



FUTURE OF NURSING™

Campaign for Action

AT THE CENTER TO CHAMPION NURSING IN AMERICA

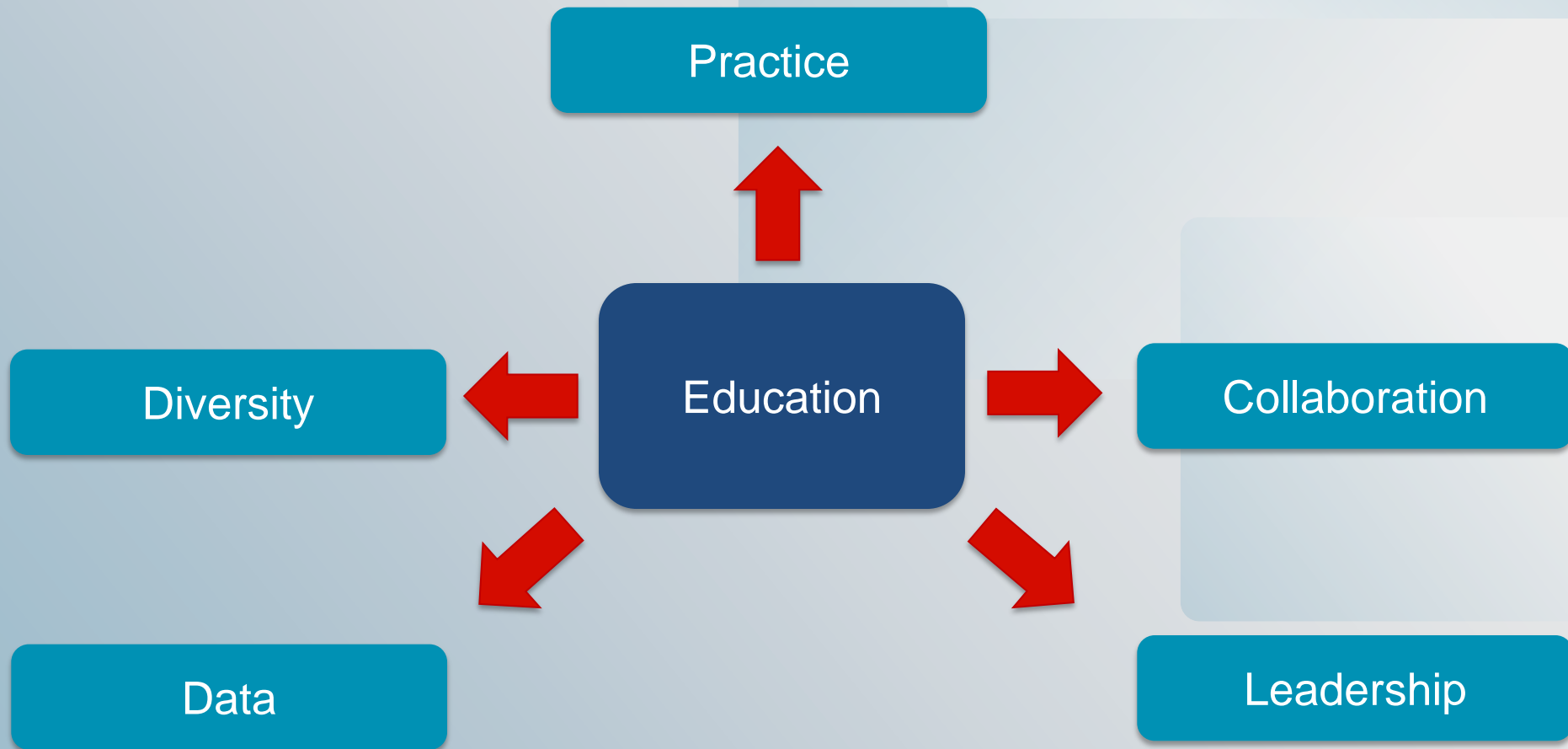
The Competency Model

If you are considering the Competency Model, reviewing this presentation will assist you

