ad1%7Ce004fb9cb0a4424fbcd0322606d5df38%7C0%7C0%7C637719167221417516%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=NlxyWZf17EMJksjobqGWCFPnM00Ht0HPhdCiQZhVPak%3D&reserved=0)3. This article reviews a novel approach of involving expert patients in nursing education to help students develop their innate capacity to empathize. Ferri, P., Rovesti, S., Padula, M. S., D'Amico, R., & Di Lorenzo, R. (2019). Effect of expert-patient teaching on empathy in nursing students: a randomized controlled trial. *Psychology research and behavior management*, *12*, 457–467. <https://doi.org/10.2147/PRBM.S208427>4. This article discusses the historical, contemporary and future of the theory of cultural care in nursing practice. McFarland MR, Wehbe-Alamah HB. Leininger's Theory of Culture Care Diversity and Universality: An Overview With a Historical Retrospective and a View Toward the Future. J Transcult Nurs. 2019 Nov;30(6):540-557. doi: 10.1177/1043659619867134. Epub 2019 Aug 13. PMID: 31409201.5. This article highlights creative approaches faculty have used to actualize person-centered care in their teaching and the development of personal knowing. Schwind, J. K., Beanlands, H., Lapum, J., Romaniuk, D., Fredericks, S., LeGrow, K., Edwards, S., McCay, E., & Crosby, J. (2014). Fostering person-centered care among nursing students: creative pedagogical approaches to developing personal knowing. *The Journal of nursing education*, *53*(6), 343–347. https://doi.org/10.3928/01484834-20140520-01Websites1. Transcultural nursing theories, models, and approaches. <https://clinmedjournals.org/articles/ianhc/international-archives-of-nursing-and-health-care-ianhc-2-053.php?jid=ianhc>

2. Making community health care culturally correct. <https://www.myamericannurse.com/making-community-health-care-culturally-correct/> |
| Recommended Content Based on Sub-Competencies**Beginner**2.1a Demonstrate qualities of empathy2.1b Demonstrate compassionate care. 2.1c Establish mutual respect with the individual and family. **Advanced**2.1d Promote caring relationships to effect positive outcomes. 2.1e Foster caring relationships.  |
| Recommended Assessment Strategies 1. Van Gelderen Family Care Rubric- This rubric was developed to objectively evaluate nursing student skills and abilities to deliver family-focused care. This rubric has undergone psychometric testing and been shown to effectively evaluate the constructs of family-centered care.
2. Cultural assessment tools: <http://transculturalcare.net/cultural-assessment-tools/>
3. Reflective Practice in Health:This La Trobe University Library Page has gathered evidence-based information and presents Introduction to Reflective Practice in Health; Examples of Reflective Practice; When to Use Reflective Practice; Types of Reflection; Models of Reflection and Reflective Writing Style Including Guidelines for Keeping a Reflective Diary/Journal & Writing Up Critical Reflective Incidents.

<https://latrobe.libguides.com/reflectivepractice> |
| References 1. Van Gelderen, S., Krumwiede, N., & Christian, A. (2016). Teaching family nursing through simulation: Family-care rubric development. *Clinical Simulation in Nursing, 12,* 159-170.
2. Van Gelderen, S., Engebretson, A., Miller, A., Hancock, A., Ehmke, A., Swan, M., Garrow, A., (2019). A family-care rubric: Developing family care and communication skills using simulation. *Clinical Simulation in Nursing,* *36,*47-58.
3. Ferri, P., Rovesti, S., Padula, M. S., D'Amico, R., & Di Lorenzo, R. (2019). Effect of expert-patient teaching on empathy in nursing students: a randomized controlled trial. *Psychology research and behavior management*, *12*, 457–467.<https://doi.org/10.2147/PRBM.S208427>
4. Yu, Juping & Kirk, Maggie. (2009). Evaluation of empathy measurement tools in nursing: Systematic review. Journal of advanced nursing. 65. 1790-806. [10.1111/j.1365-2648.2009.05071.x.](https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2648.2009.05071.x)
5. Shen Z. Cultural competence models and cultural competence assessment instruments in nursing: A literature review. J Transcult Nurs. 2015 May;26(3):308-21. doi: 10.1177/1043659614524790. Epub 2014 May 9. PMID: 24817206.
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| **2.2 Communicate effectively with individuals.** |
| Integrative Learning Strategies**Beginner**1. Interactive learning modules for Undergraduate nursing students with the aim to improve quality and patient safety through the attainment of six core competencies. Two modules include Patient-Centered Care and Teamwork and Collaboration. The remaining modules further contribute to a broader understanding of QSEN, such as Evidence-based practice (EBP), Quality improvement (QI), Safety and Informatics. AACN QSEN Modules: Undergraduate [QSEN Learning Module Series](https://www.aacnnursing.org/Faculty/Teaching-Resources/QSEN/QSEN-Learning-Module-Series) ( 2.2 c, 2.2 d, 2.2e, 2.2 f)

