

**Navigating Essentials Implementation:
Exploring Tools & Tips for Success**

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Magnitude of the Essentials Change

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Kona, Hawaii: Saturday & Sunday

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Historical Time in Academic Nursing

- Opportunity to truly transform the profession
- Today will provide attendees with the knowledge, skills and confidence to DO THIS!

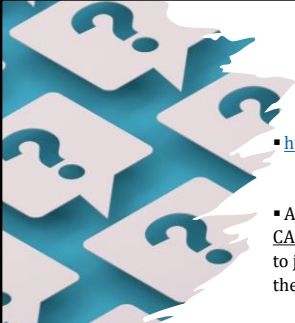
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**AACN Essentials
Revision Task Force**

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**AACN Essentials
Revision Task Force**

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Audience Questions

- <https://pollev.com/caseyshillam109>
- Audience texts CASEYSHILLAM109 to 37607 to join the session then text their responses

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Questions related to your schools:


What are points of pride in your school's work toward implementing the new Essentials?

What do you see as the greatest challenges for your school?

What do you identify as the top priority for the next steps for your school to move forward with Essentials implementation?

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What is your level of confidence in your understanding of ...




| Fist | Description |
|------|---------------------------------------|
| 5 | completely understand (can teach it). |
| 4 | I mostly understand (can show it). |
| 3 | I understand pretty well. |
| 2 | I need more practice and examples. |
| 1 | I need help. |
| 0 | I don't understand at all. |

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What is your level of confidence in your understanding of ...

- the concepts of the new AACN Essentials?



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What is your level of confidence in your understanding of ...


- the concepts of the new AACN Essentials?
- the domains of the new AACN Essentials?



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What is your level of confidence in your understanding of ...


- the concepts of the new AACN Essentials?
- the domains of the new AACN Essentials?
- the competencies and sub-competencies?



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What is your level of confidence in your understanding of ...


- the concepts of the new AACN Essentials?
- the domains of the new AACN Essentials?
- the competencies and sub-competencies?
- the differentiation between Level 1 and Level 2?



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What is your level of confidence in your understanding of ...


- the concepts of the new AACN Essentials?
- the domains of the new AACN Essentials?
- the competencies and sub-competencies?
- the differentiation between Level 1 and Level 2?
- how to create learning activities that focus on developing competency?



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- the domains of the new AACN Essentials?
- the competencies and sub-competencies?
- the differentiation between Level 1 and Level 2?
- how to create learning activities that focus on developing competency?
- assessing and evaluating student competency?



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What is your level of confidence in your understanding of ...

- the concepts of the new AACN Essentials?
- the domains of the new AACN Essentials?
- the competencies and sub-competencies?
- the differentiation between Level 1 and Level 2?
- how to create learning activities that focus on developing competency?
- assessing and evaluating student competency?
- your ability to change how you teach?



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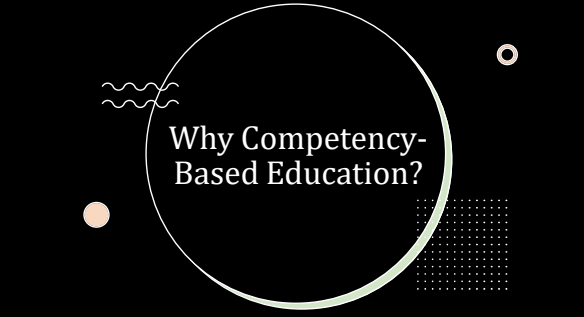


What I'm hearing ...

- Fairly confident in understanding concepts and domains
- Somewhat less confident, but still strong in competencies and sub-competencies
- NOT confident in learning activities, assessment, and evaluation of competency
- Willing to change how we teach!
- "We are not on the same page"
- "We don't know *how* to go through this level of so much change"
- "We already have so much else to do"
- "We are trying to prepare for NGN, we can't do this, too!"
- "There's already too much conflict in our faculty – this just adds more"

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Why Competency-Based Education?



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Content Saturation

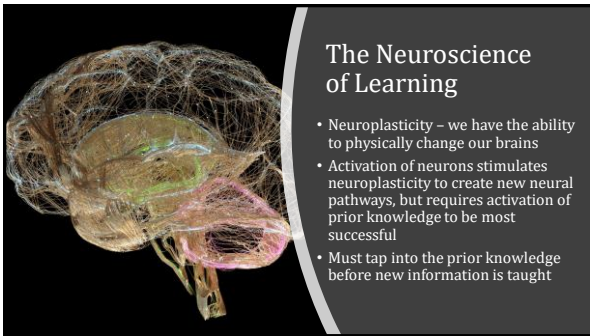
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Content Saturation

Memorization vs Learning

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The Neuroscience of Learning