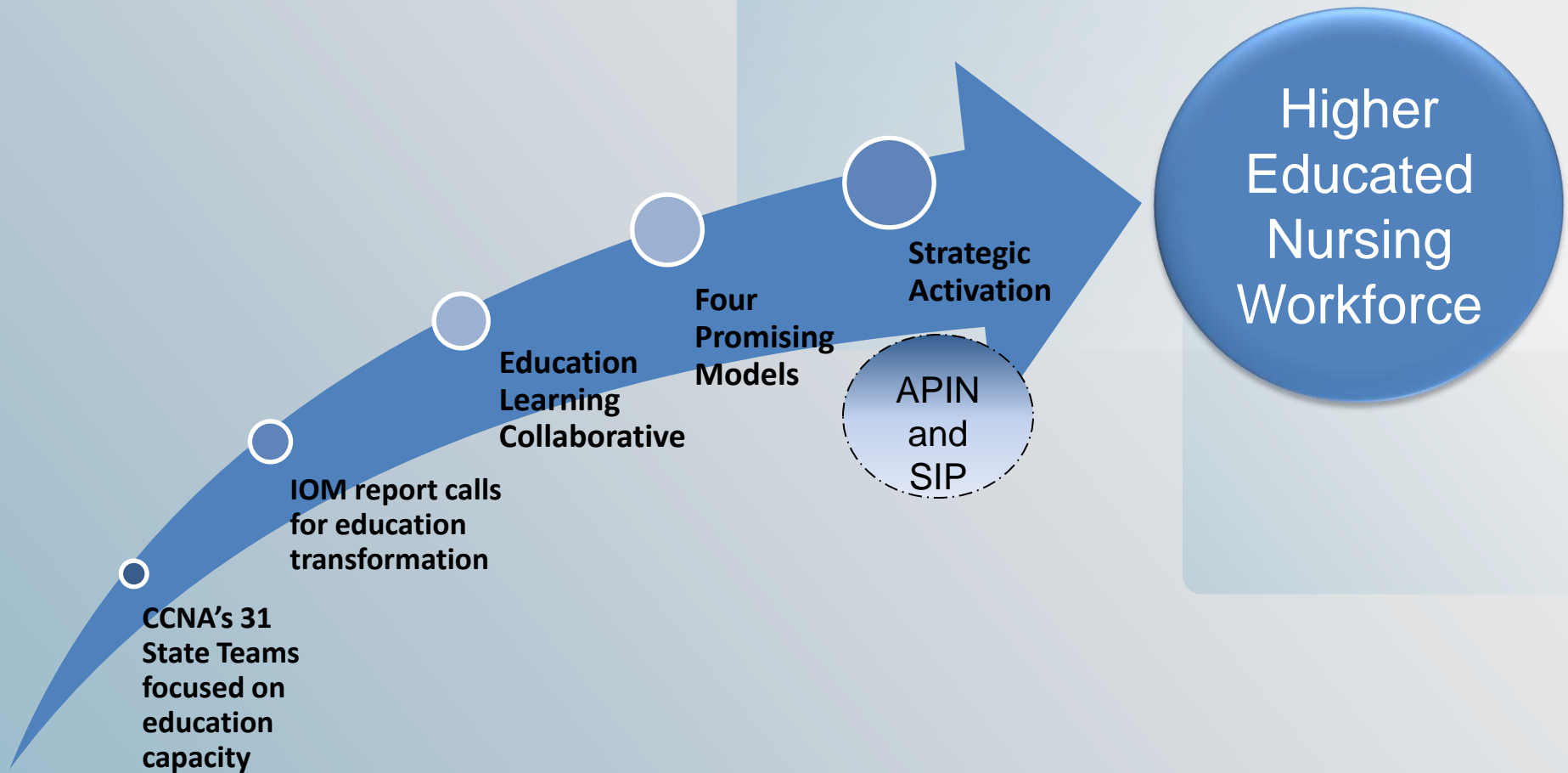
Mary Sue Gorski, RN, PhD
Consultant, Center to Champion
Nursing in America



Need Education for Campaign to Succeed!



Advancing Education Transformation at CCNA



Learning Collaborative



Four models emerged as most successful....

