

**AACN's Vision for Nursing Education Task Force
Suggestions for Focus Group Questions
Baccalaureate Conference
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This session begin by reviewing the charges of the TF. The TF was not charged with addressing operational/detailed issues. Rather, the TF members have worked to craft a **vision** for the future of nursing education. The TF addressed the issues below:

- Changes in healthcare and the healthcare system
- Changing population demographics and globalization
- Current realities and future expectations/issues in higher education
- Future regulation of higher education, nursing education, and nursing practice
- Curriculum: Realities, openness, and creativity
- Emergence of new teaching/learning and care delivery technologies
- The characteristics of learners: Now and in the future
- Integration of learning and practice

Focus group questions:

1. A paradigm shift is occurring in higher education and nursing academicians must keep pace; this shift includes effective use of technology to enhance learning; transition to competency-based education and assessment; use of new credentialing models (including stackable credentials [e.g., micro-courses, badges, certificates, etc.]); and open learning opportunities that provide flexibility for today's learners and employers. Given this background information, how would you respond to these three questions:
 - a. What support or development do you envision that nursing faculty might require in order to translate these emerging trends into practice in our academic settings?
 - b. What do you foresee the benefits of competency-based assessment and education might be in the field of nursing education?
 - c. Similarly, what do you foresee the challenges of competency-based assessment and education might be in the field of nursing education?
2. Given the current and future evolution of complexity in health care and the wide range of delivery settings, the TF has indicated that the bachelor's degree in nursing is the minimum degree for entry into professional nursing practice. Do you foresee that, in the future, this might evolve and change to a higher level of required education for entry into practice (e.g., generalist master's degree)?
 - a. If yes, when and what would be required to support that endeavor?
 - b. If no, why not?
3. In the draft position statement, the TF has articulated that there are four spheres of care that professional entry level programs should prepare graduates for:
 - a. Regenerative (acute/trauma) care
 - b. Chronic disease care
 - c. Prevention/promotion of health and well-being, and
 - d. Hospice/palliative care

Does this organizing framework resonate with you in terms of the work of nursing education? What might be missing?