**Advanced**1. Interactive learning modules for Graduate nursing students with the aim to improve quality and patient safety through the attainment of six core competencies. Two modules include Patient-Centered Care and Teamwork and Collaboration. The remaining modules further contribute to a broader understanding of QSEN, such as Evidence-based practice (EBP), Quality improvement (QI), Safety and Informatics. AACN QSEN Modules: Graduate [QSEN Learning Module Series](https://www.aacnnursing.org/Faculty/Teaching-Resources/QSEN/QSEN-Learning-Module-Series) (2.2 g, 2.2 j)
2. QSEN Institute provides peer-reviewed teaching strategies that support the education of Graduate nurses as well as assessment strategies for the six QSEN competencies <https://qsen.org/strategies/> (2.2. h, 2.2 i)
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| Resources:1. Access the QSEN modules below with the following credentials:

Visit [QSEN Module Website](http://login.icohere.com/AACNQSEN)Login: AACNQSENPassword: AACNQSEN1. Select QSEN Modules ( Undergraduate) or Graduate QSEN Modules: Patient-centered care, Teamwork and collaboration, Evidence-based practice (EBP), Quality improvement (QI), Safety, and Informatics. <https://www.aacnnursing.org/Faculty/Teaching-Resources/QSEN>
2. QSEN Institute, Case Western Reserve University, provides peer-reviewed teaching strategies that support the education of entry-level and graduate nurses as well as assessment strategies for the six QSEN competencies. <https://qsen.org/strategies/>
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| Recommended Content Based on Sub-Competencies**Beginner**2.2a Demonstrate relationship-centered care. 2.2b Consider individual beliefs, values, and personalized information in communications.2.2c Use a variety of communication modes appropriate for the context. 2.2d Demonstrate the ability to conduct sensitive or difficult conversations.2.2e Use evidence-based patient teaching materials, considering health literacy, vision, hearing, and cultural sensitivity. 2.2f Demonstrate emotional intelligence in communications.**Advanced** 2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences. 2.2h Design evidence-based, person-centered engagement materials. 2.2i Apply individualized information, such as genetic/genomic, pharmacogenetic, and environmental exposure information in the delivery of personalized health care. 2.2j Facilitate difficult conversations and disclosure of sensitive information.  |
| Recommended Assessment Strategies1. This website, The QSEN Institute, Case Western Reserve University, provides peer-reviewed teaching strategies that support the education of entry level and graduate nurses as well as assessment strategies for the six QSEN competencies. <https://qsen.org/strategies/>
 |
| References1. Oh, Hyekyung. (2021). Effects of simulation learning using SBAR on clinical judgment and communication skills in undergraduate nursing students. International Journal of Contents,17(3),30–37.

Donovan,L. & Mullen, L. (2019). Expanding nursing simulation programs with a standardized patient protocol on therapeutic communication. *Nurse Education in Practice* July 2019 38:126-1311. QSEN. (2012). Graduate-level QSEN Competencies Knowledge, Attitude, and Skills. Retrieved December 14, 2021, from <https://www.aacnnursing.org/Portals/42/AcademicNursing/CurriculumGuidelines/Graduate-QSEN-Competencies.pdf>
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| **2.3 Integrate assessment skills in practice.**  |
| Integrative Learning Strategies**Beginner** 1. This website provides several examples of classroom assessment methods.

[Examples of Classroom Assessment Techniques | MGH Institute of Health Professions (mghihp.edu)](https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques) (2a, 2e, 2f, 2g)1. This self-assessment tool is designed to help the student explore their healthcare encounter. <https://academic.oup.com/view-large/7885898> (2.3c)
2. Sample training cases are available for students to learn how to integrate person-centered care into assessment skills in practice. <https://med.umn.edu/sites/med.umn.edu/files/scored_sample_training_cases.pdf> (2.3b, 2.3d, 2.3e, 2.3f, 2.3g)

**Advanced** 1. The Patient-Centered Assessment Method (PCAM) is a systematic tool that offers providers a method to better understand their patient’s needs beyond their medical condition(s). (2.3h)

<https://med.umn.edu/sites/med.umn.edu/files/pcam_assessment_tool_2.0.pdf>Application of PCAM tool: <https://med.umn.edu/sites/med.umn.edu/files/scored_sample_training_cases.pdf>1. This self-assessment tool is designed to help the student explore their healthcare encounter. (2.3h) <https://academic.oup.com/view-large/7885898>
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| Resources: 1. Patient-Centered Assessment Method. Retrieved December 14, 2021 from <https://med.umn.edu/familymedicine/research/faculty-research/pcam>
2. The link provides excellent information on various outcome assessment strategies. It explores the utilization and concerns related to various faculty strategies to assess and evaluate student learning.

