

Special Session NLN Summit: 2009

Introduction

Presented by Janice Brewington



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Context and Research

Presented by Karen Pardue



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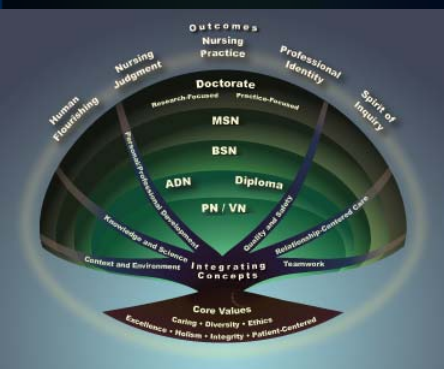
Background: NEAC Competency Development



- 2007: Identification of Need
- Guiding Principles:
 - Comprehensive
 - Inclusive
 - Thoroughly researched & supported
 - Ample opportunity for examination, comment



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Initial Competency Exploration

Evidence-based Practice

System Thinking

Innovation, Creativity

Informatics

Diversity

Culture of Safety

Health Economics

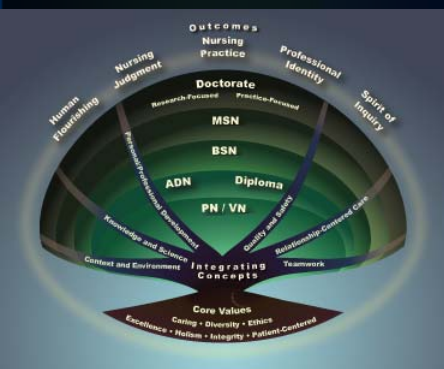
Global Perspectives

Ambiguity, Uncertainty, Change



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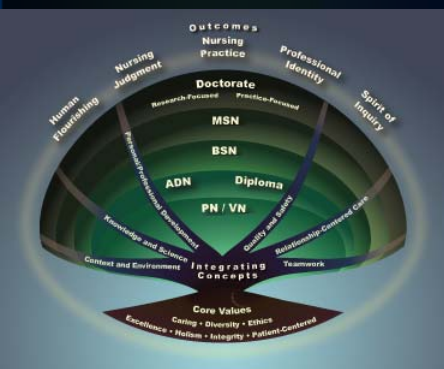
Process of Competency Inquiry

- Each proposed “area” researched
- Attributes identified
- Definitions created



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Process of Competency Inquiry

- Informed / enhanced through review:
 - Lenburg COPA Model
 - Tanner's Clinical Judgment Model
 - Institute of Medicine (IOM) research
 - Mass. Organization of Nurse Executives (MONE)



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Process of Competency Inquiry

Informed through review of:

- Oregon Consortium for Nursing Education (OCNE)
- Quality & Safety in Nursing Education (QSEN)
- Technology Informatics Guiding Ed. Reform (TIGER)



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Emergence of a Conceptual Model

- Through the endeavor of collapsing concepts and envisioning process for competency development, a SYSTEMS model emerged

- INPUTS
- THROUGHPUTS
- OUTPUTS



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Refinement of Conceptual Model

- Systems model prevails, but language refined to reflect:

- **CORE VALUES**
- **INTEGRATING CONCEPTS**
- **OUTCOMES**



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Operating Assumptions:



- Providing safe care that is culturally & developmentally appropriate, centering on relationships with individuals, families & groups
- Practicing within a legal, ethical, professional scope/ standard
- Actively engaged in life long learning



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Operating Assumptions:



- Recognizing nursing roles in advocate for & access to quality care
- The building of competencies, promoting educational mobility & enhancement of the nursing workforce



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Model Overview

Presented by
Lynn Engelmann



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NLN Educational Competencies Model for Graduates of Nursing Programs

■ Model Overview

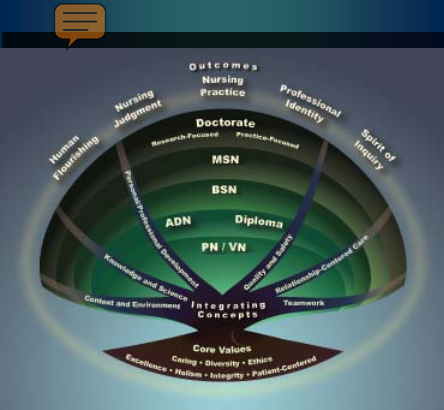
– Developed with the NLN’s core values in mind:

- ❖ Diversity
- ❖ Integrity
- ❖ Caring
- ❖ Excellence



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NLN Educational Competencies Model for Graduates of Nursing Programs

■ Model Overview

– Ultimate goal:

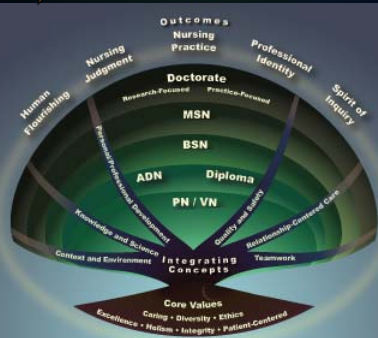
❖ Create outcome competencies that bridge education and practice



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NLN Educational Competencies Model for Graduates of Nursing Programs



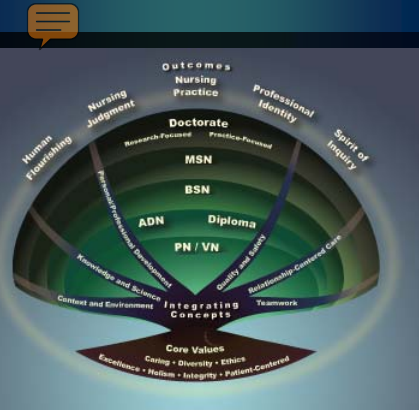
■ Model Overview

- Provides organizing framework
- Applicable to all types of nursing education programs
- Adaptable and versatile
- Culminates in new graduate who has achieved five outcomes



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NLN Educational Competencies Model for Graduates of Nursing Programs

■ Model Overview: 7 Core values

What is necessary coming into the experience? What is internalized?

Caring

Holism

Diversity

Integrity

Ethics

Patient-centered

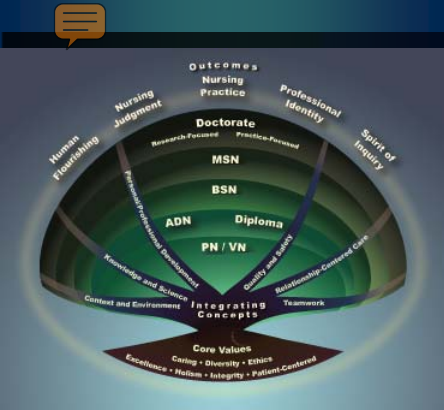
Excellence



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PN / VN



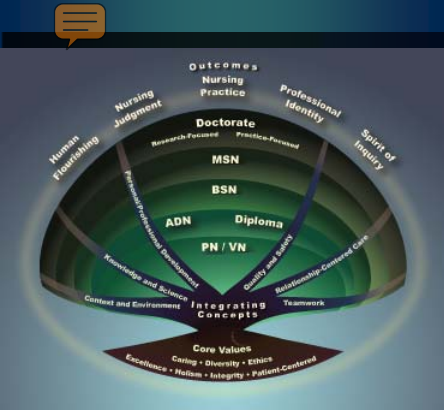


NLN Educational Competencies Model for Graduates of Nursing Programs

- Model Overview: Integrating concepts
 - Essential for all types of nursing practice.
 - ❖ expanding breadth and depth of the bands
 - ❖ systematically and progressively developed



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NLN Educational Competencies Model for Graduates of Nursing Programs

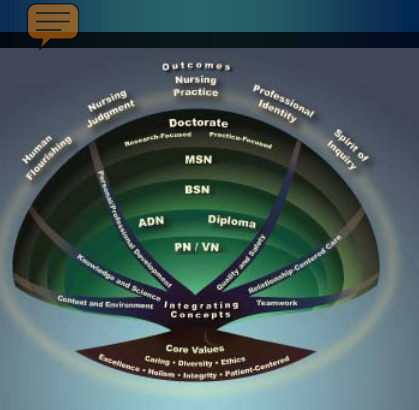
- Model Overview: Integrating concepts
 - Context and environment
 - Knowledge and science
 - Personal/professional development
 - Quality and safety
 - Relationship-centered care
 - Teamwork



