

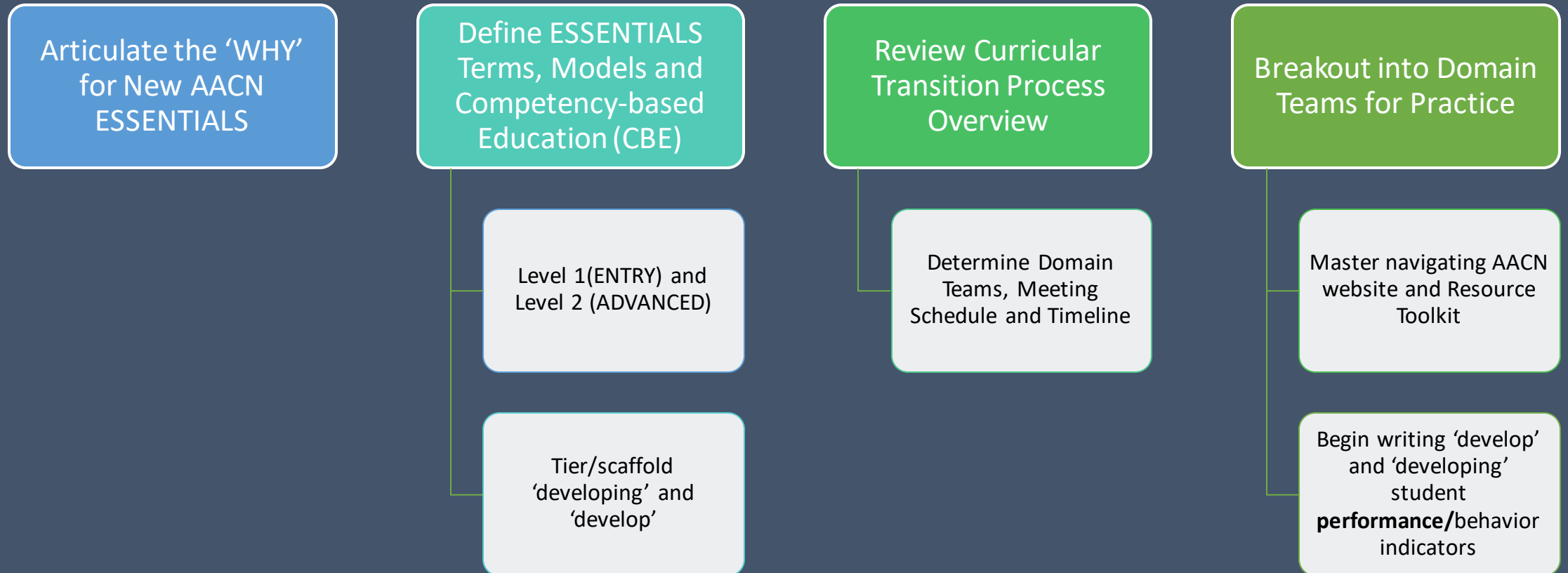
COLLEGE OF NURSING

Undergraduate Programs



GETTING STARTED WITH THE AACN ESSENTIALS

Faculty Goals of FIRST Essentials Training



WHY NEW AACN “ESSENTIALS”

Adapt to the evolving healthcare environment:

Innovations in healthcare technology and new models of practice

The COVID-19 pandemic has impacted **high levels of nurse burnout and turnover.**

Practice leaders have expressed concern about **increasing difficulty in transitioning new nurses to the workforce.**

CBE ties curriculum and coursework to professional expectations, **increasing practice readiness.**

CBE promotes equity by catering to the diverse needs of learners from different backgrounds and with varying learning styles.

OUR JOB IS TO PREPARE....

- Baccalaureate generalist nurses are designers, coordinators, and managers of care.
- The generalist nurse, prepared at the baccalaureate degree level, will have the knowledge and authority to delegate tasks to other healthcare personnel, as well as to supervise and evaluate these personnel.



ESSENTIALS TERMINOLOGY:

Domains, Concepts, Competencies, CBE, Model, Backward Design, student performance/behavior indicators.....



