ACTIVATING THE AACN ESSENTIALS THROUGH GRADUATE STUDENT ORGANIZATION ENGAGEMENT

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RECOGNITION OF OUR TEAM MEMBERS

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Presentation Objectives

Following completion of the presentation, participants will be able to:

- Identify AACN Essentials in the mentorship of graduate student organization leaders.
- Apply the AACN Essentials in competency-based education through graduate student organizations.
- Describe outcomes of students, faculty, organization, community and the nursing profession as the AACN Essentials are enacted in graduate student organizations.
- Enact recommendations to develop graduate student organizations in alignment with the AACN Essentials.

2021 AACN Essentials

- Domains
- Competencies
- Sub-competencies

Literature Review

- Opportunities to develop skills – communication, collaboration and advocacy
- Impact of skill development after graduation

Background

Kirkhof College of Nursing: Student Organizations

MiCNP Student Affiliate Chapter

- Advocates for nurse practitioners at the state level
- Engages in professional continuing education opportunities

KCON Graduate Student Organization

- Advocates for the health and well-being of students
- Provides collaborative opportunities between the Graduate School and community organizations

Methods | Competency Based Education

Curricular and extra-curricular mechanisms of competency-based education

Intentional activities designed to achieve sub-competencies within several AACN domains of advanced level nursing education

Experiential learning opportunities are created within the extracurricular environment to enact the AACN domains, competencies and sub-competencies

Examples will be presented with each AACN Domain

AACN Domain 3: Population Health

- *Competency: Engage in effective partnerships | 3.2*
- Ascertain collaborative opportunities for individuals and organizations to improve population health | 3.2d

- Example: Graduate students organizing and leading community events, such as The Red Cross blood drive
- Development of communication and collaboration skills (Zeeman et al., 2019) with the goal to impact Population Health

AACN Domain 9: Professionalism

- Competency: Demonstrate accountability to the individual, society, and the profession | 9.3
- Advocate for nursing's professional responsibility for ensuring optimal care outcomes | 9.3i

- Demonstrate leadership skills when participating in professional activities and/or organizations | 9.3j
- Lead in the development of opportunities for professional and inter-professional activities | 9.3o

AACN Domain 9: Professionalism

- Competency: Comply with relevant laws, policies, and regulations | 9.4
- Evaluate the effect of legal and regulatory policies on nursing practice and healthcare outcomes | 9.4f
- *Example:* MiCNP Student leaders actively investigating current NP scope of practice

- Determining deficits in the healthcare system to meet population health needs
- Analyze efforts to change legal and regulatory policies that improve nursing practice and health outcomes | 9.4g
- *Example:* MiCNP student leaders engaging with Michigan legislators regarding scope of practice and healthcare bills

AACN Domain 9: Professionalism

- Competency: Demonstrate the professional identity of nursing | 9.5
- Articulate nursing's unique professional identity to other inter-professional team members and the public | 9.5f
- Engage in professional organizations that reflect nursing's values and identity | 9.5i
- Identify opportunities to lead with moral courage to influence team decision-making | 9.5h

Domain 10: Personal, Professional, and Leadership Development

Descriptor

Participation in activities and self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership (AACN, 2021, p.53).

Competency

- Demonstrate a spirit of inquiry that fosters flexibility and professional maturity | 10.2
- Mentor others in the development of their professional growth and accountability | 10.2h

Example: Mentorship Programs

- Graduate to graduate student mentoring to foster development of advanced practice nursing identity
- Graduate to undergraduate student mentoring to foster transition from student role to entry level professional identity

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Participation in activities and self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership (AACN, 2021, p.53).

Competency

- Foster activities that support a culture of lifelong learning | 10.2i
- Expand leadership skills through professional service | 10.2j
  - Nursing Profession
  - University setting
  - State of Michigan

Evidence-based Practice

Students who held leadership positions during their graduate education were more likely to utilize their position to influence the community, which continued even after graduation (Gardner & Barnes, 2007; De Cordova et al., 2019; van der Meer et al., 2019).

