

Strategic Intervention on the Academic-Practice Gap: *International Consortium for Outcomes of Nursing Education (ICONEd)*

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1

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2

Disclosures

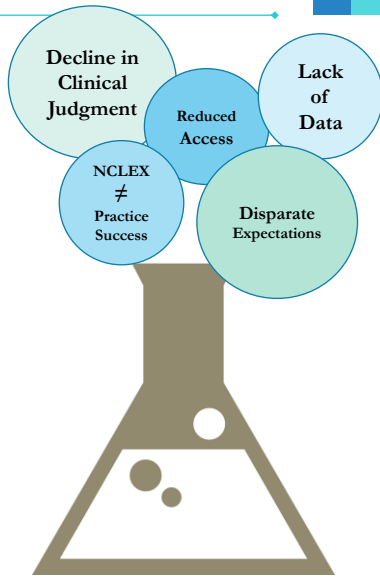
- *The presenters have no conflicts of interest*

3

Session Objectives

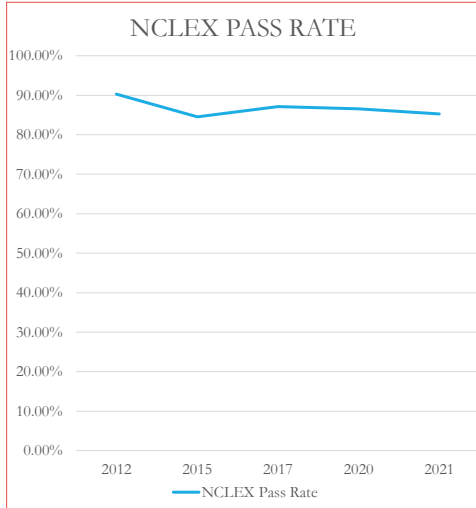
- Describe ICONEd's strategies for establishing a national/international understanding of new-graduate nurse competency
- Identify how you can collaborate to enhance new-graduate nurse competency

4

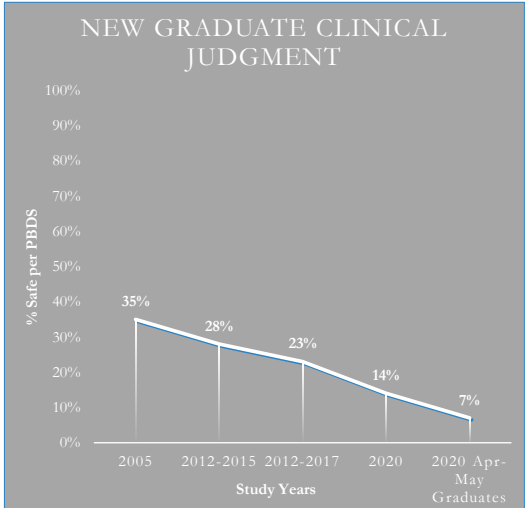


Competency Crisis or Opportunity?

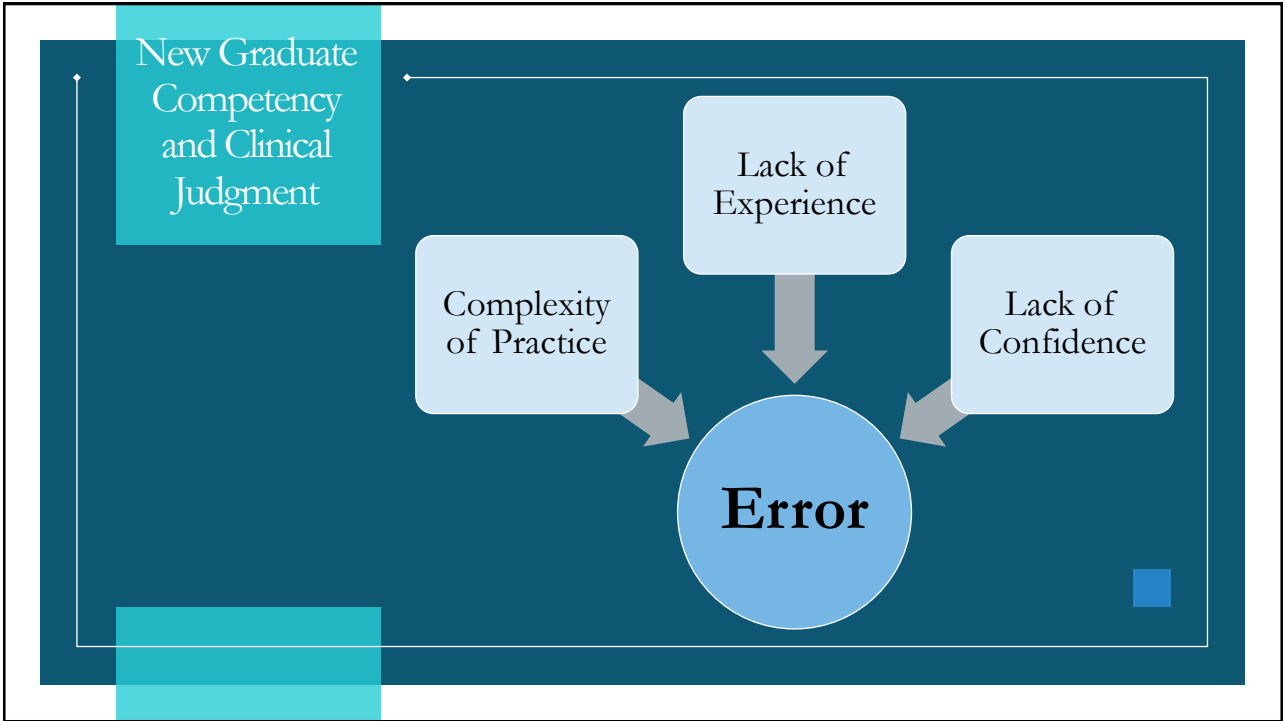
National Understanding of Entry to Practice Competency