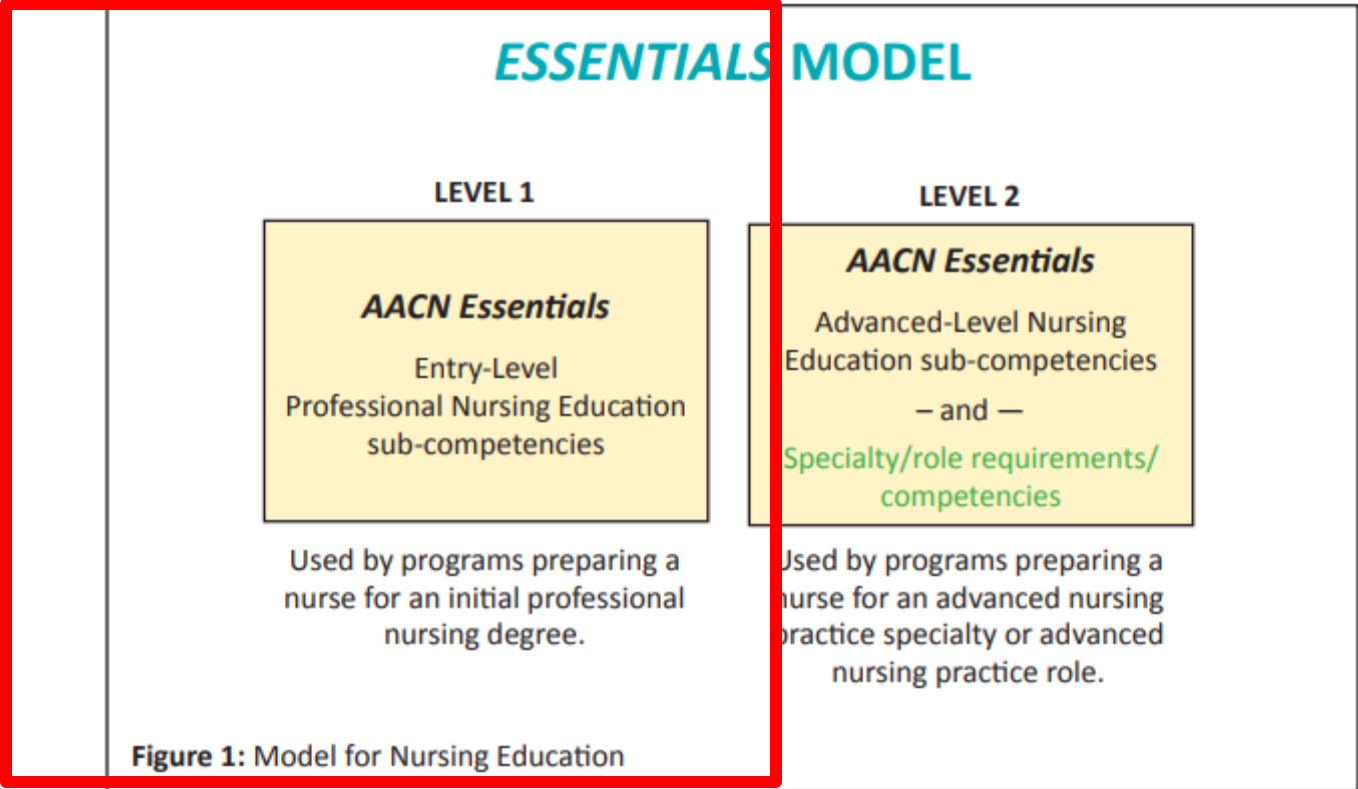
1		Knowledge for Nursing Practice
2		Person-Centered Care
3		Population Health
4		Scholarship for the Nursing Discipline
5		Quality and Safety
6		Interprofessional Partnerships
7		Systems-Based Practice
8		Informatics and Healthcare Technologies
9		Professionalism
10		Personal, Professional, and Leadership Development



