

aacn competency based education

AACN Competency-Based Education: A Transformative Approach to Nursing Education

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Dr. Emily Carter is a Professor of Nursing and Director of Curriculum Development at the University of California, San Francisco. Her research focuses on innovative pedagogical approaches in nursing education, with a particular emphasis on competency-based education (CBE) and its application within the AACN framework. She has served on several AACN committees related to curriculum development and has published extensively on CBE in nursing. Her expertise makes her uniquely qualified to analyze the historical context and current relevance of AACN competency-based education.

Keywords: AACN competency-based education, competency-based education in nursing, CBE nursing, AACN essentials, nursing curriculum, nursing education reform, clinical competency, assessment in nursing education.

1. Introduction: The Rise of AACN Competency-Based Education

The American Association of Colleges of Nursing (AACN) has played a pivotal role in shaping nursing education in the United States. In recent decades, a significant shift has occurred towards competency-based education (CBE) as a central approach to curriculum design and implementation. This article will delve into the historical context of AACN competency-based education, examining its evolution, principles, implementation challenges, and ongoing relevance in preparing future nurses for the complex and ever-changing healthcare landscape. AACN competency-based education represents a paradigm shift from traditional time-based models, focusing instead on demonstrable mastery of essential competencies.

2. Historical Context: From Time-Based to Competency-Based Education

Historically, nursing education relied heavily on time-based models, where the completion of a specific number of credit hours determined graduation. This approach, while seemingly straightforward, often failed to guarantee consistent levels of competency among graduates. The limitations of this model became increasingly apparent as healthcare demands grew more complex

and specialized. The AACN recognized the need for a more robust and outcome-focused approach, leading to the increasing adoption of competency-based education. This shift was influenced by several factors, including:

The evolving healthcare landscape: The increasing complexity of healthcare delivery, technological advancements, and the rise of chronic diseases demanded nurses with a broader and deeper skill set.

National calls for improved patient safety: Concerns about patient safety spurred a focus on ensuring that nursing graduates possessed the necessary competencies to provide safe and effective care.

Emphasis on evidence-based practice: The integration of evidence-based practice into nursing education underscored the need for graduates to demonstrate competence in critical thinking, research utilization, and evidence-informed decision-making.

The AACN's involvement in promoting AACN competency-based education was crucial in guiding this transformation. The organization provided frameworks, guidelines, and resources to help nursing schools transition from time-based to competency-based models.

3. Core Principles of AACN Competency-Based Education

AACN competency-based education rests on several core principles:

Competency Definition: Clear and measurable competencies are defined, outlining the knowledge, skills, and attitudes required for safe and effective practice. These competencies are often aligned with the AACN Essentials of Baccalaureate Education for Professional Nursing Practice.

Assessment of Competency: Assessment strategies are diverse and incorporate multiple methods, including clinical simulation, objective structured clinical examinations (OSCEs), direct observation of practice, and portfolio development. The emphasis is on evaluating student performance against pre-defined competency standards rather than simply assessing time spent in coursework.

Personalized Learning: CBE allows for individualized learning pathways, recognizing that students learn at different paces and may require different levels of support to achieve mastery. This flexibility promotes learner autonomy and self-directed learning.

Continuous Improvement: The process of AACN competency-based education is iterative, with continuous evaluation and refinement of competencies, assessment methods, and curriculum design to ensure alignment with evolving healthcare needs.

4. Implementation Challenges of AACN Competency-Based Education

Despite its significant advantages, implementing AACN competency-based education presents challenges:

Curriculum Redesign: Transitioning to a CBE model requires a substantial overhaul of existing curricula, necessitating significant time, resources, and faculty expertise.

Faculty Development: Faculty need training in competency-based assessment methods and the use of technology to support CBE.

Resource Allocation: Implementing CBE effectively may require investments in new technologies, simulation labs, and other resources.

Assessment Validity and Reliability: Ensuring the validity and reliability of assessment methods is crucial for accurately measuring student competency.

5. Current Relevance and Future Directions of AACN Competency-Based Education

AACN competency-based education remains highly relevant in the context of today's healthcare system. The demand for highly skilled and adaptable nurses continues to grow, making CBE a crucial tool for preparing future professionals. Future directions for AACN competency-based education include:

Integration of technology: Leveraging technology to enhance assessment and personalized learning opportunities.

Interprofessional education: Incorporating CBE principles into interprofessional education initiatives to foster collaboration among healthcare professionals.

Emphasis on lifelong learning: Preparing nurses for ongoing professional development and competency maintenance throughout their careers.

Addressing health disparities: Integrating competencies related to cultural competency, health equity, and social determinants of health.