NCSBN, 2021






Del Bueno, 2005; Performance Management Services, Inc, 2015; Kavanagh & Szweda, 2017; Kavanagh & Sharpnack, 2021



7

Prelicensure Nursing Program Use of Clinical Judgment Models

	Use <i>clinical reasoning</i> or <i>clinical judgment</i> in program or course outcomes	65% of respondents (n=153)
	Use a clinical judgment model to frame or guide curriculum.	27% use a specific model (n=64) 71% do not use a model (n=167)
	Program intentions for future	51% intend to start (n=120) 20% do not intend to start (n=47)

Jessee, et al (in press); Nielsen et al. (2023)

8

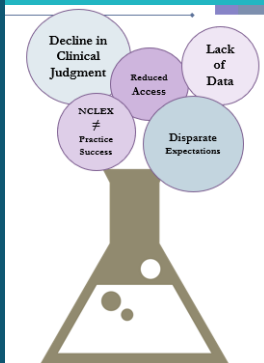
Types of teaching strategies used to promote student development of clinical judgment

	Currently using model	Intend to start	Do not intend to start
Simulation	94%	97%	100%
Case studies	97%	98%	100%
Virtual technology	76%	82%	84%
Feedback	65%	66%	74%
Questioning	80%	78%	70%
Concept mapping	67%	71%	74%
Structured reflection	56%	55%	52%
Coaching	62%	43%	38%
Concept-based learning	48%	33%	38%

Nielsen et al., 2023

9

ICONEd



The International Consortium for Outcomes of Nursing Education

Strategically addressing the academic-practice gap

10

12/13/2022

10

Collaborative Action!



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- Establish a congruent understanding of new-graduate competency at end educational program/entry to practice
- Establish best practices for teaching and assessing clinical judgment
- Develop a web-based repository of replicable study designs and measurement tools to foster high-quality multi-site outcomes-focused nursing education and practice research.

11

Priority Research Questions

1. What competencies do practice partners across spheres of care expect in new graduate nurses at end educational program?

2. How is clinical judgment being assessed in new graduate nurses at end educational program and at entry to practice?



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12

12

First Actions

1. Assess Current Practice

1. Competency Assessment
2. Clinical Judgment Assessment

Literature Review

- Scoping reviews underway


Pilot Interviews

- Transition to practice (TTP) program leadership
- TTP accrediting bodies
- Academic educators
- Academic accrediting bodies

Survey and Focus Groups

- TBD

Big Ideas

 For our goal to manifest into reality, it will require all participants and activities work together in synergy.



Educators

- Theory-based, model-driven education
- Practice-focused competencies
- Shared-data



Regulators and Accreditors

- Elevated expectations
- Relevant measurement
- Required data collection



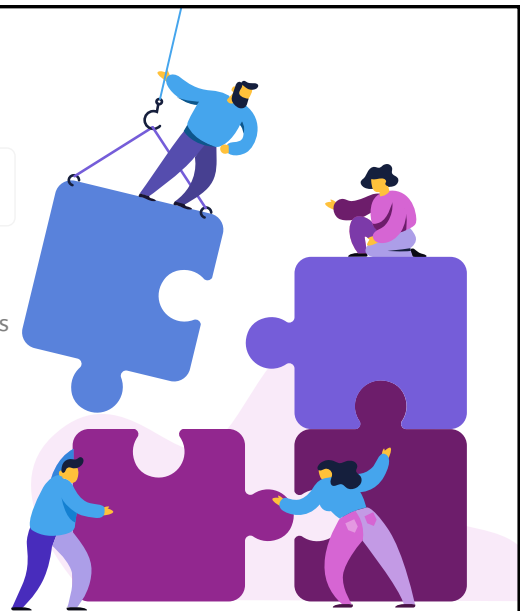
Practice Partners

- Congruent onboarding measures
- Transparent orientation practices
- Shared-data



Students

- Nurse = educator
- Inter-disciplinary learning

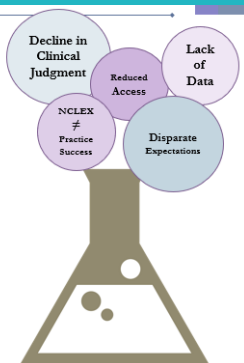


Consider and Share!

- What are the reasonable roles and responsibilities of academic educators, practice partners, regulators, and accreditors in addressing this gap?
- What could we accomplish if practice partners and academic educators understood the same expectation of end-program competency?

15

CALL TO ACTION



Want to be a part of ICONEd?

PITCH DECK

16

8/03/20XX

16

Contact me to
join!

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17

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18