

Essentials, Domains, & Competencies, Oh My: *Establishing A Process for Evidence-Driven Curriculum Revision*



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Objectives

- 1. Assess the current nursing education environment.**
- 2. Analyze a case example for transitioning to a competency-based framework.**
- 3. Outline a process for aligning student learning outcomes and the new essentials.**

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Image Source: Harvard Kennedy School, 2021

COVID-19 is affecting
Black, Indigenous, Latinx,
and other people of color
the most.....

(CDC, 2020, The Covid Tracking Project, 2021)



Innovation

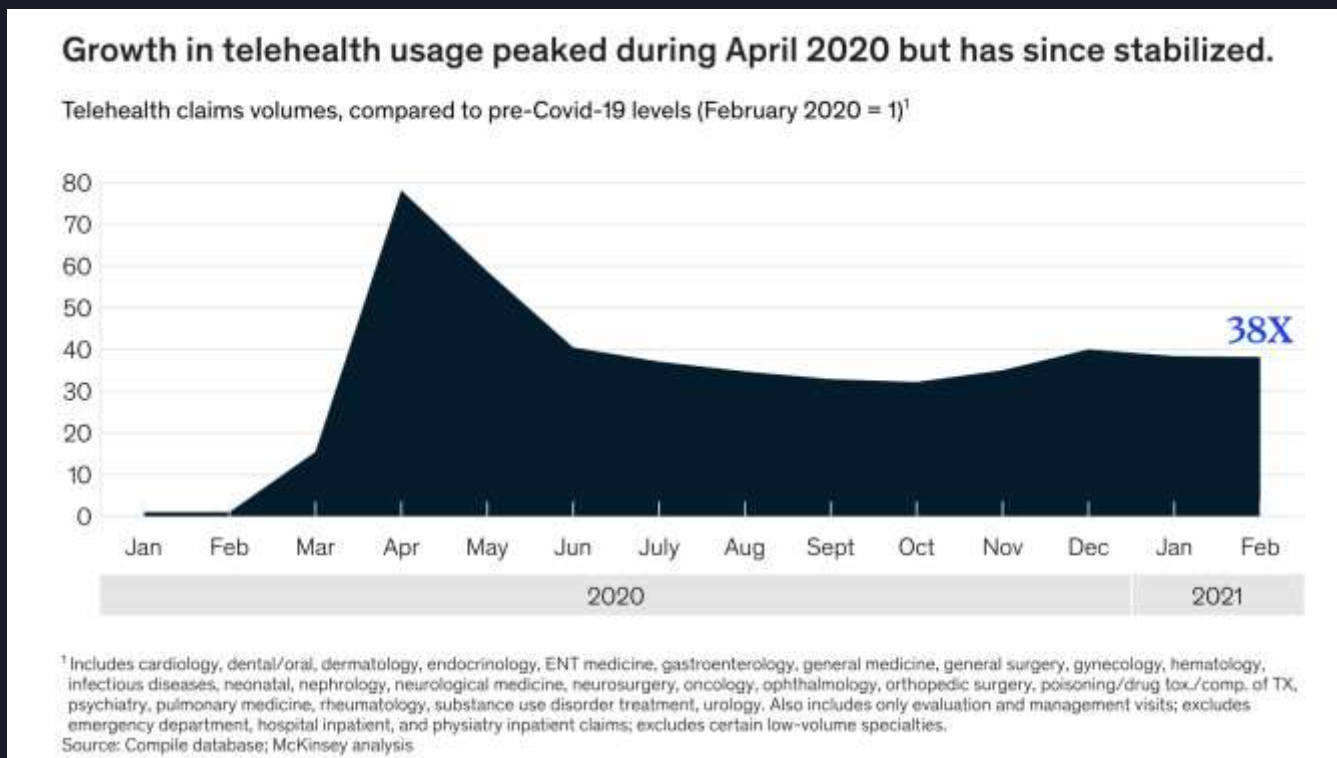
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A Post-COVID Paradigm Shift in Outpatient Care



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Telehealth



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Washington Post
...ing Dies in Darkness
...eland Security

Fortunately, a bipartisan group of lawmakers in the [House](#) and [Senate](#) has introduced the Temporary Reciprocity to Ensure Access to Treatment Act to address this critical gap. The Treat Act would allow physicians and other clinicians licensed anywhere in the United States to practice in all states for the duration of the public-health emergency. This no-cost, temporary legislation retains state-based licensing but ensures reciprocity to ease access during the crisis.