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NLN Educational Competencies Model for Graduates of Nursing Programs

■ Integrating concept: Context and environment

- Ambiguity and uncertainty
- Communication
- Ethics/legal/regulatory
- Global health
- Healthcare economics



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NLN Educational Competencies Model for Graduates of Nursing Programs



■ Integrating concept: Context and environment con't

- Informatics
- Healthful work environment
- Innovation and creativity
- Leadership
- Systems thinking



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■ Integrating concept: Knowledge and Science

- Evidence-based practice
- Informatics



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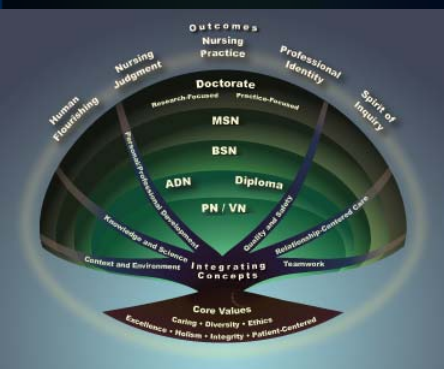


- Integrating concept:
 - Personal/professional development
 - Professional role
 - Communication
 - Ethics/legal/regulatory



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NLN Educational Competencies Model for Graduates of Nursing Programs

■ Integrating concept:
Personal/professional development
con't

- Innovation and creativity
- Leadership
- Caring for self
- Lifelong learning



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NLN Educational Competencies Model for Graduates of Nursing Programs



■ Integrating concept: Quality and safety

- Quality improvement
- Communication
- Cultures of safety
- Informatics
- Patient safety/advocacy



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NLN Educational Competencies Model for Graduates of Nursing Programs



- Integrating concept: Relationship-centered care
 - Therapeutic relationships
 - Communication
 - Diversity
 - Patients/families.. Nursing peers... colleagues in other disciplines



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NLN Educational Competencies Model for Graduates of Nursing Programs



■ Integrating concept: Teamwork

- ❖ Collaboration
- ❖ Communication
- ❖ Caring for others
- ❖ Professional role
- ❖ Healthful work environments



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NLN Educational Competencies Model for Graduates of Nursing Programs



- Model Overview: Program outcome
 - Operating assumptions
 - ❖ essential behaviors integrated throughout all the nursing competencies
 - ❖ there is value added in that competencies build



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NLN Educational Competencies Model for Graduates of Nursing Programs