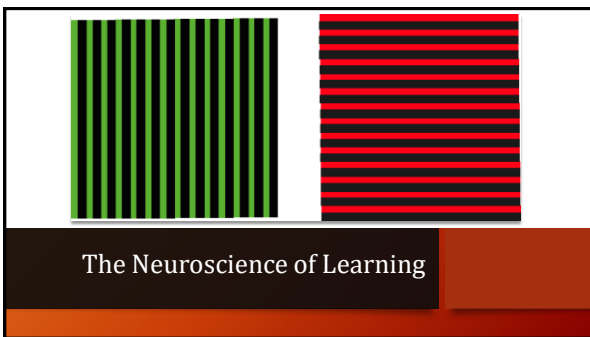
- Neuroplasticity - we have the ability to physically change our brains
- Activation of neurons stimulates neuroplasticity to create new neural pathways, but requires activation of prior knowledge to be most successful
- Must tap into the prior knowledge before new information is taught

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The Neuroscience of Learning

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The Neuroscience of Learning

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The Neuroscience of Learning

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The Neuroscience of Learning

- Sensing – taking in new information via auditory, visual, tactile, olfactory signals
- Integrating – building on existing neuronal networks:
- Processing data in limbic system
- Temporal cortex – learning, memory of stories, places, information
- Frontal cortex – learning, decisions, choices, creativity
- Responding – translating ideas into actions

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Teaching plans should address all three:

- Sensing – taking in new information via auditory, visual, tactile, olfactory signals
- Integrating – building on existing neuronal networks
- Responding – translating ideas into actions

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Competency-Based Education

Primary emphasis: outcomes—defined levels of proficiency—rather than progression criteria

Systematic approach required to establish and manage milestones and measure outcomes

Both the learner and the program/faculty have accountability for success




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What does this *really* mean?

We must transition our EVALUATION of student learning to a process whereby students are held accountable for mastery of foundational outputs deemed critical for nursing practice

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Transition from "Task Checklists" to evaluating Competency

- 
Competency-Based Education is: *Anchored in outputs of educational experience versus inputs*
- 
This approach requires: *Performance expectations are clearly defined*
- 
Goal is to be able to: *Reliably demonstrate competency over time and transfer across settings*


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Competency-Based Education

- Linked to explicitly defined performance expectations
- Evaluation based on **observable behavior**
- Requires frequent assessment using diverse methodologies and formats
- Produces learning and behavior that endures, since it encourages conscious connections between knowledge and action
- Strength of a strong simulation program provides dependable clinical scenarios and an opportunity for consistent evaluation



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AACN Essentials

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AACN Essentials

Concepts for Nursing Practice

Domains

- ↳ Competencies
 - ↳ Level 1 Sub-competencies
 - ↳ Level 2 Sub-competencies

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Concepts for Nursing Practice

- _____ Clinical Judgement
- _____ Compassionate Care
- _____ Diversity, Equity, & Inclusion
- _____ Communication
- _____ Ethics
- _____ Evidence-Based Practice
- _____ Health Policy
- _____ Social Determinants of Health

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10 Domains

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

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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.

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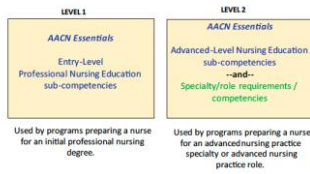
Domain 1: Competencies

- 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.
- 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.
- 1.3 Demonstrate clinical judgment founded on a broad knowledge base.

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Sub-Competencies

ESSENTIALS MODEL



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Domain 1.1 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. | |

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Current pedagogical approaches

- Teach all nursing theories through "Death by PowerPoint"
- Ask for students to apply different theories to the same case
- Assign a letter grade for a paper based on a rubric
- Summative examination
- Give case studies that reflect different patient scenarios based on theorist

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How might you evaluate competency?

- Unfolding case studies across topic/concept
- Building a comprehensive care plan across duration of course
- Compare and contrast nursing approach to care of client to medicine, therapy, or social work
- "Grading" scale will be different – either competent, approaching competency, or not demonstrating competency

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Introduction to the Day

- Practical Approaches for Developing a Competency-Based Nursing Curriculum
Dr. Jacquelyn McMillian-Bohler
- Moving to Competency-Based Education: Creating a Structure, Process, and Defined Outcomes to Make it Happen
Dr. Dawn Mueller-Burke
- Incorporating the *Essentials* into Simulation Scenarios and Utilizing Simulation to Assess Competencies
Dr. Carol Fowler Durham and Dr. KT Waxman
- Critical Inquiry into *Essentials* Implementation: Exploring Frequently Asked Questions
All Speakers will engage in a panel discussion

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Navigation Tools for your Toolbox

- Creating Brave Spaces
- Leading through Change
- Gaining Consensus
- Conflict Management
- Leadership Styles
- Leadership Influence