[Strategies for assessing and evaluating learning outcomes | Nurse Key](https://nursekey.com/strategies-for-assessing-and-evaluating-learning-outcomes/)<https://nursekey.com/strategies-for-assessing-and-evaluating-learning-outcomes/> |
| Recommended Content Based on Sub-Competencies**Beginner**2.3a Create an environment during assessment that promotes a dynamic interactive experience. 2.3b Obtain a complete and accurate history in a systematic manner.2.3c Perform a clinically relevant, holistic health assessment.2.3d Perform point of care screening/diagnostic testing (e.g. blood glucose, PO2, EKG). 2.3e Distinguish between normal and abnormal health findings. 2.3f Apply nursing knowledge to gain a holistic perspective of the person, family, community, and population.2.3g Communicate findings of a comprehensive assessment. **Advanced**2.3h Demonstrate that one’s practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.  |
| Recommended Assessment Strategies PCAM Instructor Assessment Guide <https://med.umn.edu/sites/med.umn.edu/files/pcam_assessor_guide.pdf> |
| References1. Hudon, C., Fortin, M., Haggerty, J. L., Lambert, M., & Poitras, M. E. (2011). Measuring patients' perceptions of patient-centered care: a systematic review of tools for family medicine. *Annals of family medicine*, *9*(2), 155–164. <https://doi.org/10.1370/afm.1226>
2. Mercer SW, Maxwell M, Heaney D, Watt GC. The consultation and relational empathy (CARE) measure: development and preliminary validation and reliability of an empathy-based consultation process measure. *Fam Pract*. 2004;21(6):699–705.
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| **2.4 Diagnose actual or potential health problems and needs.**  |
| Integrative Learning Strategies**Beginner** 1. Recognition of biases in entry-level and graduate nurses’ diagnostic reasoning processes can reduce errors and improve patient outcomes. Through the use of ***unfolding case studies*** as a teaching strategy and integration of relevant concepts related to **cognitive bias** diagnostic error and harm can be reduced
2. The Patient-Centered Assessment Method (PCAM) is a systematic tool that offers providers a method to better understand their patient’s needs beyond their medical condition(s). (2.4a, 2.4b, 2.4c, 2.4d, 2.4e) [​​https://med.umn.edu/sites/med.umn.edu/files/scored\_sample\_training\_cases.pdf](https://med.umn.edu/sites/med.umn.edu/files/scored_sample_training_cases.pdf)

**Advanced**1. Recognition of biases in entry-level and graduate nurses’ diagnostic reasoning processes can reduce errors and improve patient outcomes. Through the use of ***unfolding case studies*** as a teaching strategy and integration of relevant concepts related to **cognitive bias** diagnostic error and harm can be reduced
2. National League for Nursing: Advancing Care Excellence for Vulnerable Populations Unfolding Cases. (2.4f, 2.4g) <http://legacy.nln.org/professional-development-programs/teaching-resources/ace-s/unfolding-cases/how-to-use-the-unfolding-case>
3. The Patient-Centered Assessment Method (PCAM) is a systematic tool that offers providers a method to better understand their patient’s needs beyond their medical condition(s). (2.4f, 2.4g) [​​https://med.umn.edu/sites/med.umn.edu/files/scored\_sample\_training\_cases.pdf](https://med.umn.edu/sites/med.umn.edu/files/scored_sample_training_cases.pdf)
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| Resources1. This website provides faculty teaching entry-level nurses guidance and examples of unfolding case study assignments that assist novice nurses in developing nursing competencies. QSEN Institute: Case Western Reserve: Using Unfolding Case Studies to Develop Clinical Forethought in Novice Nursing Students: <https://qsen.org/using-unfolding-case-studies-to-develop-clinical-forethought-in-novice-nursing-students/>
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| Recommended Content Based on Sub-Competencies**Beginner**2.4a Synthesize assessment data in the context of the individual’s current preferences, situation, and experience. 2.4b Create a list of problems/health concerns. 2.4c Prioritize problems/health concerns. 2.4d Understand and apply the results of social screening, psychological testing, laboratory data, imaging studies, and other diagnostic tests in actions and plans of care. 2.4e Contribute as a team member to the formation and improvement of diagnoses. **Advanced**2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process. 2.4g Integrate advanced scientific knowledge to guide decision-making.  |
| Recommended Assessment Strategies1. This website provides faculty with an example of the use of Role Play in the assessment of nursing process skills such as assessment, diagnosis and planning.

