

Creating a Pathway for Integration of the Essentials

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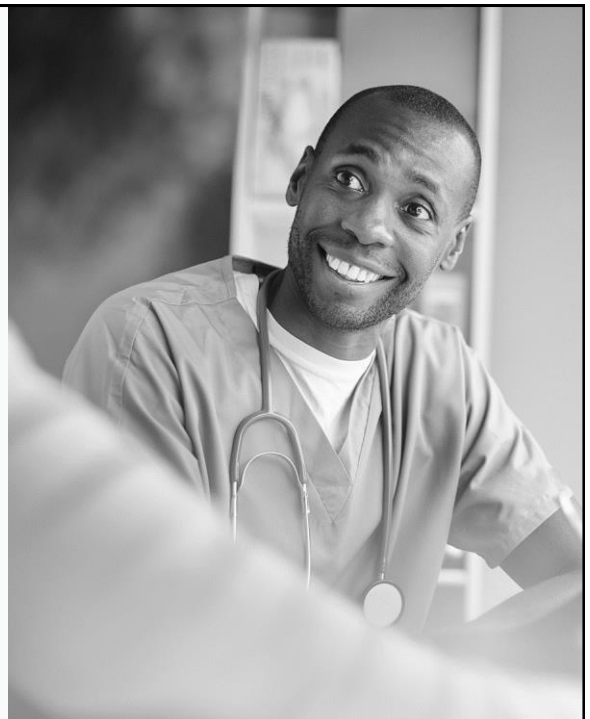


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PURPOSE

Creating a Pathway for Integration of the Essentials

The purpose of this presentation is to describe the process utilized by Western Governors University to integrate the revised AACN Essentials into an online, competency-based RN-BSN program.



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WE SERVE NONTRADITIONAL STUDENTS

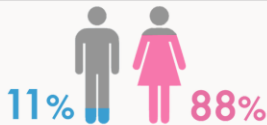
RN to BSN Student Demographic Overview

Total Enrollment- 13,367

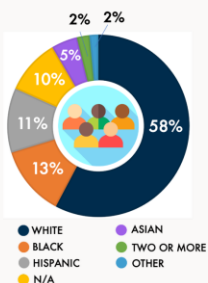
*as of September 2022

Gender

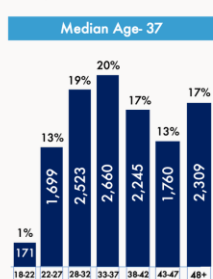
11,557 FEMALE
1,478 MALE
332 N/A



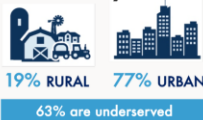
Race



Age



Community



First Gen.



Military

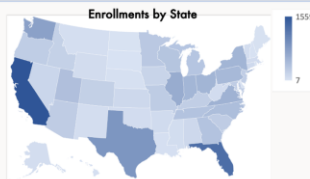


Employment



Geography

We have students in all 50 states



Data as of December 31, 2021



COMPETENCY-BASED LEARNING

- Competency-based education holds student accountable
- Focuses upon outputs of the educational experience
- Aligns program competencies with industry, accreditation, and organizational standards
- [Definition of Competency-Based Education \(aacnursing.org\)](https://www.aacnursing.org)



PROCESS FOR ALIGNMENT OF THE NEW ESSENTIALS

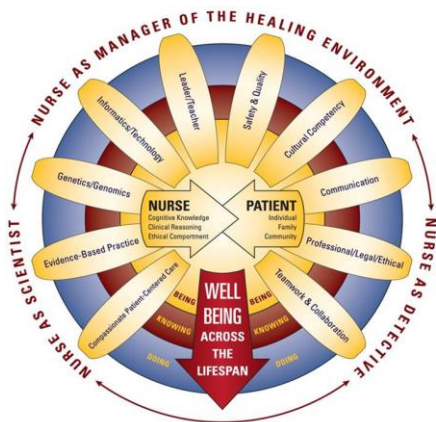
Gap Analysis

- Review of 2016 program courses, competencies, and assessments
- Review of AACN Baccalaureate Essentials Draft
- Review of QSEN Competencies
- Completion of Market Analysis/current market needs

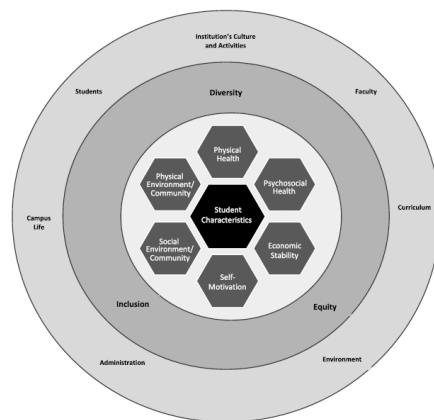
Gap analysis identified the need for redevelopment of 9 nursing and 2 core curriculum courses and aligned to 2021 BSN Essentials.