The legislation would also help overstretched health-care providers. With covid-19 rates surging everywhere, many hospitals across the country are facing workforce shortages, staff exhaustion and burnout. To ensure that overextended health-care facilities can get help if they need it, we must make it easy for doctors and nurses to treat patients anywhere in the country, whether virtually or in person. At this crucial moment, health-care institutions desperately need this flexibility.

Policy Change to Support Practice

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Rise of Academic Health Centers

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1.1 Million

> [J Nurs Adm.](#) 2021 Oct 1;51(10):488-494. doi: 10.1097/NNA.0000000000001052.

Nurses' Intent to Leave their Position and the Profession During the COVID-19 Pandemic

[Rosanne Raso](#)¹, [Joyce J Fitzpatrick](#), [Kevin Masick](#)

Affiliations + expand

PMID: 34519700 DOI: 10.1097/NNA.0000000000001052

Review > [Psychiatry Res.](#) 2020 Oct;292:113312. doi: 10.1016/j.psychres.2020.113312.

Epub 2020 Jul 20.

PTSD symptoms in healthcare workers facing the three coronavirus outbreaks: What can we expect after the COVID-19 pandemic

[Claudia Carmassi](#)¹, [Claudia Foghi](#)¹, [Valerio Dell'Oste](#)², [Annalisa Cordone](#)¹, [Carlo Antonio Bertelloni](#)¹, [Eric Bui](#)³, [Liliana Dell'Osso](#)¹

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Culture of Value

“Our nation’s health professions learning environments—from classrooms to clinical sites to virtual spaces—should be diverse, equitable, and inclusive of everyone in them, no matter who they are. Every person who works, learns, or receives care in these places should feel that they belong there.”

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EXHIBIT 2 | Five Lessons for HCSs from COVID-19 Responses

Improve population health	Patients and outcomes	Apply population segmentation and leverage changing mindsets to optimize patient outcomes
	Care model and resources	Cooperation during the pandemic has contributed to realignment of care pathways, roles, sites, and services, which could accelerate care delivery transformation
Innovate delivery of care	Digital care	Increased scope, usage, and impact of digital solutions have contributed to rapid shifts in care models and will be critical to adapt more quickly to demand challenges in the future
	Governance and policy	Governance has been strengthened through the shifting of roles, target setting, and agile data-backed decision making to help alleviate pressure, enable autonomy, and support future resilience
Increase HCS efficiency and effectiveness	Data and analytics	Despite the increased adoption of particular data use cases, HCSs must standardize data definitions and improve infrastructure interoperability

Source: BCG analysis.

Note: HCS = health care system.

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Where to start?

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University of
CINCINNATI | COLLEGE OF NURSING



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Vision: Through the creative leveraging of technology, innovation, and inclusive excellence*, University of Cincinnati, College of Nursing will lead and impact the transformation of health care through strategic partnerships.

**inclusive excellence is defined as an environment where the concepts of diversity and inclusion are put into practice*

Goals:

I. Model of best student-centered education for academic excellence in practice, research, service and policy, recognized for impact and innovation.