QSEN Institute: Case Western Reserve: Unfolding Case Study with Live Role Play:<https://qsen.org/unfolding-case-study-with-live-role-play/> |
| ReferencesLaManna, J.et al.(2019). Teaching diagnostic reasoning to advanced practice nurses: Positives and negatives Clinical Simulation in Nursing, Volume 26, 24 – 311. Lawson TN. Diagnostic Reasoning and Cognitive Biases of Nurse Practitioners. J Nurs Educ. 2018 Apr 1;57(4):203-208. doi: 10.3928/01484834-20180322-03. PMID: 29614188.
2. Campbell SG, Croskerry P, Petrie DA. Cognitive bias in health leaders. Healthcare Manage Forum. 2017 Sep;30(5):257-261. doi: 10.1177/0840470417716949. PMID: 28929843.
3. Shen Z. Cultural competence models and cultural competence assessment instruments in nursing: a literature review. J Transcult Nurs. 2015 May;26(3):308-21. doi: 10.1177/1043659614524790. Epub 2014 May 9. PMID: 24817206.
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| **2.5 Develop a plan of care.**  |
| Integrative Learning Strategies**Beginner**1. Patient & Family Involvement in Lean Improvement Events (2013). This video is intended to provide information about what it is like to participate in health care improvement from the point of view of patient and family advisors. (2.5a, 2.5b, 2.5c, 2.5d, 2.5e, 2.5f, 2.5g) <https://www.youtube.com/watch?v=uBCP0CgewHY&list=PLsmd5sbzhSch5TpQ_ZnPlWAkLtYuElNEU#t=235>
2. QSEN Unfolding Case Study to develop clinical forethought. (2.5a, 2.5b, 2.5c, 2.5d, 2.5e, 2.5f, 2.5g) [​​https://qsen.org/using-unfolding-case-studies-to-develop-clinical-forethought-in-novice-nursing-students/](https://qsen.org/using-unfolding-case-studies-to-develop-clinical-forethought-in-novice-nursing-students/)

**Advanced**1. **S**imulation case studies provide both entry and graduate level nursing students develop comprehensive care planning skills. Using simulation labs to provide all levels of nursing students these care planning processes can be enhanced for the advanced nurse through the use of AHRQ’s interactive learning modules based upon Morbidity and Mortality Rounds and expert analysis of medical errors taken from practice. (2.5h, 2.5i, 2.5j, 2.5k) <https://psnet.ahrq.gov/webmm-case-studies?f%5B0%5D=webmm_approach_to_improving_safety%3A5351>
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| Resources1. This website provides nursing simulation scenarios that can be used in classroom, online or in a simulation lab that focused on developing nursing competencies at all levels Kansas Board of Nursing Simulation Scenarios:<https://ksbn.kansas.gov/administrator-resources/simulation-scenarios/>
2. This website provides graduate faculty with access to actual MMR based case studies that can be used in the classroom, online or in a simulation lab to assist graduate nurse in managing complex cases requiring advanced diagnostic and planning skills

AHRQ PS Net Web M&M Case Studies<https://psnet.ahrq.gov/webmm-case-studies?f%5B0%5D=webmm_approach_to_improving_safety%3A5351>  |
| Recommended Content Based on Sub-Competencies**Beginner**2.5a Engage the individual and the team in plan development. 2.5b Organize care based on mutual health goals.2.5c Prioritize care based on best evidence. 2.5d Incorporate evidence-based intervention to improve outcomes and safety. 2.5e Anticipate outcomes of care (expected, unexpected, and potentially adverse). 2.5f Demonstrate rationale for plan.2.5g Address individuals’ experiences and perspectives in designing plans of care. **Advanced**2.5h Lead and collaborate with an interprofessional team to develop a comprehensive plan of care. 2.5i Prioritize risk mitigation strategies to prevent or reduce adverse outcomes.2.5j Develop evidence-based interventions to improve outcomes and safety.2.5k Incorporate innovations into practice when evidence is not available.  |
| Recommended Assessment Strategies1. This website presents the Patient Centered Assessment Method (PCAM) developed by the University of Minnesota and provides health care providers tools to manage the complexity of care based upon the social determinants of health.

<https://med.umn.edu/familymedicine/research/faculty-research/pcam>1. These links provide PCAM Case studies and faculty grading rubrics for assessment of students in the application of the case studies

PCAM Case studies: <https://med.umn.edu/sites/med.umn.edu/files/scored_sample_training_cases.pdf>PCAM Instructor Assessment Guide <https://med.umn.edu/sites/med.umn.edu/files/pcam_assessor_guide.pdf> |
| References:1. Koukourikos, K., Tsaloglidou, A., Kourkouta, L., Papathanasiou, I. V., Iliadis, C., Fratzana, A., & Panagiotou, A. (2021). Simulation in Clinical Nursing Education. *Acta informatica medica: AIM : journal of the Society for Medical Informatics of Bosnia & Herzegovina : casopis Drustva za medicinsku informatiku BiH*, *29*(1), 15–20. <https://doi.org/10.5455/aim.2021.29.15-20>
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| **2.6 Demonstrate accountability for care delivery.**  |
| Integrative Learning Strategies**Beginner**1. The Nursing Service Organization provides a case study of wrongful delegation. (2.6a, 2.6c, 2.6d) https://www.nso.com/Learning/Artifacts/Legal-Cases/Wrongful-delegation-of-patient-care-to-unlicensed
2. NCSBN and ANA National Guidelines for Nursing (2.6a, 2.6b, 2.6b, 2.6d) Delegation.https://www.nso.com/Learning/Artifacts/Legal-Cases/Wrongful-delegation-of-patient-care-to-unlicensed
3. Five Rights of Nursing Delegation including case study. (2.6c, 2.6d) https://www.ncbi.nlm.nih.gov/books/NBK519519/