- RN to BSN awarded by the community college
- Shared state or regional curriculum
- RN to MSN
- Competency-based state or regional programs



The Competency-based State or Regional programs



Dr. Maureen Sroczynski,
President/CEO Farley Associates, Inc



Common Components of the Competency Model



- Partnerships of community colleges and four year programs
- Partnerships of nursing programs can reach beyond states or local regions
- Involving practice partners provides for increased linkage between education and practice
- Partners universally agree on the outcomes or competencies
- A substantial number of students in a state, region or partnership can be served with the development of this model
- Successful models provide seamless streamlined programs
- The competency based model can serve as the foundation for moving to a shared curriculum or accelerated model

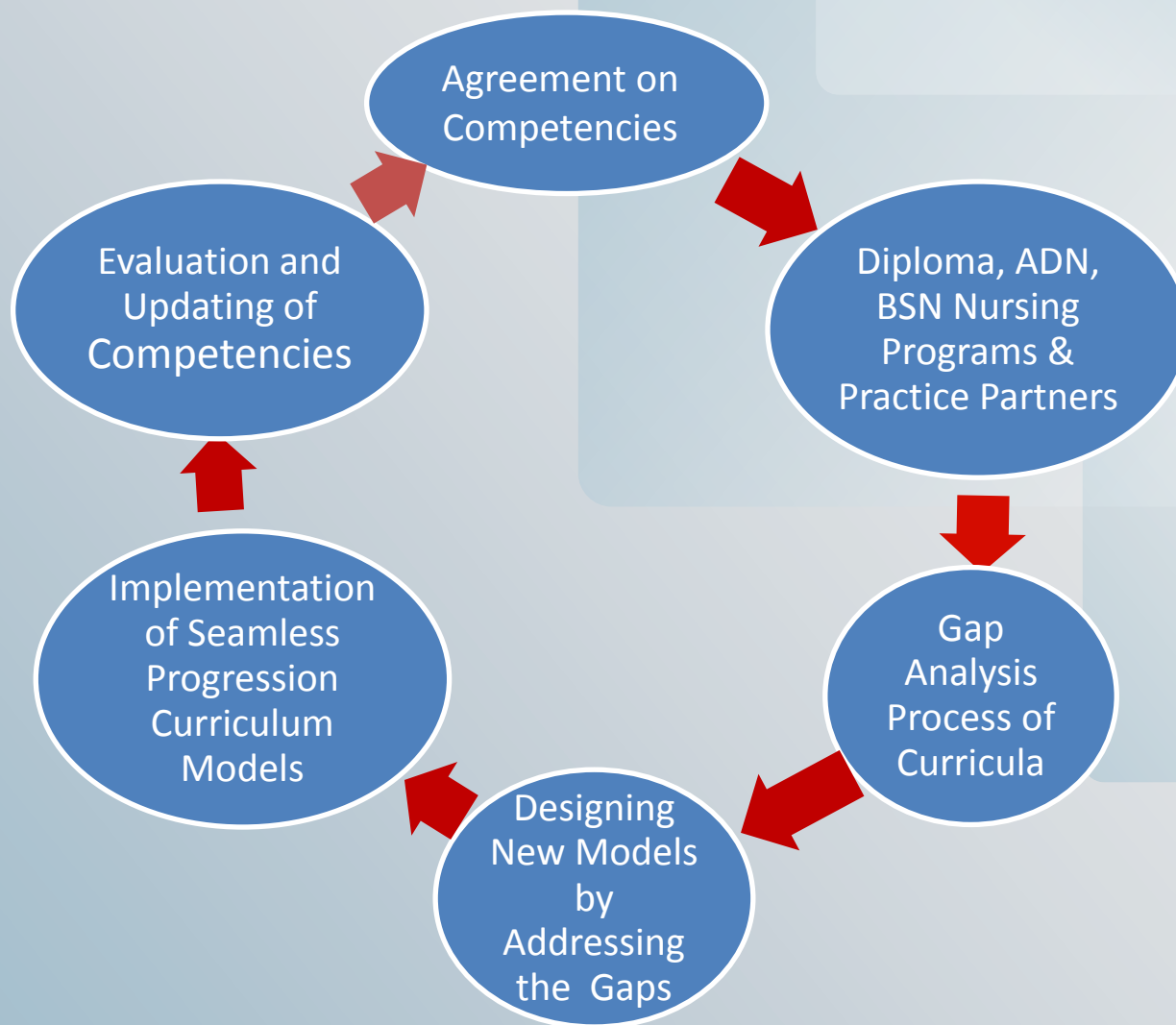
IOM Vision (2003) Health Professions Education