II. Model of transdisciplinary research recognized for impact and innovation

III. Eliminate health care disparities in our community (local to global)

IV. Maximize human, financial, and environmental resources.

V. Cultivate the Culture of Health and core values, strategic priorities and norms of the College of Nursing

Planning: Population Level



Needs Assessments

- Community
- Community Assets
- Academic Health Partners
- Stakeholders

Data

- Type

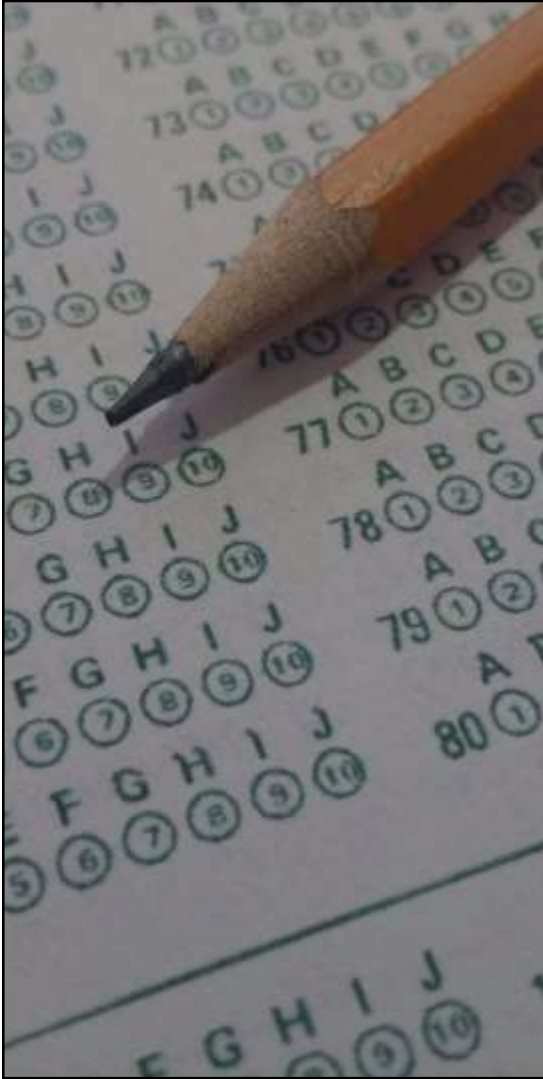
Outcome

- Model/Framework

Planning — Organizational Level

- Faculty Commitment
 - Shared Governance
 - Subcommittee
 - Undergraduate Meetings
- Informed Decision Making (Oermann, 2015)
 - Curriculum Models
 - Ohio Action Coalition (2015)
- Student Input
- Time Management
 - 6+ month long process (an entire academic year)

Competencies

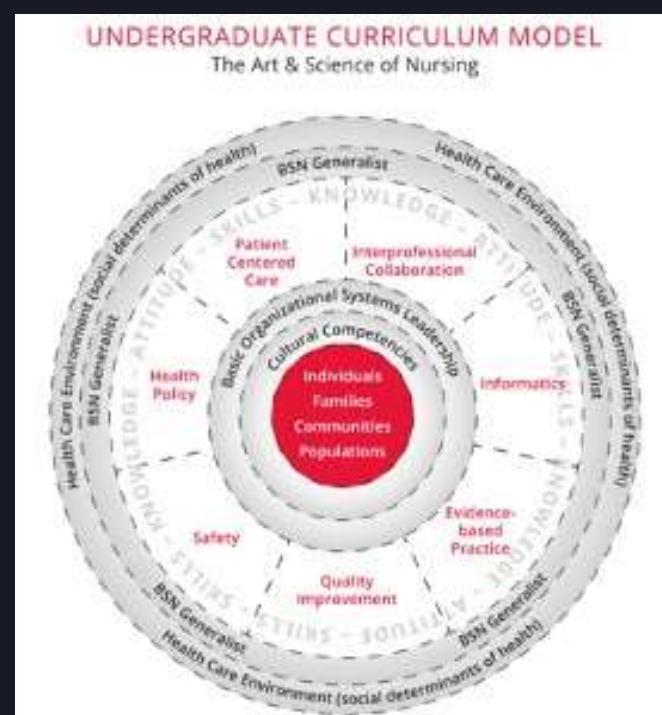


Nice to Know versus Need to Know

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COMPETENCIES INCORPORATED

- Competency-Based Framework
 - NOT a Competency Based Program
- Competencies (nd)
 - QSEN Competencies
 - Patient Centered Care
 - Interprofessional Collaboration
 - Informatics
 - Evidence-based Practice
 - Quality Improvement (Altmiller, 2018)
 - Safety
- Health Policy
- AACN Essentials
- AACN Cultural Competencies
- Social Determinants of Health (Murray, 2017)
- Systems Leadership