**Advanced**1. The Nursing Service Organization provides a case study for nurse practitioners. (2.6e, 2.6f, 2.6g, 2.6h, 2.6i, 2.6j) https://www.nso.com/Learning/Artifacts/Legal-Cases/State-Board-of-Nursing-matters-involving-allegations-of-a-non-clinical-nature
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| Resources1. This video explains accountability and how to care with confidence. Let’s talk about accountability| Caring Confidence: The Code in Action (2 minutes). <https://www.youtube.com/watch?v=iMaVr1M-slA>
2. Intentional introduction to accountability terminology associated with professional behaviors, as well as ongoing and repetitive feedback to help students make connections between personal beliefs and values. Introduction to the ANA Code of Ethics <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>
3. NCSBN. (n.d). Delegation. Retrieved February 17, 2022, from <https://www.ncsbn.org/1625.htm>
4. AHRQ. (n.d.). TeamSTEPPS. Retrieved February 17, 2022, from <https://www.ahrq.gov/teamstepps/instructor/essentials/pocketguide.html>
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| Recommended Content Based on Sub-Competencies**Beginner**2.6a Implement individualized plan of care using established protocols.2.6b Communicate care delivery through multiple modalities. 2.6c Delegate appropriately to team members. 2.6d Monitor the implementation of the plan of care. **Advanced**2.6e Model best care practices to the team. 2.6f Monitor aggregate metrics to assure accountability for care outcomes. 2.6g Promote delivery of care that supports practice at the full scope of education. 2.6h Contribute to the development of policies and processes that promote transparency and accountability.2.6i Apply current and emerging evidence to the development of care guidelines/tools.2.6j Ensure accountability throughout transitions of care across the health continuum.  |
| Recommended Assessment Strategies:1. CMS Behavioral Competency Assessment tool: [https://www.cms.gov/Medicare/Provider-Enrollment-and-Crtification/SurveyCertificationGenInfo/Downloads/CMPRP-Toolkit-1-Nurse-Assessment-Electronic.pdf](https://www.cms.gov/Medicare/Provider-Enrollment-and-Certification/SurveyCertificationGenInfo/Downloads/CMPRP-Toolkit-1-Nurse-Assessment-Electronic.pdf)
2. Simulation with Action Competence (Evju, 2020). [Action competence: A concept analysis - PubMed (nih.gov)](https://pubmed.ncbi.nlm.nih.gov/29359373/)
3. Six Communication Tools to Build Accountability: <http://www.hcpro.com/NRS-332538-868/Use-these-six-communication-tools-to-build-accountability-with-your-staff.html>
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| References1. American Nurses Association. (2010). Code of ethics with interpretive statements

Retrieved December 10, 2021, from<https://www.princetonhcs.org/-/media/princeton/documentrepository/documentrepository/nurses/code-of-ethics.pdf>1. Krautscheid, L.C. (2014). Defining Professional Nursing Accountability: A Literature Review, Journal of Professional Nursing, 30(1), 43-47. ISSN 8755-7223

https://doi.org/10.1016/j.profnurs.2013.06.008.1. Evju, A. S., Høgbakk, M. L., Lindgren, S. J., & Gustin, L. W. (2020). Balancing between challenges and trust: Nursing students' experiences of participating in a course in wilderness medicine. *Nurse education in practice*, *48*, 102863. <https://doi.org/10.1016/j.nepr.2020.102863>
2. Ortiz,J., 2016. New graduate nurses' experiences about lack of professional confidence. Nurse Education in Practice 19, 19-24. doi:10.1016/j.nepr.2016.04.001

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| **2.7 Evaluate outcomes of care.**  |
| Integrative Learning Strategies**Beginner**1. Clinical Outcomes Tool Guide is based on the ANA’s Clinical Standards for Nursing Practice (2015) and the identified behaviors are consistent with the Adaptation nursing theory of Sister Callista Roy. This tool is used to evaluate student performance in each clinical and it gives examples of behaviors that would be demonstrated by the student. This tool is based on the ANA’s Clinical Standards for Nursing Practice (2015). (2.7a, 2.7b, 2.7c) <https://www.lmunet.edu/caylor-school-of-nursing/documents/COT_Guide_2018.pdf>
2. Three strategies such as concept day, concept observations, and concept analysis are ways to incorporate concepts into every clinical day. This article provides three proven strategies to bring concepts to the bedside during clinical practice and help improve learning outcomes (2.7a, 2.7b, 2.7c)