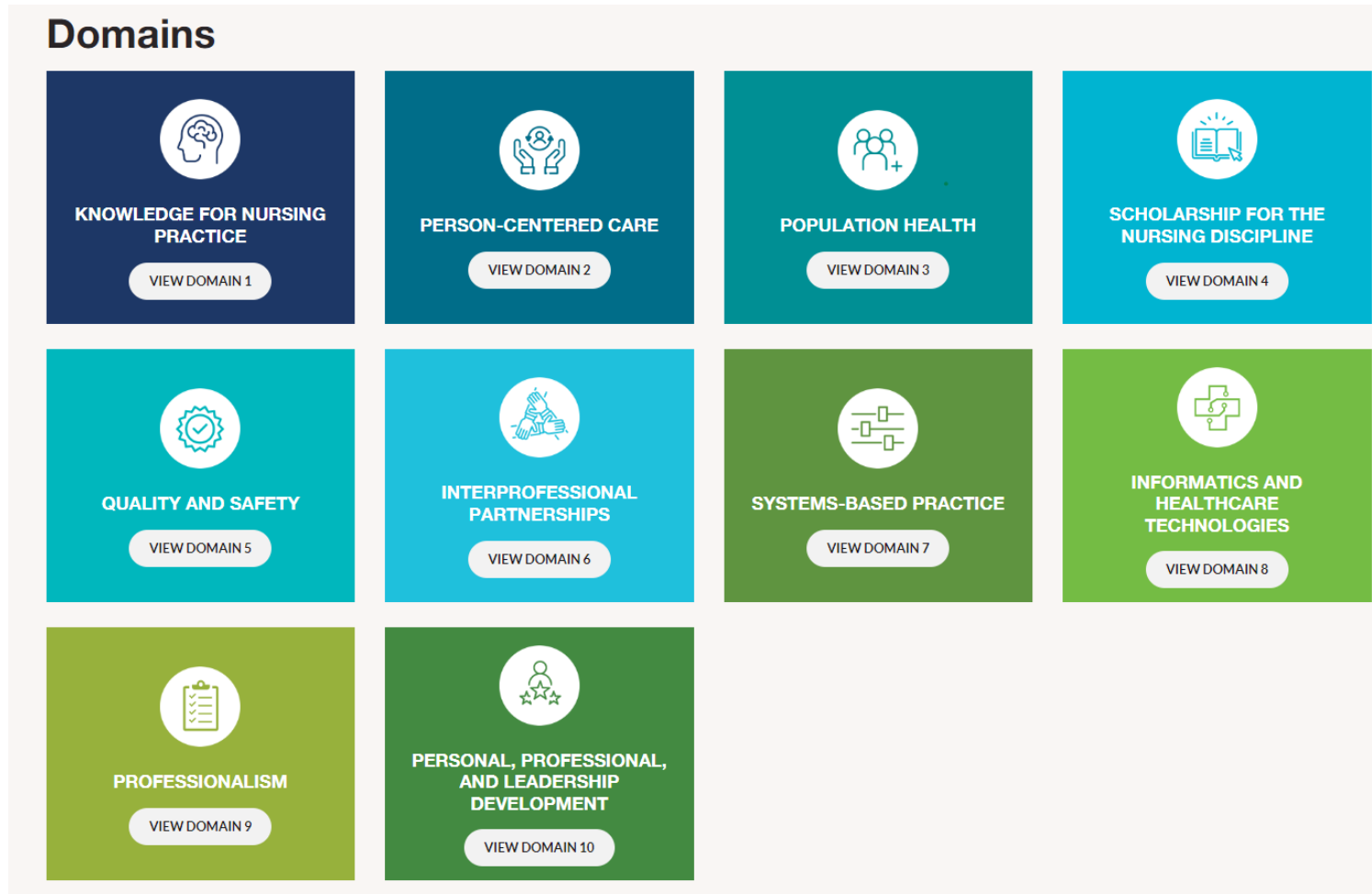
CBE is a model

- Centered on the student
- Focused on mastery of competencies
- Based on learning outcomes

Models and Framework



Domains (n=10): Broad Educational Categories



Concepts (n=8): Network of information best taught through experiential learning and threaded/tiered throughout curriculum

Concepts

CLINICAL JUDGEMENT

[VIEW CONCEPT](#)

COMMUNICATION

[VIEW CONCEPT](#)

COMPASSIONATE CARE

[VIEW CONCEPT](#)

**DIVERSITY, EQUITY, AND
INCLUSION**

[VIEW CONCEPT](#)