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IMPLEMENTATION

- Curriculum Council
- Crosswalks as a tool
- Faculty Workshops
- Formative vs Summative (Dixson & Worrel, 2016)
- Use of HF Simulation
- Time on Task

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Compare and Contrast

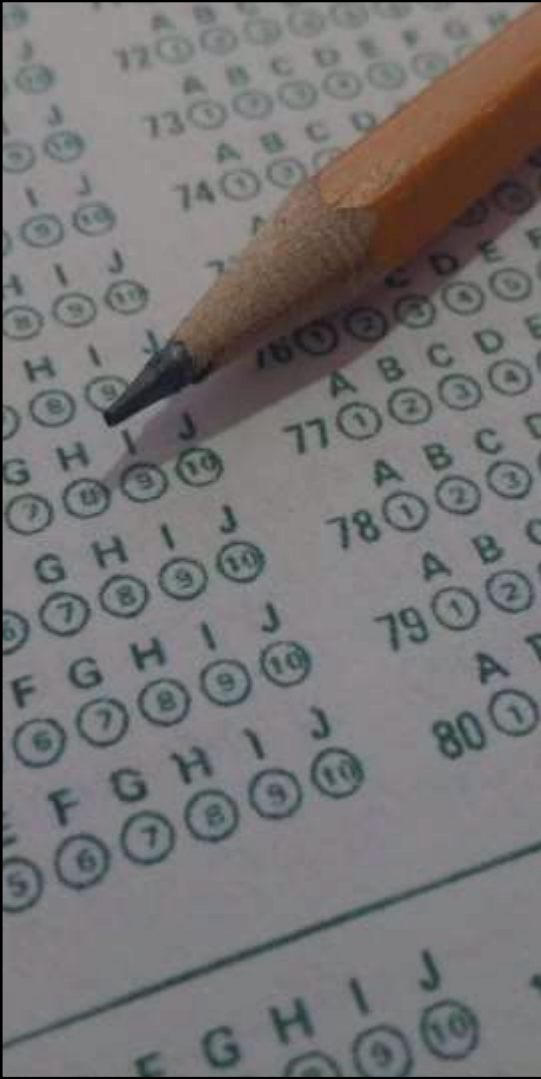
Formative Assessment

- Seeks to determine how student's are progressing through a certain goal
- Meaningful feedback in a timely manner necessary
 - Faculty coached
 - Peer-to-peer
 - At least a week before due date to permit revision and improvement
- Low risk assessment
 - Value is course determined
 - Food for thought
 - No more than 30% of cumulative grade
 - Merge all formative assessment into a weighted grade of value between 10-27% (low overall impact on cumulative grade)

Summative Assessment

- Assess student's mastery of topic after learning has occurred
- Pass all summative assessments with a 73% or greater before formative assessments points are added into final course grade
- All Formative assessments must be completed and passed with a cumulative 73% before summative assessments will be provided to student.