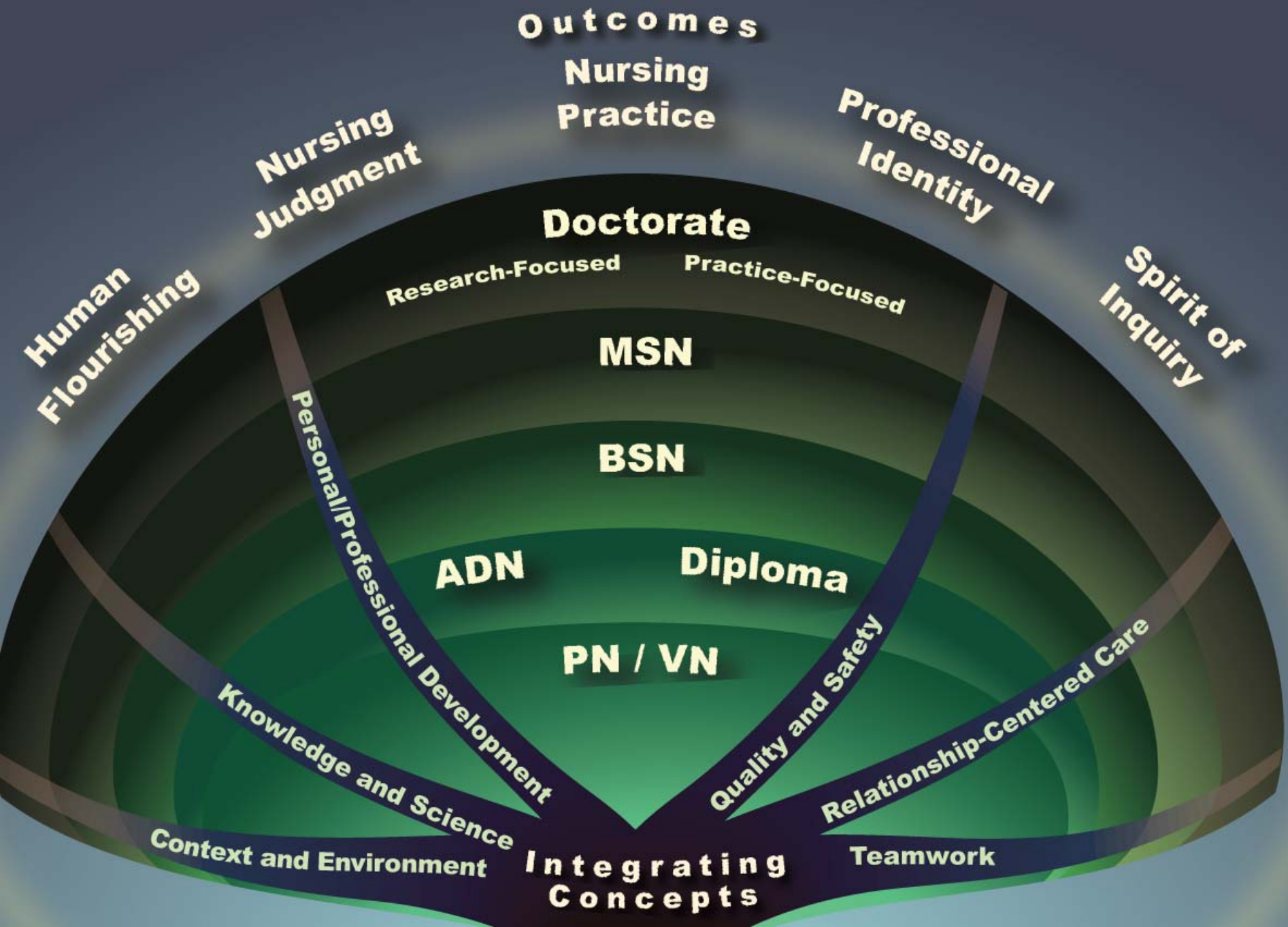
■ Model Overview: Program outcomes

- ❖ Human flourishing
- ❖ Nursing judgment
- ❖ Nursing practice
- ❖ Professional identity
- ❖ Spirit of inquiry

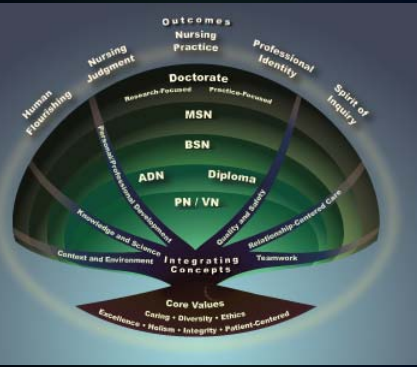


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Core Values

Presented by
Brother Ignatius Perkins



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Integrating Concepts Presented by Carol S. Coose



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Integrating Concepts

- Development process-
 - Based on an extensive review of literature, a definition was written to describe the essential meaning of each of the six integrating concepts .



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Definition: Context and Environment

- In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement and effectiveness.



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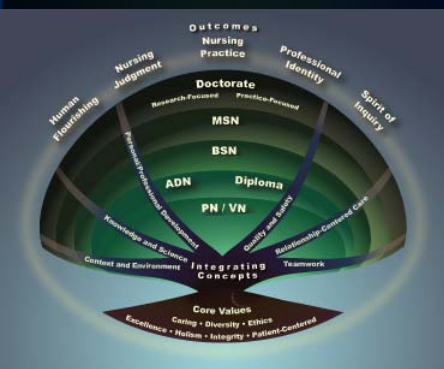


Definition: Knowledge and Science

- Refers to the foundations that serve as a basis for nursing practice which, in turn, deepen, extend, and help generate new knowledge and new theories that continue to build the science and further the practice.