ETHICS

[VIEW CONCEPT](#)

EVIDENCE-BASED PRACTICE

[VIEW CONCEPT](#)

HEALTH POLICY

[VIEW CONCEPT](#)

**SOCIAL DETERMINANTS OF
HEALTH**

[VIEW CONCEPT](#)

Competencies and Subcompetencies

Domains, Competencies, and Sub-Competencies for Entry-level Professional Nursing Education and Advanced-level Nursing Education

Domain 1: Knowledge for Nursing Practice

Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Contextual Statement: Knowledge for Nursing Practice provides the context for understanding nursing as a scientific discipline. The lens of nursing, informed by nursing history, knowledge, and science, reflects nursing's desire to incorporate multiple perspectives into nursing practice, leading to nursing's unique way of knowing and caring.

Preparation in both liberal arts and sciences and professional nursing coursework provides graduates with the essential abilities to function as independent, intellectually curious, socially responsible, competent practitioners (Tobbell, 2018). A liberal education creates the foundation for the development of intellectual and practical abilities within the context of nursing. Further, liberal education is the key to understanding self and others; contributes to safe, quality care; and informs the development of clinical judgment.

Entry-Level Professional Nursing Education	Advanced-Level Nursing Education
1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines	
1.1a Identify concepts, derived from theories from nursing and other disciplines, which distinguish the practice of nursing.	1.1e Translate evidence from nursing science as well as other sciences into practice.
1.1b Apply knowledge of nursing science that develops a foundation for nursing practice.	1.1f Demonstrate the application of nursing science to practice.
1.1c Understand the historical foundation of nursing as the relationship developed between the individual and nurse.	1.1g Integrate an understanding of nursing history in advancing nursing's influence in health care.
1.1d Articulate nursing's distinct perspective to practice.	
1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	

AACN Guiding Principles for Competency-based (CBE) Education

Competencies are sequenced progressively and drive curriculum design.

- Gradually increasing complexity of expectations by progressively building on foundational competencies,

Employing a systematic approach to map educational opportunities and assessments for each competency across the curriculum.

Shifts the primary focus of education to the desired outcomes for learners rather than the structure and process of the educational system (Backward design).

A set of expectations that, when taken collectively, demonstrate what learners can do with what they know.

- **Student Progression Indicators** (also known as behavioral **performance indicators**) are descriptive behaviors that show **progression** to competency

Clear expectations are made explicit to learners, employers, and the public.

Visibly demonstrated and assessed over time by multiple methods and multiple assessors.

CBE is
NOT

A checklist of tasks

A one-and-done experience or demonstration

Isolated in one sphere of care or context

Demonstrated solely on an objective test

STEP 1:

Redefine UK BSN Program Outcomes to align with AACN new ESSENTIALS



CURRENT

- Patient-Centered Care
- Communication and Interprofessional Collaboration
- Clinical Reasoning
- Professionalism
- Culturally Competent Care
- Health Care Systems and Policy
- Evidence-Based Practice
- Quality Improvement and Patient Safety
- Information Management/Informatics
- Health Promotion and Disease and Injury Prevention

NEW ESSENTIALS

TABLE 1

Domains and Concepts for Nursing Practice From the *Essentials* Framework

Domains	Concepts
Domain 1: Knowledge for Nursing Practice	• Clinical Judgment
Domain 2: Person-Centered Care	• Communication
Domain 3: Population Health	• Compassionate Care
Domain 4: Scholarship for Nursing Practice	• Diversity, Equity, and Inclusion
Domain 5: Quality and Safety	• Ethics
Domain 6: Interprofessional Partnerships	• Evidence-Based Practice
Domain 7: Systems-Based Practice	• Health Policy
Domain 8: Informatics and Healthcare Technologies	• Social Determinants of Health
Domain 9: Professionalism	
Domain 10: Personal, Professional, and Leadership Development	

Source: American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*. <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>




Backward Design

- Identify desired results
- Determine acceptable evidence
- Plan learning activities