*All health professionals should be educated to deliver **patient centered care** as members of an **interdisciplinary team**, emphasizing **evidence-based practice**, **quality improvement** approaches and **informatics**.*

Competency Model Process

Outcome Focused, Individualized by State or Region



Competency Model Process



Agreement on
Competencies



- Engage school administration in plan for curriculum redesign early on in the process
- Can select from various competencies
 - Develop your own
 - QSEN
 - Nurse of the Future
- Align all with AACN Essentials for Baccalaureate Education and NLN AC Competencies

Quality Improvement

The Nurse of the Future will use data to monitor outcomes and care processes, and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare.

Knowledge	Attitudes/behaviors	Skills
Describes the nursing context for improving care	Recognizes that quality improvement is an important part of being a nurse.	Actively seeks information about quality improvement from <u>relevant institutional, regulatory and local/national sources</u> .
Understands that the nurse and care delivered is part of a broader health care system.	Recognizes that interdependent relationships and a professional work process are important to quality improvement.	Participates in the use of quality improvement tools (such as flow charts, cause & effect diagrams) to make processes of care interdependent and explicit
Explains the importance of variation and measurement in providing quality nursing care.	Appreciates how unwanted variation affects care and how standardization can support quality patient care.	Participates in the use of quality measures (such as control and run charts) to assess performance and identify gaps between local and best practices.
Describes approaches for changing processes of care in which the learner is involved.	Recognizes the value of what individuals and teams can do to improve care.	Participates in the use of measures to evaluate the effect of changes in the delivery of care.

Core Competency Comparisons



IOM	ACGME	QSEN	NOF	New York
Apply Quality Improvement	Practice based Learning & Improvement Systems Based Practice	Quality Improvement Safety	Quality Improvement Safety Systems based practice	Quality and Safety Clinical Judgment
Provide Patient-Centered Care	Patient Care Interpersonal & Communication Skills	Patient Centered Care	Patient Centered Care Communication Leadership	People Centered Care Communication Management of Care
Work in Inter-Disciplinary Teams	Professionalism	Teamwork and Collaboration	Teamwork and Collaboration Professionalism	Professionalism Collaboration
Employ Evidenced-Based Practice	Medical Knowledge	Evidence based practice	Evidence based practice	Evidence-based Practice
Utilize Informatics		Informatics	Informatics	Informatics

Competency Model Process

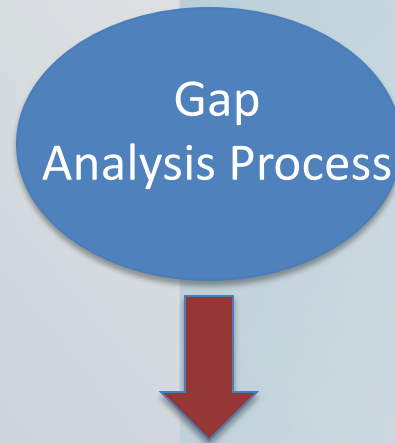


Partnerships of
Diploma, AD, BS
Nursing Programs &
Practice Partners

A blue oval containing the text 'Partnerships of Diploma, AD, BS Nursing Programs & Practice Partners' is connected by a large, dark red downward-pointing arrow to a list of bullet points below.

- Practice partners bring insight into current healthcare environment and clinical learning opportunities
- May begin with “coalition of the willing”