<https://www.wolterskluwer.com/en/expert-insights/3-ways-to-improve-nursing-student-learning-outcomes>**Advanced**1. Patient-Centered Outcomes Research Institute (PCORI). PCORI increases the quantity, quality, and timeliness of useful, trustworthy information available to support health decisions.(2.7d, 2.7e, 2.7f) <https://www.pcori.org/>
2. This webinar discussed the practice strategies required to incorporate patient and family voices into practice transformation.(2.7d, 2.7e, 2.7f) <https://www.pcpcc.org/webinar/small-practice-strategies-incorporating-patient-and-family-voice-practice-transformation>
3. Healthy People 2030. Use of the healthy people 2030 data can be leveraged to inform and evaluate care. (2.7d, 2.7e, 2.7f) <https://health.gov/healthypeople/objectives-and-data>
4. CMS. Care compare. Based on the health indicators, students can leverage the data to identify and evaluate health care within their local setting. (2.7d, 2.7e, 2.7f) <https://www.cms.gov/newsroom/press-releases/cms-care-compare-empowers-patients-when-making-important-health-care-decisions>
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| ResourcesArticles: 1. This conceptual framework provides a step‐wise roadmap to guide healthcare systems and organizations in the provision of PCC across various healthcare sectors. How to practice person‐centered care: A conceptual framework: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5867327/>
2. This article examined studies that focused on specific educational interventions aimed at improving EBP competency among nursing students; <https://doi.org/10.3390/ijerph17176351>
3. Patelarou, A. E., Mechili, E. A., Ruzafa-Martinez, M., Dolezel, J., Gotlib, J., Skela-Savič, B., Ramos-Morcillo, A. J., Finotto, S., Jarosova, D., Smodiš, M., Mecugni, D., Panczyk, M., & Patelarou, E. (2020). Educational Interventions for Teaching Evidence-Based Practice to Undergraduate Nursing Students: A Scoping Review. *International journal of environmental research and public health*, *17*(17), 6351. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7503534/>
4. Thrower, Eileen J. B. PhD, APRN, CNM, CNE, FACNM; Fay, Rebecca DNP, APRN, CNM, WHNP-BC, CNE, FACNM; Cole, Linda DNP, CNM, CNE, FACNM; Stone-Gale, Vicky DNP, APRN, FNP-BC, FAANP; Mitchell, Angela DNP, MSN, FNP-BC; Tenney, Erin DNP, CNM, WHNP; Smith, Sarah DNP, APRN, CNM; Swint, Charlotte DNP, MPH, FNP-BC, CNRN A Systematic Process for Evaluating Teaching Methods in Nursing Education, Nurse Educator: 9/10 2020 - Volume 45 - Issue 5 - p 257-260doi: 10.1097/NNE.0000000000000761

Websites:1. This website offers three proven strategies to bring concepts to the bedside during clinical practice. These strategies will help improve nursing students” learning outcomes:3 ways to improve nursing student learning outcomes: <https://www.wolterskluwer.com/en/expert-insights/3-ways-to-improve-nursing-student-learning-outcomes>
2. Concept mapping is a teaching and learning method that can help students to combine practice and theory, case management, academic writing, and study skills to gain a sense of accomplishment, self-confidence, and critical thinking skills. [(PDF) Use of Concept Maps in Nursing Education (researchgate.net)](https://www.researchgate.net/publication/334183369_Use_of_Concept_Maps_in_Nursing_Education)
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| Recommended Content Based on Sub-Competencies**Beginner**2.7a Reassess the individual to evaluate health outcomes/goals. 2.7b Modify plan of care as needed. 2.7c Recognize the need for modifications to standard practice. **Advanced**2.7d Analyze data to identify gaps and inequities in care and monitor trends in outcomes. 2.7e Monitor epidemiological and system-level aggregate data to determine healthcare outcomes and trends.2.7f Synthesize outcome data to inform evidence- based practice, guidelines, and policies.  |
| Recommended Assessment Strategies1. Improving Freshmen Reflective Writing through Rubric-Based Feedback: <https://iraps.ucsc.edu/assessment/annual_symposium/2015_symposium/martin_freshman_writing_11.20.2015.pdf>
2. The Patient-Centered Communication in Cancer Care (PCCCa) instrument assess PCC in the following six core domains: exchanging information, making decisions, fostering healing relationships, enabling patient self-management, managing uncertainty, and responding to emotions. PCC can be utilized for the assessment and evaluation of outcomes. <https://www.phenxtoolkit.org/toolkit_content/supplemental_info/cancer_outcomes/additional_info/PCC_Ca36_%20pcc_measures_guide_v1_10.13.16.pdf>
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| References1. Clinical Outcomes Tool Guide is based on the ANA’s Clinical Standards for Nursing Practice (2015). <https://www.lmunet.edu/caylor-school-of-nursing/documents/COT_Guide_2018.pdf>
2. Thrower, Fay, R., Cole, L., Stone-Gale, V., Mitchell, A., Tenney, E., Smith, S., & Swint, C. (2020). A Systematic Process for Evaluating Teaching Methods in Nursing Education. *Nurse Educator*, *45*(5), 257–260. <https://doi.org/10.1097/NNE.0000000000000761>
3. WHO health inequality monitoring tools and resources

<https://unstats.un.org/sdgs/files/meetings/sdg-inter-workshop-jan-2019/WHO%20health%20inequality%20monitoring%20tools%20and%20resources-2018.pdf>1. This article provides a systematic review and synthesis of the data related to specific instruments that measure learning outcomes. These data will help educators decide which tools to use and identify the state of knowledge in nursing. Instruments measuring meaningful learning in undergraduate healthcare students: a systematic review protocol