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Safe Spaces versus Brave Spaces:

Safe Space: A place intended to be free of bias, conflict, criticism, or potentially threatening actions, ideas or conversations

Brave Space: A learning environment that allows learners to engage with one another and have conversations about social issues with honesty, sensitivity, respect, and generosity

Arao & Clemens (2013); Brave Space Guidelines



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Communication Guidelines for a Brave Space

1. Welcome multiple viewpoints: Speak from your own experience by using "I statements." Ask questions to understand the sources of disagreements.
2. Own your intentions and your impacts: Respect each other's experiences and feelings by taking responsibility for the effects of your words. On the other side, if you have a strong reaction to something, let the group know. Be open to dialogue.
3. Work to recognize your privileges: Use this space to recognize and investigate your privileges, such as class, gender, sexual orientation, ability, etc. Honor the different experiences we all bring to this space.
4. Take risks: Lean into discomfort: We are all in process. Challenge yourself to contribute even if it is not perfectly formulated.
5. Step back: Share speaking time and try to speak after others who have not spoken.

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Communication Guidelines for a Brave Space

6. Notice and name group dynamics in the moment: We are all responsible for this space. Be aware of how others are responding or not responding. Ask for a "time out" or dialogue if needed.
7. Actively listen: Use your energy to listen to what is said before thinking about how to respond. Notice when defensiveness and denial arise.
8. Challenge with care: Find ways to respectfully challenge others and be open to challenges of your own views. Think about how to question ideas without personal attacks.
9. Confidentiality: Share the message, not the messenger.
10. Break it down: Use simple language and background information when necessary. Ask for clarification if needed.

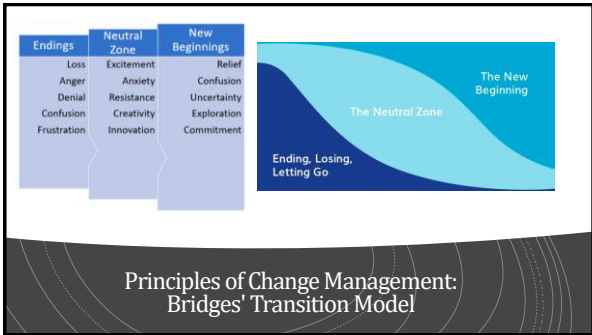
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| Endings | Neutral Zone | New Beginnings |
|-------------|--------------|----------------|
| Loss | Excitement | Relief |
| Anger | Anxiety | Confusion |
| Denial | Resistance | Uncertainty |
| Confusion | Creativity | Exploration |
| Frustration | Innovation | Commitment |

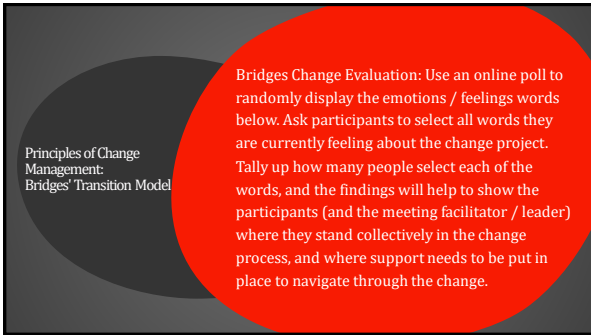
The Neutral Zone

The New Beginning

Ending, Losing, Letting Go

Principles of Change Management: Bridges' Transition Model

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Principles of Change Management: Bridges' Transition Model

Bridges Change Evaluation: Use an online poll to randomly display the emotions / feelings words below. Ask participants to select all words they are currently feeling about the change project. Tally up how many people select each of the words, and the findings will help to show the participants (and the meeting facilitator / leader) where they stand collectively in the change process, and where support needs to be put in place to navigate through the change.

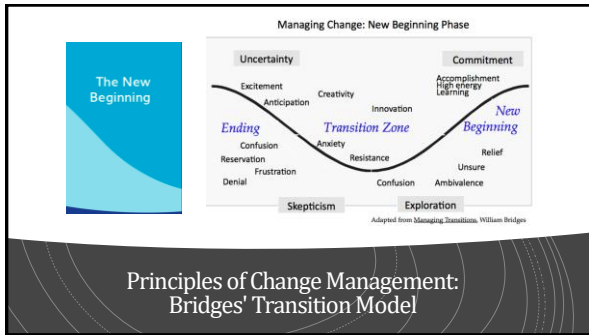
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Emotions / Feelings Connected to:

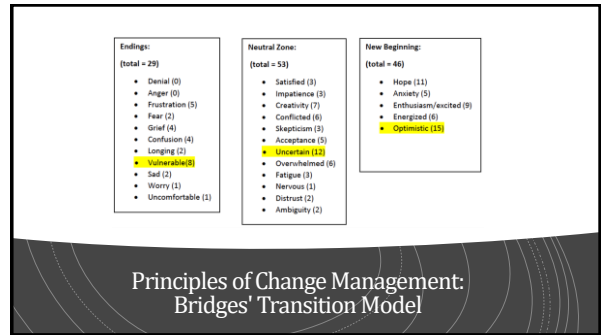
| | | |
|--|--|---|
| Endings: <ul style="list-style-type: none"> - denial - anger - frustration - fear - grief - confusion - longing - vulnerable - sad - worry - uncomfortable | Neutral Zone: <ul style="list-style-type: none"> - satisfied - impatient - creative - conflicted - skepticism - acceptance - uncertain - overwhelm - fatigue - nervous - distrust - ambiguity | New Beginning: <ul style="list-style-type: none"> - hope - anxiety - enthusiasm - excited - energized - optimistic |
|--|--|---|

Principles of Change Management: Bridges' Transition Model

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Fist to Five

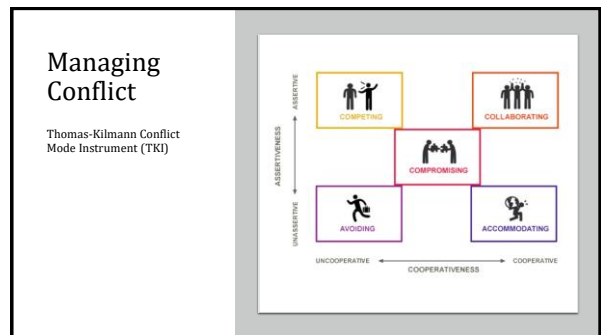
The slide shows five hand gestures representing numbers 0 to 5. Above each gesture is a traffic sign: a red octagon with 'STOP' for 0, a yellow diamond with 'SLOW' for 1, another yellow diamond with 'SLOW' for 2, and three green circles with 'GO' for 3, 4, and 5.

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Managing Conflict

S Situation
Describe the situation. Be specific about when and where it occurred.

B Behavior
Describe the observable behavior. Don't assume you know what the other person was thinking.

I Impact
Describe what you thought or felt in reaction to the behavior.



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Managing Conflict

- Let go of needing to be liked.
- Focus on the big picture.
- Don't equate disagreement with unkindness.
- Find a role model and emulate them.

Gallo (2018)

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Managing Conflict: Best Practices


- Be timely and deal with issues as they arise.
- Be open to others' perspectives.
- Keep it short and let the other respond.
- Show empathy and genuine care.
- Don't sandwich negative feedback between positive reinforcement.
- Give positive feedback when it's deserved.
- Aim for a 3:1 ratio of positive to negative feedback.
- Practice what you're going to say, and how.
- Aim for behavioral awareness, not "fixing" someone.
- Create a favorable environment for feedback.

Gallo (2018)

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Effects of NOT Managing Conflict

- Eroding trust
- Reducing innovation
- Reducing output
- Disrupting decision-making
- Damaging the team's reputation



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Guiding through Leadership

Five Practices of Transformational Leaders (Kouzes & Posner, 2016)

Model the Way

Find your Voice
Set the Example

↓

Inspire a Shared Vision

Envision the future
Enlist others

↓

Challenge the Process

Search for opportunities
Experiment, take risks

↓

Enable Others to Act

Foster collaboration
Strengthen others

↓

Encourage the Heart

Recognize contributions
Celebrate values, victories

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Guiding through Leadership

360 Degree Leader
(Maxwell, 2011)

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Influence: The ability of an individual to sway or persuade another person or group based on Authority, Communication Traits, Knowledge Based Competence, Status and Time & Timing

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Influence Factors and Attributes

| Authority | Communication Traits | Knowledge Based Competence | Status | Time & Timing |
|---------------------|-----------------------------|----------------------------|------------------------------|---------------------------------|
| Access to Resources | Confidence | Aesthetic Knowledge | Hierarchical Position | Amount of Time to Sell an Issue |
| Accountability | Emotional Involvement | Empirical Knowledge | Informal Position | Timing to Deliver the Issue |
| Responsibility | Message Articulation | Ethical Knowledge | Key Supportive Relationships | |
| | Persistence | Personal Knowledge | Reputation | |
| | Physical Appeal Self | Sociopolitical Knowledge | | |
| | Physical Appeal Environment | | | |
| | Presence | | | |

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Navigating Essentials Implementation: Exploring Tools & Tips for Success

I look forward to seeing how we capture this moment in history to change the future of academic nursing, together.

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References

Adams, JM (2009). *The Adams Influence Model (AIM): Understanding the factors attributes and process of achieving influence*. Saarbrücken, Germany: VDM Verlag.

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Brave Space Guidelines: Alliance of White Anti-Racists Everywhere-
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Center for Creative Leadership: ccl.org

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