

# Determining RN to BSN New Essentials Competencies: Are students halfway there?

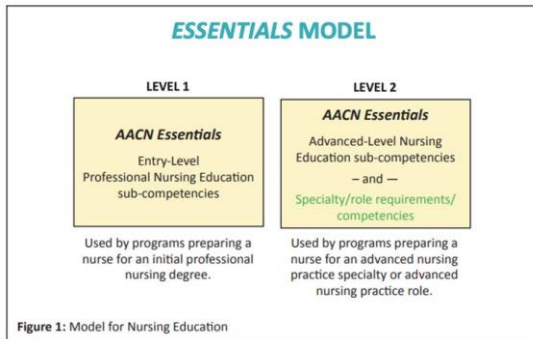
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## Objectives

- Describe the AACN Essentials and the shift to competency-based education
- Describe the gaps and overlaps found in a crosswalk of the AACN Essentials Competencies and the NCLEX Test Map
- Discuss the approaches to bridge Associate Degree and RN to BSN programs

# AACN Essentials



AACN, 2021

# Competency Statements and Sub-Competencies

| 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.   |   |

AACN, 2021

# Purpose

- Determine the competencies do registered nurses with an associate degree, diploma, or international education have
- Determine how we know these competencies are met
- Determine how these competencies are measured
- Determine which competencies still need to be achieved in RN to BSN programs

# Methods

- Literature Review
- Crosswalk of NCLEX Test Plan (2019) & AACN Essentials (2021)
- Triangulation

## Evaluation of Competency Based Education

Suskie (2015, p. 151) writes that student learning assessment is about answering these three questions:

1. Do you have evidence that your students are achieving your key learning outcomes?
2. Does the evidence meet the characteristics of good evidence?
3. Are you using evidence to not only evaluate individual students but also improve what you are doing?

What types of assessments should be used to measure competency?

Are the measurements reliable and consistent?

Is the measurement tool valid?

## Literature Review

- Alignment of ADN and RN to BSN Programs
  - Ohio (OLN, 2021); Oregon (ONLC, 2020); Hawaii (Tse et al., 2014); Massachusetts (MACN, 2020); Midwest consortium (Hendricks et al., 2012)
- Competency-Based Education
  - Regulatory
    - Texas, California, others
  - Education Systems

## Crosswalk

### NCLEX Test Plan (2019)

- Client Needs
- Integrated Processes
- Client Need Categories
- Related Activity Statements

### AACN Essentials (2021)

- Domains
- Concepts for Nursing Practice
- Competencies
- Sub-Competencies

## RN to BSN Challenges

- Essentials do not directly address RN to BSN
- Board of Nursing mandates (Differentiated Essential competencies vs. No regulated competencies?)
- Faculty perceptions; school traditions- "we've always done it this way" (McEwen, 2015)
- AACN White paper on Expectations for practice experiences in RN-BSN programs (AACN, 2012)

## Discussion

- Responses from instructors and directors of some RN-BSN programs in the nation indicated the belief that having passed the NCLEX indicates that competencies are met.
- Should competencies across RN to BSN programs nationwide be uniform?
- Does licensure equal competency at the BSN level?
- Should there be regional partnerships to define and measure competency levels?
- Document competencies with E-Portfolio to demonstrate competency? (Laux & Stoten, 2016).

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