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EVALUATION

- **NCLEX**
 - **Statistical Analysis**
- **Progression Testing**
- **Exam Soft**
 - **Tag Questions to Course SLOs**
 - **Identify where students are weak**
- **Student Satisfaction Survey**
- **National Benchmarking**
- **Practice Partners**
- **Alumni**

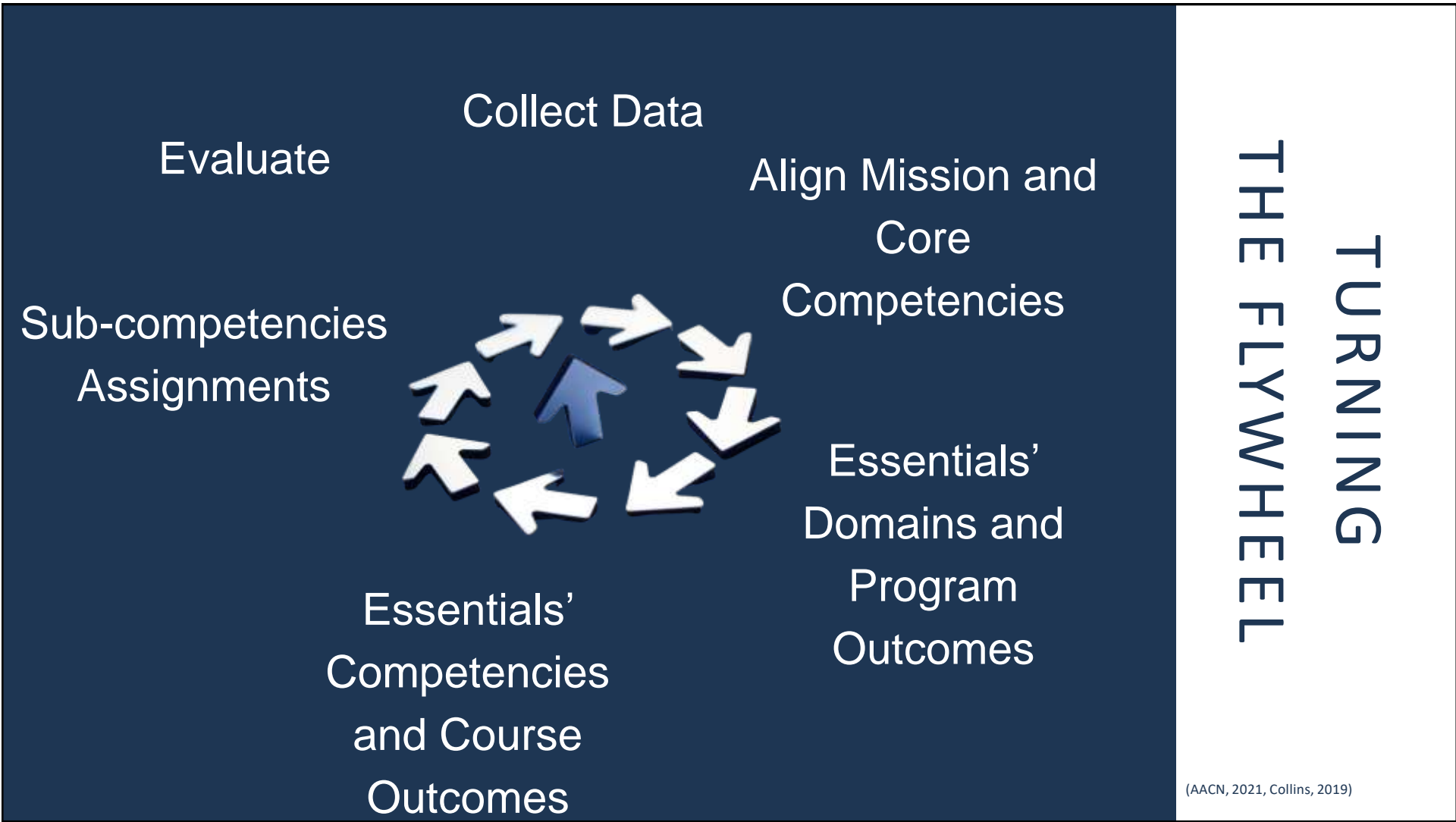
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A flywheel is a mechanical device which uses the conservation of angular momentum to store rotational energy; a form of kinetic energy proportional to the product of its moment of inertia and the square of its rotational speed.



(Collins, 2019)

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