MAP and GAP

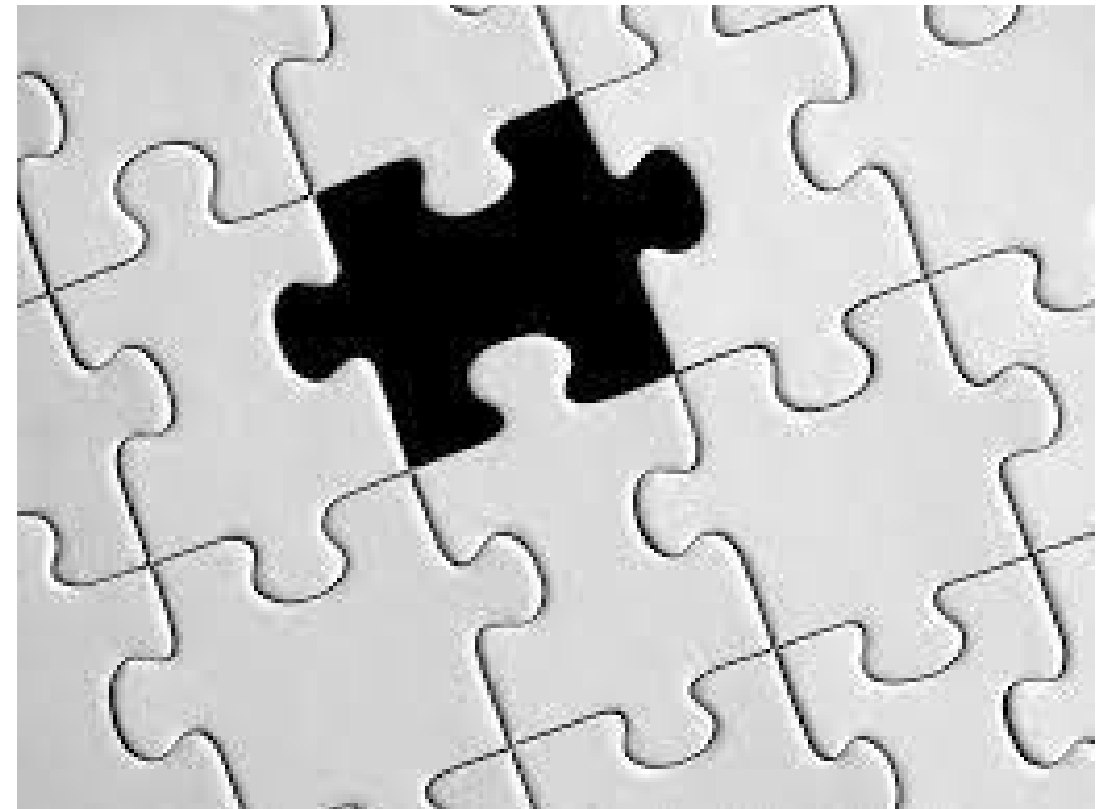
CURRICULUM MAPPING



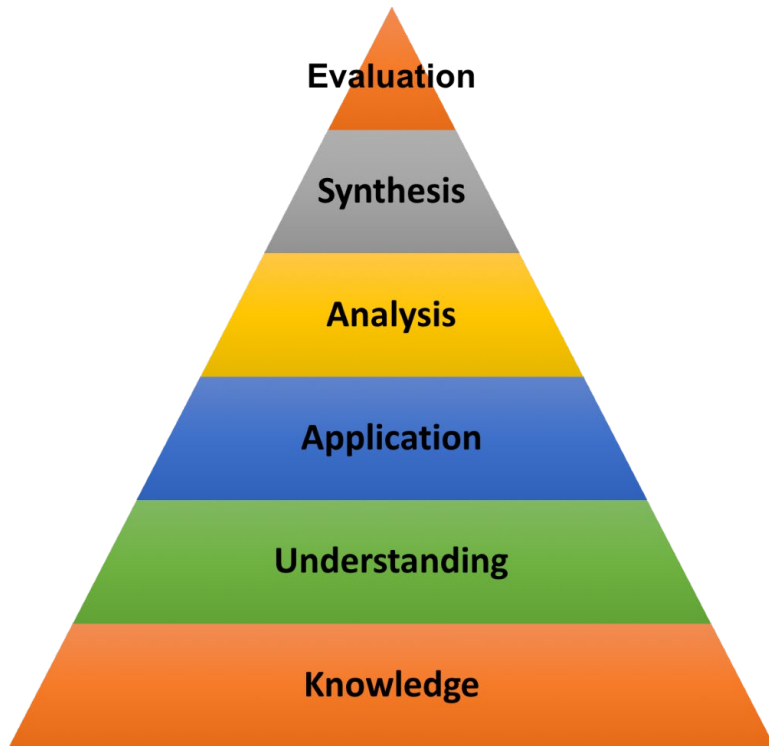
YEAR AT A GLANCE
MONTHLY PLANNING
UNIT PLANNING
MONTHLY PLANNING
YEAR AT A GLANCE
CURRICULUM MAPS
GETTING ORGANIZED