<https://onlinelibrary.wiley.com/doi/abs/10.1111/jan.12520>1. The Joint Commission's gold standard performance measurement for quality improvement: <https://www.jointcommission.org/measurement/resources/>
2. Stewart M, Brown JB, Donner A, et al. The impact of patient-centered care on outcomes. *J Fam Pract*. 2000;49(9):796–804. [The Impact of Patient-Centered Care on Outcomes. - Free Online Library (thefreelibrary.com)](https://www.thefreelibrary.com/The%2BImpact%2Bof%2BPatient-Centered%2BCare%2Bon%2BOutcomes.-a066664679#:~:text=The%20Impact%20of%20Patient-Centered%20Care%20on%20Outcomes.%20Patient-centered,perceptions%20of%20the%20patient%20centeredness%20of%20the%20visit%2C)
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| **2.8 Promote self-care management.**  |
| Integrative Learning Strategies**Beginner**1. These videos highlight self-management support skills and tools students can use to help people manage their conditions day to day. (2.8a, 2.8c, 2.8d, 2.8e) <https://www.youtube.com/playlist?list=PLD0G0A0-yGglmJsKMqZST46xjmX7Bg88T>
2. Students can evaluate and reflect on self-care management. The Self-Management Assessment Scale (SMAS) can be administered to students across different learning environments to assess and address the barriers to patient self-management. While this article is specific to Type 2 Diabetes, it can be translated to other chronic conditions. Öberg, Ulrika & Hörnsten, Åsa & Isaksson, Ulf. (2018). The Self‐Management Assessment Scale: Development and psychometric testing of a screening instrument for person‐centered guidance and self‐management support. Nursing Open. 6. 10.1002/nop2.233. (2.8a, 2.8c, 2.8d, 2.8e)

**Advanced**1. This resource offers clinicians opportunities to survey how patients/parents have experienced the clinicians’ use of two self-management support techniques such as shared decision making and setting person-centered specific health goals. Students can utilize this resource to develop a quality improvement project. (2.8f, 2.8g, 2.8h. 2.8i, 2.8j) <https://www.ahrq.gov/patient-safety/resources/continuing-ed/moc-sms.html>
2. This article features a Self-Management Assessment Scale (SMAS) that can be administered to students across different learning environments to assess and address the barriers to patient self-management. While this article is specific to Type 2 Diabetes, it can be translated to other chronic conditions. Öberg, Ulrika & Hörnsten, Åsa & Isaksson, Ulf. (2018). The Self‐Management Assessment Scale: Development and psychometric testing of a screening instrument for person‐centered guidance and self‐management support. Nursing Open. 6. 10.1002/nop2.233. (2.8f, 2.8g, 2.8h. 2.8i, 2.8j
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| Resources1. AHRQ. (2020). Self-management support. Retrieved November 29, 2021, from <https://www.ahrq.gov/ncepcr/tools/self-mgmt/self.html>2. California Healthcare Foundation. (2010). Helping patients help themselves: How to implement self-management support. <https://www.chcf.org/wp-content/uploads/2017/12/PDF-HelpingPtsHelpThemselvesImplementSelfMgtSupport.pdf>3. Institute for Healthcare Communication. Train the trainer courses. <https://healthcarecomm.org/training/faculty-courses/>4. Self-management toolkit: A resource for health care providers. <https://www.swselfmanagement.ca/smtoolkit/>5. Institute for Patient- And Family-Centered Care. <https://www.ipfcc.org/>6. Dorothea Orem Nursing Theory. <https://nursing-theory.org/nursing-theorists/Dorothea-E-Orem.php> |
| Recommended Content Based on Sub-Competencies**Beginner**2.8a Assist the individual to engage in self-care management. 2.8b Employ individualized educational strategies based on learning theories, methodologies, and health literacy. 2.8c Educate individuals and families regarding self- care for health promotion, illness prevention, and illness management.2.8d Respect individuals and families’ self- determination in their healthcare decisions. 2.8e Identify personal, system, and community resources available to support self-care management. **Advanced**2.8f Develop strategies that promote self-care management. 2.8g Incorporate the use of current and emerging technologies to support self-care management.2.8h Employ counseling techniques, including motivational interviewing, to advance wellness and self-care management. 2.8i Evaluate adequacy of resources available to support self-care management.2.8j Foster partnerships with community organizations to support self-care management. |
| Recommended Assessment Strategies1. [The Self‐Management Assessment Scale (AMAS): Development and psychometric testing of a screening instrument for person‐centered guidance and self‐management support. https://www.researchgate.net/publication/329941186\_The\_Self-Management\_Assessment\_Scale\_Development\_and\_psychometric\_testing\_of\_a\_screening\_instrument\_for\_person-centred\_guidance\_and\_self-management\_support](https://www.researchgate.net/publication/329941186_The_Self-Management_Assessment_Scale_Development_and_psychometric_testing_of_a_screening_instrument_for_person-centred_guidance_and_self-management_support) - Refer to page number 4 SMAS scale.
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| References1. Lafontaine, S., Bourgault, P., Girard, A., & Ellefsen, E. (2020). Dimensions, application, and outcomes of person-centered self-management interventions for those living with type 2 diabetes: A scoping review. *Patient Education and Counseling, 103,* 1961-1982.2. McCormack, B. and McCance, T.V. (2006), Development of a framework for person-centered nursing. Journal of Advanced Nursing, 56: 472-479. <https://doi.org/10.1111/j.1365-2648.2006.04042.x>3. Ha Dinh, T. T., Bonner, A., Clark, R., Ramsbotham, J., & Hines, S. (2016). The effectiveness of the teach-back method on adherence and self-management in health education for people with chronic disease: a systematic review. *JBI database of systematic reviews and implementation reports*, *14*(1), 210–247. <https://doi.org/10.11124/jbisrir-2016-2296>4. Öberg, Ulrika & Hörnsten, Åsa & Isaksson, Ulf. (2018). The Self‐Management Assessment Scale: Development and psychometric testing of a screening instrument for person‐centred guidance and self‐management support. Nursing Open. 6. 10.1002/nop2.233.   |
| **2.9 Provide care coordination.**  |
| Integrative Learning Strategies**Beginner**1. This article provides students with reflective learning conversation guidelines. Reflective learning is a competency in itself as nursing students advance from entry level to advanced practice nursing and involves the critical analysis of knowledge and experience in order to achieve deeper meaning and understanding. (2.9a, 2.9b, 2.9c, 2.9d. 2.9e) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6851960/>
2. This webinar discussed the practice strategies required to incorporate patient and family voices into practice transformation. (2.9a, 2.9b, 2.9c, 2.9d. 2.9e) <https://www.pcpcc.org/webinar/small-practice-strategies-incorporating-patient-and-family-voice-practice-transformation>