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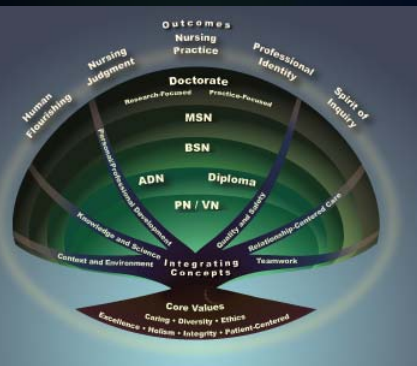


Definition: Knowledge and Science, continued

- Foundations include integration of knowledge from:
 - nursing science to design & implement patient-centered care
 - a variety of disciplines outside nursing



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Definition: Knowledge and Science, continued

- Foundations further include:
 - understanding of knowledge & science development
 - member responsibility for contributions to the development of the discipline's evolving science



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Definition: Knowledge and Science, continued

- Foundations further include understanding:
 - the nature of evidence based practice



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Definition: Personal -Professional Development

- Personal-professional development is a lifelong process that refers to learning, refining, and integrating values and behaviors that:
 - are consistent with the profession’s history, goals and codes of ethics
 - serve to distinguish the practice of nurses from that of other health care providers



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Definition: Personal -Professional Development, continued

- Personal-professional development is a lifelong process that refers to learning, refining, and integrating values and behaviors that:
 - give nurses the courage needed to continually improve the care of patients, families and communities, and ensure the ongoing viability of the profession.



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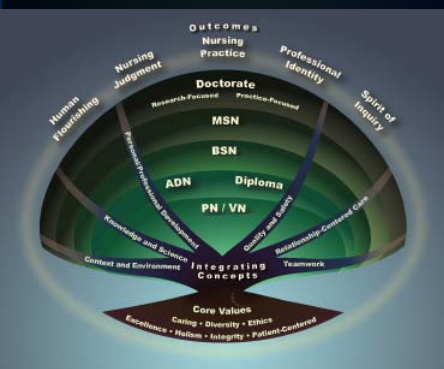


Definition: Quality and Safety

- The degree to which health care services:
 - are consistent with the current professional knowledge
 - minimize the risk of harm to individuals, populations and health care providers



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Definition: Quality and Safety, continued

- The degree to which health care services:
 - optimize health outcomes
 - are operationalized at an individual, unit, and systems perspective



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Definition: Relationship-Centered Care

- Relationship-centered care positions:
 - caring
 - therapeutic relationships with patients/
families/communities
 - professional relationships with
members of the health care team as the
core of nursing practice



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Definition: Relationship-Centered Care, continued

- Relationship-centered care integrates and reflects respect for the dignity and uniqueness of others, valuing of diversity, integrity, humility, mutual trust, self-determination, empathy, the capacity for grace and empowerment.



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Definition: Teamwork

- Teamwork encompasses the ability to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality health care for patients, families and communities.



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Each Concept: Three Apprenticeships



– The Carnegie Foundation studies of nursing education identified three necessary apprenticeships for learning a professional practice (Benner, 2009).



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Three Apprenticeships: KPE

- 1) **Knowledge**: includes science and theory
- 2) **Practice know-how**: skills, clinical judgment and performance
- 3) **Ethical Compartment**: based on formation in the profession, responsibilities, notions of good, and boundaries of practice



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(Benner, 2009)

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KPE Knowledge for Context and Environment

- Learners need to develop knowledge related to:
 - Change and uncertainty
 - Complexity theories
 - Impact of continuous knowledge explosion and evolution of technology
 - Decision making in uncertainty

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KPE Knowledge for Context and Environment, continued

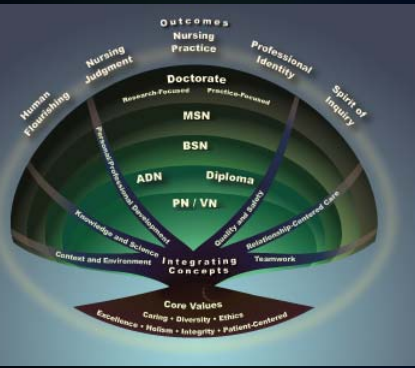


- Learners need to develop knowledge related to:
 - Management of conflicting information
 - ‘Blurring’ of role boundaries leading to uncertainty about role expectations