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Descriptor

Participation in activities and self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership (AACN, 2021, p.53).

Competency

- Develop capacity for leadership | 10.3
- Demonstrate leadership skills in times of uncertainty and crisis | 10.3o

Examples

- MiCNP student chapter and charter developed during the COVID-19 pandemic surge
- Students continued to enact leadership throughout pandemic challenges
- Students report a sense of belonging and support as they grow in their professional and leadership development

Descriptor

The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

Competency: Advance the Scholarship of Nursing | 4.1

- Collaborate to advance one's scholarship | 4.1k
- Disseminate one's scholarship to diverse audiences using a variety of approaches or modalities 4.1l

Domain 4: Scholarship for the Nursing Discipline

Descriptor

The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

Competency: Integrate Best Evidence into Nursing Practice | 4.2

- Address opportunities for innovation and changes in practice | 4.2h
- Innovative approach in engaging students within this domain

Domain 4: Scholarship for the Nursing Discipline

Faculty Mentorship

The AACN domains, competencies and sub-competencies contain well rounded concepts that will continue to mold student leadership groups in the years ahead.

Mentoring student leaders through the lens of the AACN domains, competencies and sub-competencies.

Faculty advisors role model behaviors consistent with effective leadership in guiding student organization leaders in fulfilling their roles.

Operationalize AACN sub-competencies across domains.

Relationship building through collaboration with students.

Faculty Competency Achievement

- Competency self-assessment to determine strengths and opportunities as faculty advisors in effort to strengthen enactment of professional role
- Continue to grow as educators in mentoring students
- AACN domains in alignment with the faculty advisor role

Faculty Competency Achievement

- Domain 4: *Scholarship for the Nursing Discipline*
- Domain 5: *Quality and Safety*
- Domain 9: *Professionalism*
- Domain 10: *Personal, Professional, and Leadership Development*

Results :
Student Outcomes

- Practicum / Immersion hours
- Reinforcing skills in scholarship with writing, literature review
- Professional accomplishments with peer-reviewed publications
- GSO student outcomes
  - Mentorship among students
- MiCNP student outcomes
  - Advocacy
  - Continuing education
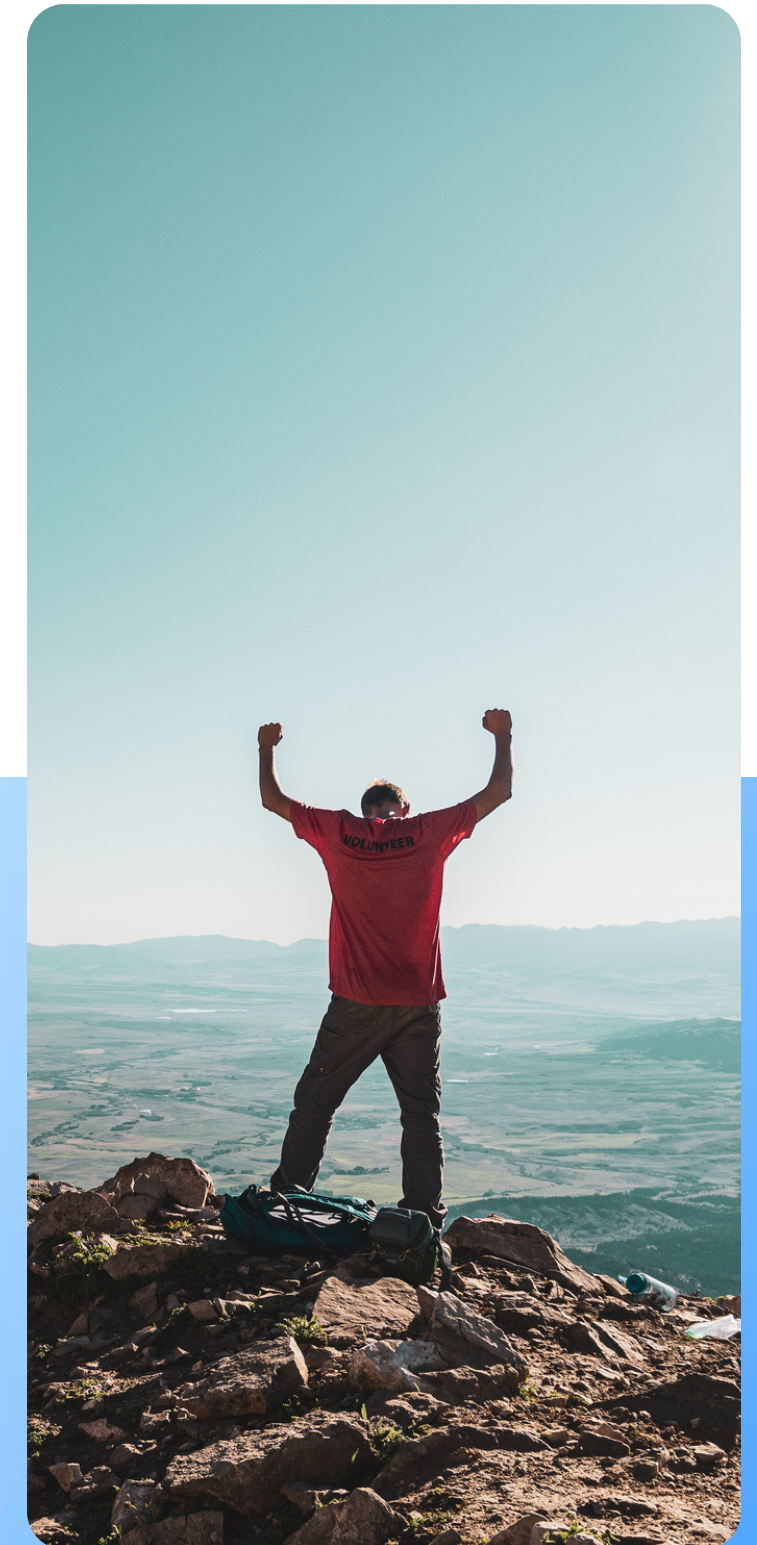
Results :
Faculty Outcomes