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GUIDING FRAMEWORKS



Leavitt School of Health – College of Nursing



Social Determinants of Learning

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COURSE DEVELOPMENT PROCESS

Backward Design

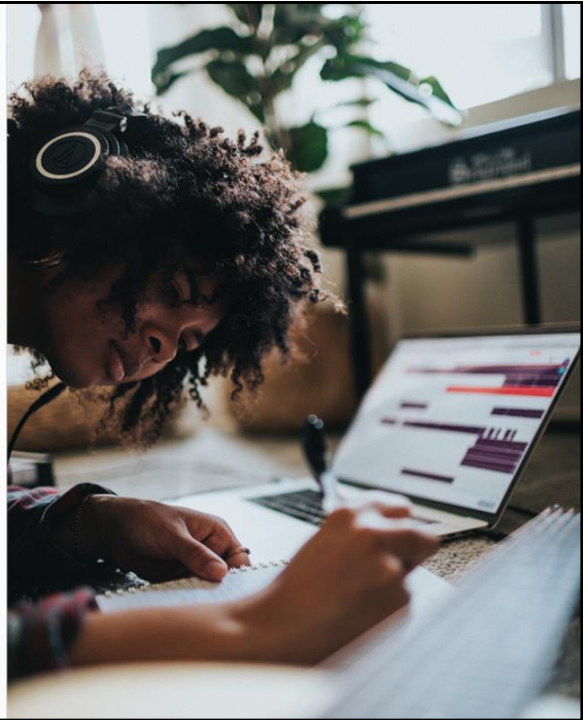
Curriculum Development team

- Academic-Practice Partnerships
- Subject matter Experts

Competency Alignment

Learner Outputs

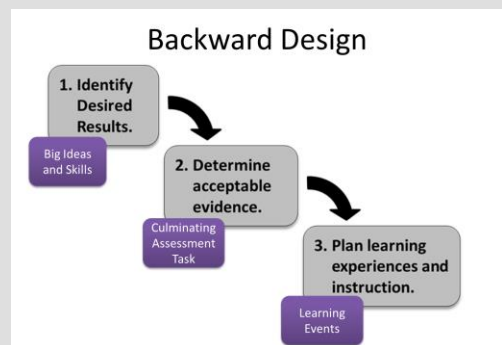
- Rich Skills Descriptors
- External Validated Assessment
- Competency Assessment



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USE OF BACKWARD DESIGN TO STRENGTHEN CURRICULUM

- Identification of Competencies
- Creation of Course Materials
- Assessment
- [Understanding Backward Design to Strengthen Curricular Model... : Nurse Educator \(lww.com\)](#)

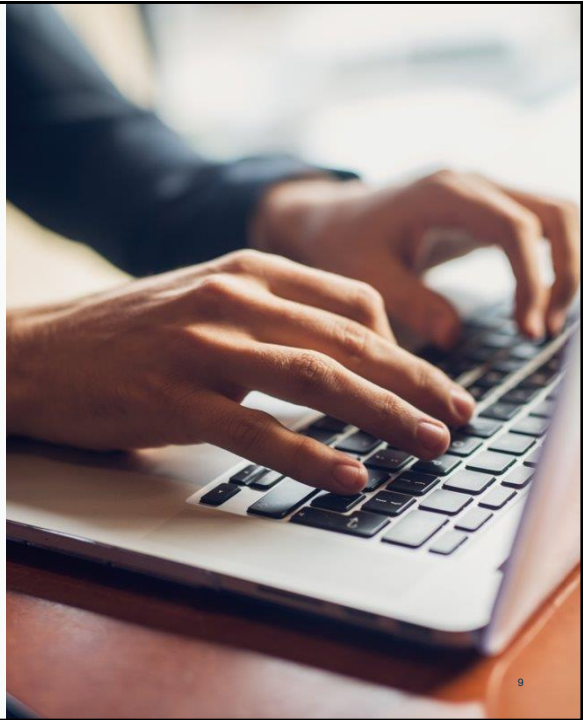


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USE OF A CURRICULUM DEVELOPMENT TEAM

- Design and development of course of study
- Utilization of external and internal SMEs
- Validation of alignment to competency assessment