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KPE Knowledge for Context and Environment, continued



■ Learners need to develop knowledge related to:

- Codes of Ethics (ANA, ICN)
- Regulatory and professional standards
- Ethical decision making models
- Scope of practice considerations



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KPE Knowledge for Context and Environment, continued

- Learners need to develop knowledge related to:
 - Principles of patient self-determination
 - Environmental health
 - Health promotion/disease prevention
 - Transmission of disease, disease patterns, epidemiological principles



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KPE Practice for Context and Environment

- Learners need to:
 - Participate in simulation experiences, written case studies, or role play where uncertainty, complexity, and ambiguity abound
 - Apply information/ evidence to support decision-making in situations characterized by ambiguity and uncertainty
 - Apply professional standards



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KPE Practice for Context and Environment, continued

- Learners need to:
 - Demonstrate accountability and responsibility for nursing judgment and actions
 - Demonstrate advocacy skills
 - Apply ethical decision making models
 - Apply health promotion/ disease prevention strategies



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KPE Ethical Comportment Context and Environment

- Learners need to :
 - Analyze ethical challenges presented by ambiguous and uncertain clinical situations
 - Assess one’s own tolerance for ambiguity/uncertainty (self-assessment)
 - Reflect on the possibility of multiple right answers (rather than one right answer)



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KPE Ethical Comportment Context and Environment , continued

■ Learners need to:

- Examine personal beliefs, values, biases, character and virtue
- Respect persons, human dignity, equality, justice, nurse caring and compassion
- Respect cultural values and diversity
- Respect and value community, empowerment, social justice, and improvement of social conditions affecting health



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Outcomes:

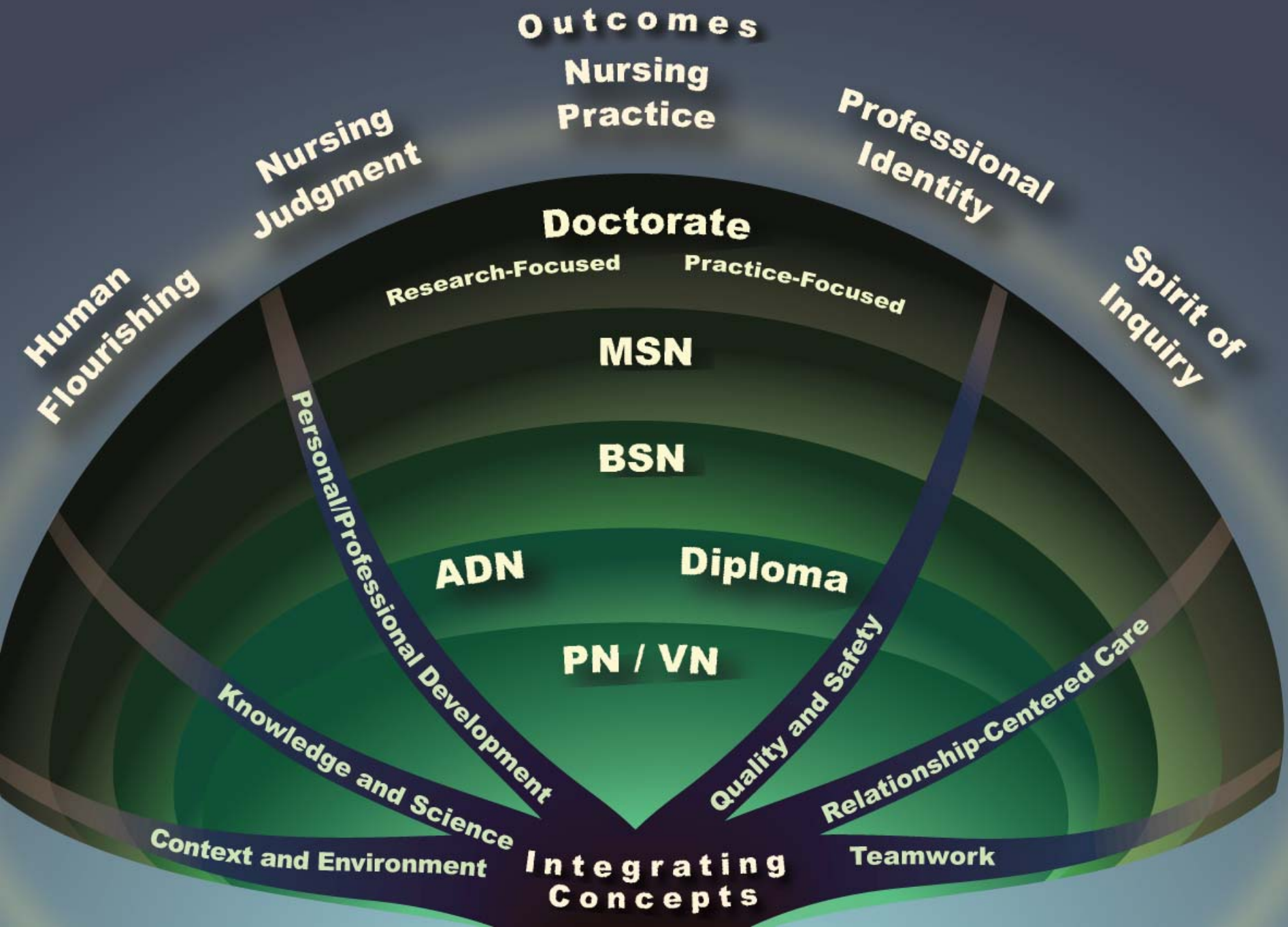
Focus on Spirit of Inquiry

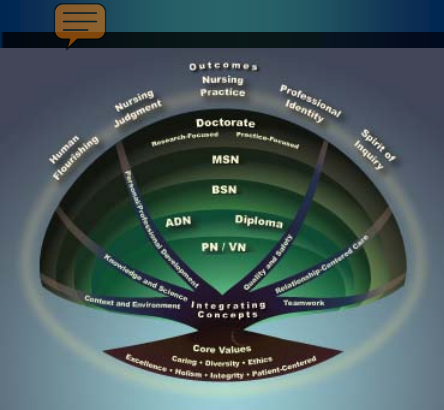
Presented by Mary Schoessler



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Program Outcomes

- Human Flourishing
- Nursing Judgment
- Nursing Practice
- Professional Identity
- Spirit of Inquiry



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Spirit of Inquiry

- Draws from the concepts of:
 - Knowledge
 - Professional development
 - Quality and safety
- Is additive and progressive



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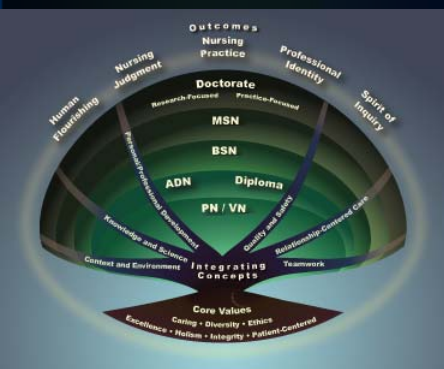
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- Question standards of nursing practice to improve patient care outcomes.



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Associate and Diploma

- Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions and offer new insights to improve the quality of care for patient/families and communities



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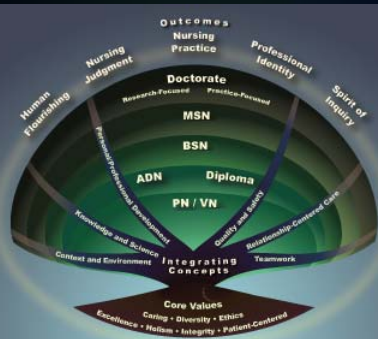


Baccalaureate

- Contribute as scholar to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, using available evidence as the foundation for nursing practice, and reflecting on personal practice.



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Masters

- Implement an advanced nursing role through an analysis of the disparities in knowledge/evidence underlying practice in contributing to the science of nursing practice/education



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Practice Focused Doctorate

- Conduct integrative reviews of extant research to formulate evidence-based proposals enhancing nursing practice and the delivery of nursing services.