- Relationships with colleagues and students
- Dissemination and scholarship opportunities
- Service to the college of nursing, university and to the profession
- Professional accomplishments with peer-reviewed publications
- Favorable outcomes for tenure and promotion

Results :
Organizational Outcomes

- Broadens footprint of the Nursing program and Graduate School
- Professional recognition of MiCNP student chapter
- High quality graduates from the MSN and DNP programs
- Continued application of the AACN *Essentials* across programs, and all aspects of student engagement

Results : Community Outcomes

- Increased recognition of students as they enact the DNP domains
- Inter-professional experiences through collaborative initiatives
- Increased support of diverse community organizations

Outcomes: Nursing Profession

- Advocacy for full practice authority for nurse practitioners in the state of Michigan (SB 680)
- *Activating the AACN Essentials through Competency-based Leadership in Graduate Student Organizations* publication in The Journal of Nursing Education

- Multiple national podium presentations through the American Association of Colleges of Nursing
- Well rounded, prepared DNP graduates eager to apply the AACN *Essentials* within their career post-graduation
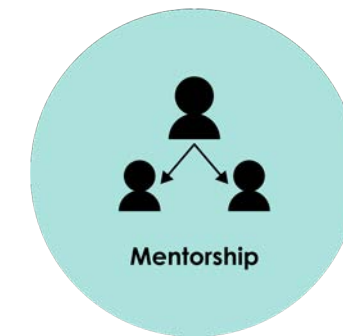
Recommendations

Professional Organizations that support student chapters

- State and National policy forums
- Specialty organizations

Student organization development

- Bylaw development
- University and parent organization registration
- Mission and Vision Statements
- Leverage technology when needed through Zoom and Google Drive

Faculty and Student Training

- Formalized mentorship training for faculty
- Leadership development training for student organization officers

Conclusion

- IOM recommendation
- Intentional efforts to reach fullest potential
- Optimize fullest scope of practice
- Elevate extracurricular modalities
- Leverage student organizations

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Thank you!