IMPLEMENTATION OF THE NEW NLN EDUCATIONAL OUTCOMES AND COMPETENCIES

Sue Field DNP, RN

http://fieldsue.com/
Journey to a Template

• NLNAC
  – Initial Accreditation 2010
  – Less than desirable framework for curriculum
• Introduced to NLN framework
• Templates developed Fall 2010/Spring 2011
• Presented Templates Fall 2011 NLN Conference
• Faculty
Consultants

• June Larson, MS, RN, CNE, ANEF
  – Chair of the NLN Nursing Education Advisory Council Competency Work Group
  – University of South Dakota

• Denise Hirst, MSN, RN
  – QSEN Project Manager/Clinical Assistant Professor
  – University of North Carolina – Chapel Hill
Objectives: Attendees will develop skills to

1. Contrast student learner outcomes of the NLN framework to their program’s student learner outcomes

2. Identify a resource to integrate the core values of the NLN Educational Competencies Model into nursing programs.
3. Demonstrate skills to implement the integrating concepts of the NLN Educational Competencies Model into nursing programs.

4. Evaluate course objectives which reflect the three apprenticeships of the integrating concepts of the NLN framework.
5. Identify a method to facilitate faculty group involvement in the implementation of the NLN framework.
• National League for Nursing. (2010). Outcomes and competencies for graduates of practical/vocational, associate degree, baccalaureate, master’s, practice doctorate, and research doctorate programs in nursing. NLN.

Background Nationally

- **Institute of Medicine (IOM)**
  - Multiple reports *(To Err is Human, 1996, 1999)*
- **Carnegie Study:**
  - *Educating Nurses a Call for Radical Transformation: Benner, Sutphen, Leonard & Day (2010)*
- **QSEN 2005-Present**
  - 5 competencies from the IOM + Safety
- **NLN Outcomes and Competency Framework**
  - 2010
AHRQ: Susan Sheridan Story

• Agency of Healthcare Research and Quality (AHRQ)

  http://www.ahrq.gov/video/teamsteppstools/ts_Sue_Sheridan/Sue_Sheridan-400-300.html
Systems Approach

• Systems thinking:
  – Inputs: Core Values
  – Throughputs: Integrating Concepts
  – Outputs: Program Learner Outcomes
1. Inputs = The Core Values

- NLN Core Values
  - Caring, Diversity, Integrity and Excellence
- NLN Workgroup Added
  - Ethics, Patient Centeredness, and Holism
1. Inputs = The Core Values

- Present in your Philosophy Statement
  - Flow through your Curriculum
    - Flow to your Program Student Learner Outcomes
Core Values Template Example
2. Throughputs = Integrating Concepts

6 Integrating Concepts

1. Context and Environment
2. Knowledge and Science
3. Personal/Professional Development
4. Quality and Safety
5. Relationship Centered Care
6. Teamwork
Integrating Concept
Context and Environment

- Policies, procedures
- Rewards, supervision
- Organizational structure
- Leadership styles
- Patient characteristics
- Safety and ethical climate
- Teamwork
- Continuous quality improvement
Clinical Setting

- Context and Environment
Integrating Concept Knowledge and Science

• Integration of knowledge from
  – the sciences
  – social sciences
  – arts and humanities

• Along with the
  – science of nursing
  – evidence based practice
Integrating Concept
Personal/Professional Development

• A lifelong process
  – of learning and refining
  – integrating values
    and behaviors
• Gives nurses courage
  – to continually improve
  – care of patients, families, and communities
• Ensure profession's ongoing viability
Integrating Concept Quality and Safety

- Minimize the risk of harm to
  - individuals
  - populations
  - providers
- Increase the likelihood of desired health outcomes
Integrating Concept
Relationship Centered Care

• Caring, therapeutic relationships
  – patients, families and communities
  – and professional relationships

• Respect for the dignity and uniqueness of others
Integrating Concept
Teamwork

• Function effectively
  – within nursing and
  – Inter-professional teams

• Fostering open communication
  – mutual respect
  – shared decision making
  – quality patient care
Apprenticeships

QSEN
Knowledge
Skills
Attitudes

Cronenwett et al., 2007

NLN
Knowledge
Practice ‘Know How’
Ethical Comportment

Benner et al., 2009
Three Apprenticeships
Integrating Concepts
Three Apprenticeships

1. Context and Environment
   – Knowledge
   – Practice Know How
   – Ethical Comportment

2. Knowledge and Science
   – Knowledge
   – Practice Know How
   – Ethical Comportment

3. Personal/Professional Development
   – Knowledge
   – Practice Know How
   – Ethical Comportment

4. Quality and Safety
   – Knowledge
   – Practice Know How
   – Ethical Comportment

5. Relationship Centered Care
   – Knowledge
   – Practice Know How
   – Ethical Comportment

6. Teamwork
   – Knowledge
   – Practice Know How
   – Ethical Comportment
Integrating Concepts Template Example
3. Program Student Learner Outcomes

1. Human Flourishing
2. Nursing Judgment
3. Professional Identify
4. Spirit of Inquiry
### Program Competencies PN to BSN