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Research Focused Doctorate

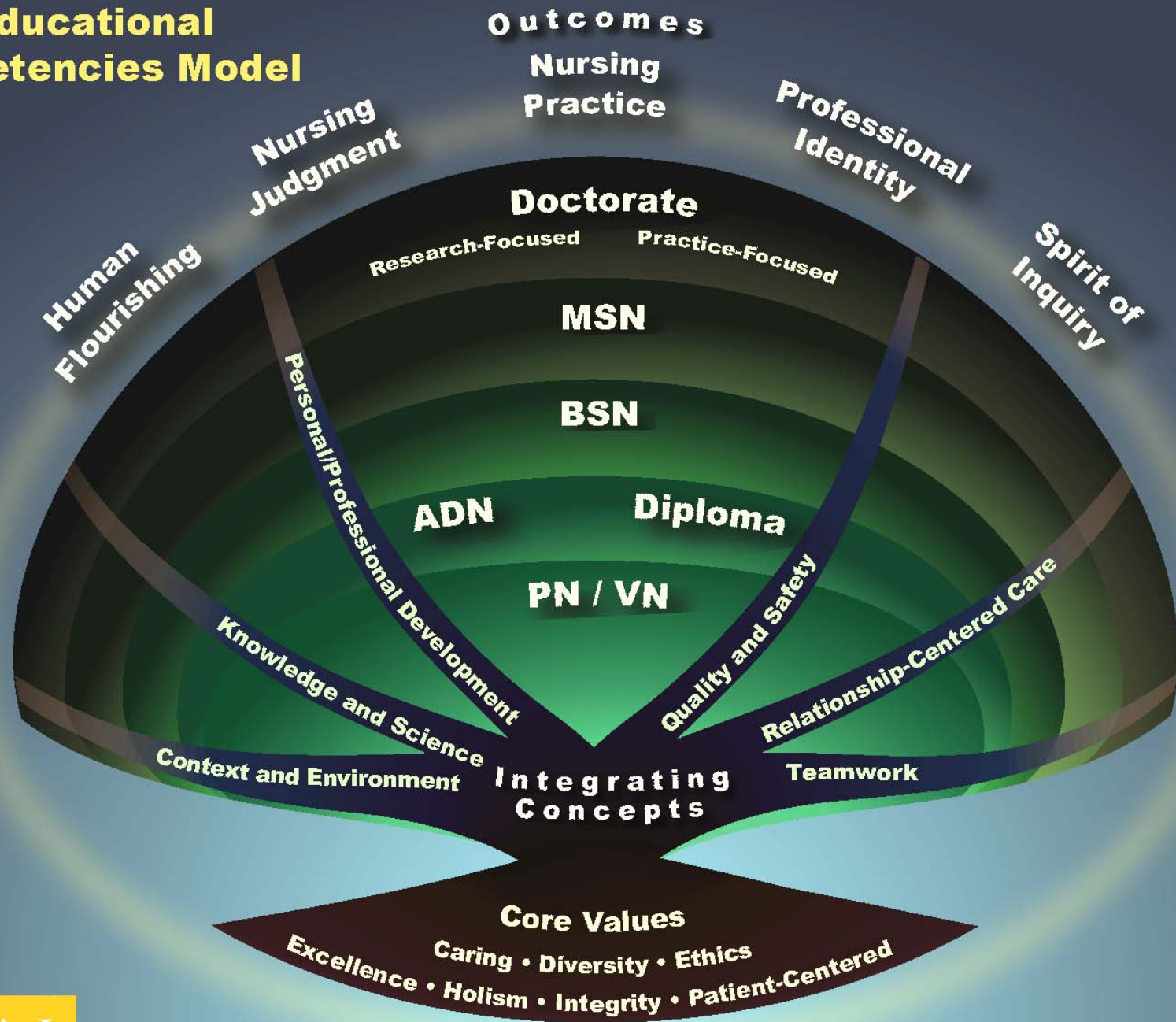
- Participate in the science of discovery by studying, implementing and disseminating findings that improve nursing practice, nursing education and the delivery of nursing services.



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NLN Educational Competencies Model





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Concluding Remarks & Audience Discussion

Presented by:
Brother Ignatius
Perkins



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