**Advanced**1. This article provides students with reflective learning conversation guidelines. Reflective learning is a competency in itself as nursing students advance from entry level to advanced practice nursing and involves the critical analysis of knowledge and experience in order to achieve deeper meaning and understanding. (2.9f, 2.9g, 2.h, 2.9i, 2.9j) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6851960/>
2. These webinars offer students the opportunity to learn from experts on timely care coordination topics, such as “Dangerous Disruption: The Consequences of Delayed Care during Covid”. (2.9f, 2.9g, 2.h, 2.9i, 2.9j) <https://www.pcpcc.org/webinars>

<https://www.pcpcc.org/webinar/pcc-webinar-dangerous-disruption-consequences-delayed-care-during-covid-19> |
| Resources1. Institute for Healthcare Communication. Advanced Care Planning: Starting the Conversation.<https://healthcarecomm.org/training/online-learning/advance-care-planning-starting-the-conversation/>
2. Primary Care Collaborative. Care Coordination and Integration. <https://www.pcpcc.org/topic/care-coordination-integration>
3. AHRQ. Care Coordination. <https://www.ahrq.gov/ncepcr/care/coordination.html>
4. AHRQ. Care Coordination Measures Atlas Update. <https://www.ahrq.gov/ncepcr/care/coordination/atlas.html>
5. Reflective Practice in Health**:** <https://latrobe.libguides.com/reflectivepractice>.

This La Trobe University Library Page has gathered evidence-based information and presents Introduction to Reflective Practice in Health; Examples of reflective practice; When to use reflective practice; Types of reflection; Models of reflection and Reflective writing style including guidelines for keeping a reflective diary/journal & writing up critical reflective incidents. |
| Recommended Content Based on the Sub competencies**Beginner**2.9a Facilitate continuity of care based on assessment of assets and needs. 2.9b Communicate with relevant stakeholders across health systems. 2.9c Promote collaboration by clarifying responsibilities among individual, family, and team members. 2.9d Recognize when additional expertise and knowledge is needed to manage the patient.2.9e Provide coordination of care of individuals and families in collaboration with care team. **Advanced**2.9f Evaluate communication pathways among providers and others across settings, systems, and communities. 2.9g Develop strategies to optimize care coordination and transitions of care. 2.9h Guide the coordination of care across health systems. 2.9i Analyze system-level and public policy influence on care coordination. 2.9j Participate in system-level change to improve care coordination across settings.  |
| Recommended Assessment Strategies1. Improving Freshmen Reflective Writing through rubric-based Feedback: <https://iraps.ucsc.edu/assessment/annual_symposium/2015_symposium/martin_freshman_writing_11.20.2015.pdf>
2. Transforming Care at the Bedside. <http://www.ihi.org/Engage/Initiatives/Completed/TCAB/PublishingImages/TCABFramework.jpg>
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3. Kennison, M. (2012). Developing reflective writing as effective pedagogy. Nursing Education Perspectives, 33(5), 306-311.
4. Kerr, L. (2010). More than words: Applying the discipline of literary creative writing to the practice of reflective writing in health care education. Journal of Medical Humanities, 31(4), 295-301.
5. Wald, H. S., & Reis, S. P. (2010). Beyond the margins: Reflective writing and development of reflective capacity in medical education. Journal of General Internal Medicine, 25(7), 746-749
6. Measurement tools and outcome measures used in transitional patient safety; a systematic review <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5986135/>
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