#### Professional Identity

<table>
<thead>
<tr>
<th>PRACTICAL/VOCATIONAL</th>
<th>ASSOCIATE DEGREE/DIPLOMA</th>
<th>BACCALAUREATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess how one’s personal strengths and values affect one’s identity as a nurse and one’s contributions as a member of the health care team.</td>
<td>Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.</td>
<td>Express one’s identity as a nurse through actions that reflect integrity; a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care.</td>
</tr>
<tr>
<td>MASTER’S</td>
<td>PRACTICE DOCTORATE</td>
<td>RESEARCH DOCTORATE</td>
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<tr>
<td>Implement one’s advanced practice role in ways that foster best practices, promote the personal and professional growth of oneself and others, demonstrate leadership, promote positive change in people and systems, and advance the profession.</td>
<td>As a nurse-scholar, seek ways to translate research findings into practice, and help design and implement changes in nursing practice and health policy that will best serve a diverse population and a diverse nursing workforce.</td>
<td>Implement one’s role as a research scholar committed to a spirit of inquiry, the systematic investigation of nursing-related problems, and the dissemination of research findings, in a manner informed by a sense of responsibility to shape a preferred future for our profession.</td>
</tr>
</tbody>
</table>
Program Student Learner Outcomes Template 1
# QSEN and NLN Competencies and Outcomes

<table>
<thead>
<tr>
<th>QSEN</th>
<th>NLN</th>
</tr>
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<tbody>
<tr>
<td>• Patient Centered Care</td>
<td>• Human Flourishing</td>
</tr>
<tr>
<td>• Safety</td>
<td>• Nursing Judgment</td>
</tr>
<tr>
<td>• Informatics</td>
<td>• Personal/Professional identity</td>
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<td>• Teamwork and Collaboration</td>
<td>• Spirit of Inquiry</td>
</tr>
<tr>
<td>• Quality Improvement</td>
<td></td>
</tr>
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<td>• Evidence Based Practice</td>
<td></td>
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</table>
QSEN and NLN Comparison

**QSEN**
- Patient Centered Care
  - Specifics about pain and suffering

**NLN**
- Student Learner Outcomes/Competency
  - Human Flourishing
- Integrating Concept
  - Relationship Centered Care
- Core Values
  - Patient Centered Care
QSEN and NLN Comparison

QSEN
• Teamwork and Collaboration

NLN
• Student Learner Outcome/Competency
  – Personal/Professional Identify
    • Much more included in NLN
• Integrating Concept
  – Teamwork
QSEN and NLN Comparison

**QSEN**
- Safety
- Quality Improvement

**NLN**
- Program Student Learner Outcome/Competency
  - Spirit of Inquiry
- Integrating Concept
  - Quality and Safety
- Core Value
  - Excellence
QSEN and NLN Comparison

**QSEN**
- Evidence Based Practice

**NLN**
- Program Learner Outcomes
  - Spirit of Inquiry
  - Nursing Judgment
- Integrating Concepts
  - Knowledge and Science
QSEN

- Informatics

NLN

Integrating Concepts
- Context and Environment
  - Much more covered under the NLN
• **Integrating Concepts**
  – Personal/Professional Development
  • Creativity and problem identification
  • Non linear problem solving
  • Codes of Ethics and Professional Standards
  • Take risks
  • Impact of continual knowledge explosion
  • Difference between leadership and management
NLN Differences

• Context and Environment
  – Change, complexity, uncertainly
  – Ethics, values, beliefs
  – Code of ethics, ANA, HIPAA
  – Health promotion/prevention of disease
  – 6 principles of a healthy work environment
  – Clinical and financial systems
  – Creativity, non linear problem solving
QSEN

• More specific in
  – Quality Improvement Apprenticeships
  – Patient Centered Care
    • Pain and Suffering specifically
NLN Outcomes and Competency Framework Model

– Framework Complete
  • Incorporates QSEN
    – Incorporates National Standards
      » Research Based
        • Up to date as of 2010!
          • Curriculum is continually changing!

– QSEN and NLN Crosswalk
“How To’s”
Steps that might work for you and your nursing program
How to: Part I

• PAR family members
  – Who teach the same courses

• Determine for each course outcome
  – How the course outcome relates to the program outcomes
  – Determine the learning activities for the outcome and
  – Determine the measurements used for the outcome
  • See template next slide
How to: Part II  Round Robin

• Arrange tables by integrating concepts
  – Attach template to tables by integrating concepts

• Faculty pairs rotate through the stations.
  – Faculty identify the course outcomes that fulfill competencies listed
Context and Environment

3 Apprenticeships for each:
- Knowledge
- Practice
- Ethical Comportment

Relationship Centered Care

Teamwork

Quality and Safety

Knowledge and Science

Personal Professional Growth
Part III: Compilation

• Compile all information on one document
Part IV: Program Student Learner Outcomes

- Complete the Program Learner Outcomes Template
  - in a round robin
  - similar to the Integrating Concepts Round Robin
Nursing Practice

- Human Flourishing
- Professional Identify
- Spirit of Inquiry
- Nursing Judgment
Part V: Identify Apprenticeships Missing Course Outcomes

• Identify apprenticeships that lack course outcomes.
  – Develop new course outcomes as needed
    • Identify the new outcomes needed
      – Evaluate BOTH the Apprenticeships AND the Learner Outcomes Templates
      – Be careful of Additive curriculum
        » (May need to take something out of your curriculum)
    • Develop learning activities for each
    • Develop outcome measures for each
Templates

• Template A: Course Templates
• Template 1: Core Competencies
• Template 2: Integrating Concepts
• Template 3: Learner Outcomes
• Template B: Program Portfolio


• QSEN Quality and Safety Education for Nurses. [http://www.qsen.org](http://www.qsen.org)
• Questions???
• http://fieldsue.com/