COMPETENCY ALIGNMENT

Scaffolding Identifies Alignment with Learner Outputs

AACN Domain/Competency	QSEN Competencies	Program Competency	Course Competency	Learning Outcomes	Rich Skills Statements	Assessment Methods
<p>Domain: Professionalism</p> <p>Descriptor: Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.</p> <p>9.6 Integrate diversity, equity, and inclusion as core to one's professional identity</p>	<p>Domain: Patient-Centered Care</p> <p>K: Describe how diverse cultural, ethnic, and social backgrounds function as sources of patient, family, and community values</p> <p>S: Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care**</p> <p>A: Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds</p>	<p>Ethical Competent Practice: The graduate formulates and cultivates a professional identity that includes accountability, collaborative disposition, and ethical comportment reflective of the profession's characteristics, norms, and values.</p>	<p>The learner explores a leadership mindset including cultural competence, diversity, equity, and inclusion to positively influence patient care outcomes.</p>	<p>Explore leadership styles that foster diversity, equity, and inclusivity.</p> <p>Illustrate examples of the effective use of leadership principles and influence in a healthcare setting.</p> <p>Examine opportunities that influence outcomes in an <u>interprofessional</u> healthcare team.</p>	<p>Advocate for marginalized individuals and groups.</p> <p>Communicate effectively across cultural contexts.</p> <p>Be aware of one's own attitudes in the achievement of goals.</p>	<ol style="list-style-type: none"> 1. DHHS Culturally Competent Nursing Care: A Cornerstone of Caring. Successful completion of course with passed certificate. 2. Submit the certificate from the "Culturally Competent Nursing Care: A Cornerstone of Caring". <p>Provide a 3-5 paragraph reflection of the knowledge gained from the completion of the certificate program. Reflect on how this module has assisted you in formulating a professional identity that cultivates ethical and culturally competent care for all populations.</p>

SKILLS/ARCHITECTURE RICH SKILL DESCRIPTORS (RSDs)

- Skills describe work in granular, modular, and flexible ways.
- Skills give us more transparency for competencies, job descriptions, resumes, and educational credentials.
- Skills help enable a more equitable labor market when connecting skilled talent with opportunity.

<https://www.openskillsnetwork.org/>



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INTEGRATED VALIDATED EXTERNAL ASSESSMENT

- **Integrate validated external assessment provided by national partners.**
- **Partnerships with ELNEC and AMNH Genetics and Genomics, NAHQ**
- **Use of certificates to provide professional development and competency assessment**



WESTERN GOVERNORS UNIVERSITY: AN INTRODUCTION

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COMPETENCY ASSESSMENT

Objective Assessment

- Achievement of course competencies assessed in standardized testing method

Performance Assessment

- Evaluation of competency achievement on written tasks

Diversity, Equity, & Inclusion

Anonymous evaluation by nursing faculty

EVALUATION REPORT – ATTEMPT 1 – PASSED

Overall Evaluator Comments

EVALUATOR COMMENTS

In this essay, you actively identify the nurse-quality indicators of pressure ulcers and restraint prevalence as issues that interfered with this patient's care. You demonstrated a strong understanding of varied referrals that the nursing supervisor can utilize to resolve the ethical issues such as the hospital ethics committee and a wound care clinic.

• A. UNDERSTANDING OF NURSING QUALITY INDICATORS	Competent ✓
• B. ADVANCING QUALITY PATIENT CARE	Competent ✓
• C. RESOLUTION OF ETHICAL ISSUES	Competent ✓
• D. SOURCES	Competent ✓
• E. PROFESSIONAL COMMUNICATION	Competent ✓

STUDENT AND PROGRAM SUCCESS METRICS

Continuous Quality Improvement with Program Development

Course CQI

- Faculty, Assessment, and Program Development Collaboration

Review of metrics

- Course completion rates
- Assessment pass rates
- On-time completion rates
- Student Satisfaction
- On time progress
- Graduation Rates

RN-BSN Program Metrics

Current Total Enrollment: 13,900

Total Program Graduates (12 mo): 8,077

2022 Program Version Enrollment: 5,251

2022 Program Graduates: 127

REFERENCES

American Association of Colleges of Nursing. AACN's Definition of Competency-Based Education. <https://www.aacnnursing.org/Essentials/Definition-of-Competency-Based-Education>

American Association of Colleges of Nursing. The Essentials: Core Competencies for Professional Nursing Education.

Emory J. Understanding backward design to strengthen curricular models. *Nurse Educ.* 2014 May-Jun;39(3):122-5. doi: 10.1097/NNE.0000000000000034. PMID: 24743175.

Sanderson, C. D., Hollinger-Smith, L. M., & Cox, K. (2021). Developing a Social Determinants of Learning™ Framework: A Case Study. *Nursing Education Perspectives* 42(4), 205–211. <https://doi.org/10.1097/01.NEP.0000000000000810>