GETTING STARTED WITH A FREE EDITABLE TEMPLATE

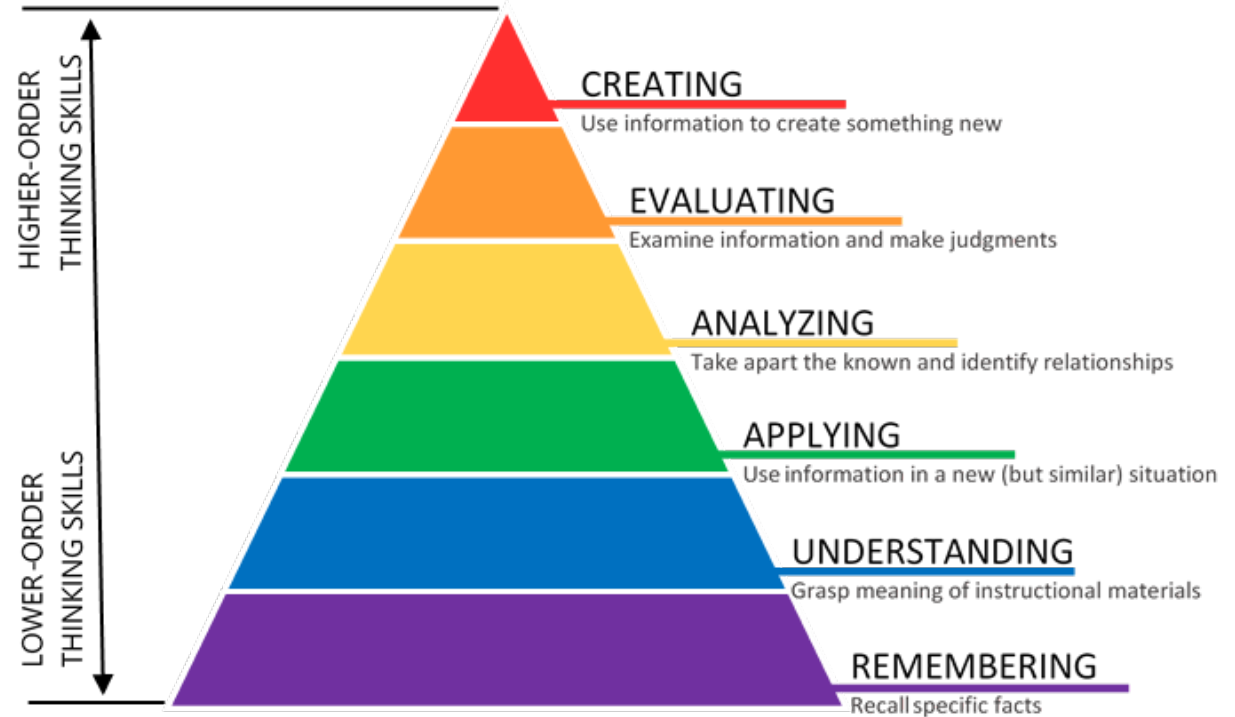
Appetastic Learning

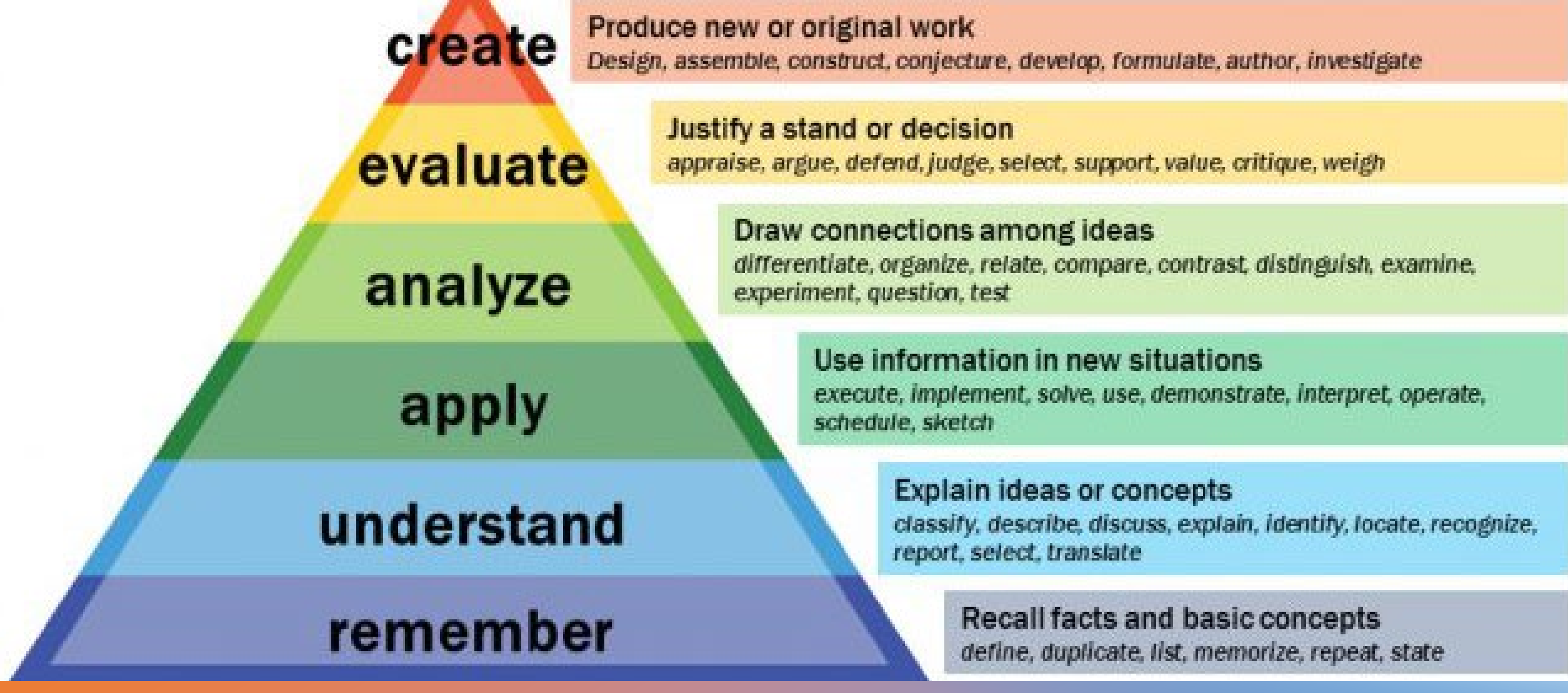


MAIN DIFFERENCE?



BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)





Developing and Developed VERBS

Defining Behavior Indicators for Competencies



Break into Teams of 3
or 4



Go to AACN website
and FIND [Toolkit](#) and
[Teaching Resource
Database](#)



PICK a Domain –
Name your group 😊



PICK a Competency



Level 1: Craft progression indicator for
one of the subcompetencies
(i.e. student performance/behavior
indicators)

Developing
Developed

Next Steps

Confirm membership in a **Domain Teams**

Meeting Schedule: Two Spring Meeting (March/May) + Time at Curricular Meetings

MAP and GAP: Begin examination of program and course outcomes using **Backward Design**

Engagement early and often with clinical faculty and practice partners – use common language

Review definitions/purpose: AACN, CCNE, CBE, Domains, **performance/behavior** indicators

Practice Navigating AACN website, toolkit and [resource guide](#).

Begin to evaluate course for assessments: **Formative and Summative**

Review, revise and develop content and **experiential learning opportunities**

Ongoing evaluation: Monitor and assesses using iterative processes