Competency Model Process

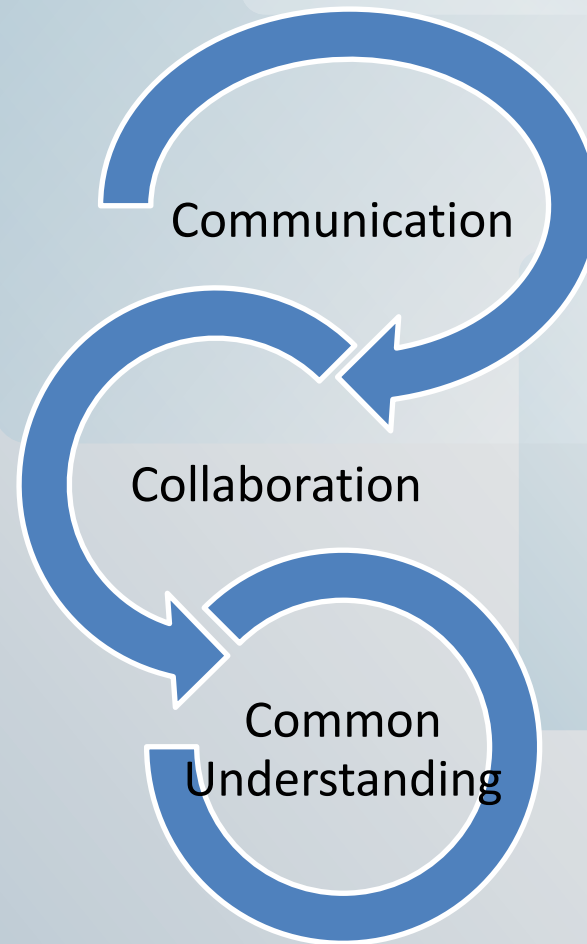


- Technique for determining the steps to be taken in moving from a current state to a desired future state.
- It begins with the present situation (“what is”), (2) cross-lists factors required to achieve the future objectives (“what could be”), and then (3) highlights the ‘gaps’ that exist and need to be ‘filled.’
- Diploma, AD and BS programs assess curriculum against competencies
- The detail on this process is provided in a separate webinar

Education and Practice Transformation



The 3 “C” Process



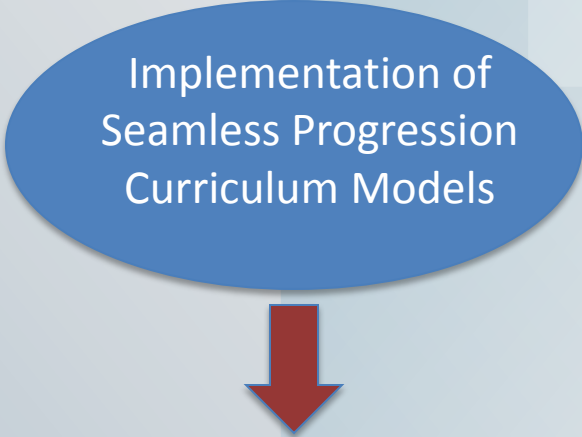
Competency Model Process



Designing New Models
by
Addressing the Gaps

- May be designed at undergraduate level or within RN to BSN programs
- May involve dual or co-admission
- May involve assessment and/or alignment of prerequisites, general education requirements and credit transfer issues which will necessitate involvement of school administration

Competency Model Process




Implementation of
Seamless Progression
Curriculum Models

Competency based models:

- Provide for seamless progression
- Can also serve as foundation for shared or common curriculum models
- Can be used to streamline and update RN to BSN programs
- Some models based on 1 plus 2 plus 1 approach
- Some states have begun with a cohort approach that can be expanded within a system or across the state or region

Competency Model Process



Evaluation and
Updating of
Competencies

- Challenges of the current healthcare environment will necessitate review and updating
- All competency models must align with current accreditation standards

Competency Model

Lessons Learned to Date



- This process addresses the fact that education and practice do not always speak the same language
- Practice needs be involved early in the review and development of new curriculum models
- Diploma, AD and BS programs all have gaps in reviewing current competency models
- Divergence and convergence are part of the process
- Iterative process of innovation

Education Transformation



- We are all focused on the same goal: Increasing the supply of BSN and doctorally prepared nurses
- Each state is moving at its own pace
- CCNA wants to provide support as states continue progress toward education transformation

“This is a marathon, not a sprint”



Don't be left behind!





MAGIC FROG



A New Perspective



What would Florence Say



"For us who nurse, our nursing is a thing which, unless we are making progress every year, every month, every week, take my word for it, we are going back."



CCNA Nurse Expert



**For more information on the Competency Model
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Campaign Resources



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