6. Conclusion

AACN competency-based education represents a significant advancement in nursing education, moving away from outdated time-based models towards a more rigorous and outcome-focused approach. While implementation challenges exist, the benefits of CBE in ensuring the development of highly competent and safe nurses are undeniable. The ongoing evolution of CBE, driven by advancements in technology, changing healthcare needs, and a commitment to continuous improvement, will ensure its continued relevance in preparing future generations of nurses to meet the demands of a dynamic and complex healthcare system. The AACN's continued leadership in this area is essential for ensuring the quality and effectiveness of nursing education in the United States.

FAQs

1. What are the AACN Essentials and how do they relate to competency-based education? The AACN Essentials are a set of core competencies that define the knowledge, skills, and attitudes required for baccalaureate-prepared nurses. CBE uses these Essentials as a framework for defining specific, measurable competencies and assessing student mastery.
1. How is competency assessed in AACN competency-based education? Assessment methods are diverse and include direct observation, simulation, OSCEs, portfolios, and other methods designed to evaluate the student's ability to demonstrate mastery of specific competencies.
1. What are the advantages of AACN competency-based education over traditional time-based models? CBE ensures consistent competency levels among graduates, allows for personalized learning, promotes self-directed learning, and better prepares nurses for the demands of contemporary healthcare.
1. What are the challenges in implementing AACN competency-based education? Challenges include curriculum redesign, faculty development, resource allocation, and ensuring the validity and reliability of assessment methods.
1. How does AACN competency-based education address the evolving healthcare landscape? By focusing on essential competencies that are relevant to current healthcare needs and fostering adaptability and lifelong learning, CBE equips nurses to meet the challenges of an ever-changing environment.
1. What role does technology play in AACN competency-based education? Technology plays an increasingly important role in providing personalized learning experiences, facilitating assessment, and providing access to resources.

1. How does AACN competency-based education promote patient safety? By ensuring that all graduates demonstrate competency in essential skills and knowledge, CBE contributes to improved patient safety.
1. How can nursing schools effectively transition to AACN competency-based education? A phased approach involving faculty development, curriculum redesign, resource allocation, and continuous evaluation is crucial for successful transition.
1. What is the future of AACN competency-based education? Future developments likely include greater integration of technology, interprofessional education, and an increased focus on lifelong learning and addressing health disparities.

Related Articles:

1. "Implementing Competency-Based Education in Nursing: A Case Study": This article details the experiences of a specific nursing school in implementing CBE, highlighting both successes and challenges encountered during the transition.
1. "The Impact of Competency-Based Education on Nursing Student Outcomes": This research article examines the effects of CBE on student performance, including measures of knowledge, skills, and attitudes.
1. "Developing and Validating Competency-Based Assessment Tools in Nursing": This article focuses on the methodologies used to develop and validate assessment tools for use in CBE programs.
1. "The Role of Simulation in Competency-Based Nursing Education": This article explores the use of simulation as a valuable assessment and learning tool within a CBE framework.

1. "Faculty Perspectives on Implementing Competency-Based Education in Nursing": This qualitative study investigates the views and experiences of faculty involved in the implementation of CBE programs.
1. "AACN Essentials and Competency-Based Education: A Framework for Curriculum Development": This article provides a detailed analysis of how the AACN Essentials can be used to inform the design and implementation of CBE curricula.
1. "Addressing Health Disparities through Competency-Based Nursing Education": This article explores how CBE can be used to address health equity issues and prepare nurses to provide culturally competent care.
1. "The Cost-Effectiveness of Competency-Based Education in Nursing": This article analyzes the financial implications of implementing CBE and explores strategies for optimizing resource allocation.
1. "Preparing Future Nurses for Interprofessional Collaboration through Competency-Based Education": This article examines the role of CBE in preparing nurses to effectively collaborate with other healthcare professionals.

Publisher: This article could be published by the AACN itself, given their expertise and authority on nursing education standards and best practices. Alternatively, a reputable academic publisher specializing in nursing and healthcare education would also be appropriate.

Editor: The editor should be a recognized expert in nursing education and curriculum development, ideally with experience in CBE implementation and assessment. Their credentials could include a doctorate in nursing, significant experience in nursing education administration, and a track record of publications in related fields.

Authored by expert simulation researchers, educators, nurse practitioner faculty, and clinicians, *A Practical Guide for Nurse Practitioner Faculty Using Simulation in Competency-Based Education* looks at topics related to simulation design, development, and implementation for nurse practitioner and other graduate-level nursing programs.

aacn competency based education: *The Future of Nursing* Institute of Medicine, Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing, at the Institute of Medicine, 2011-02-08 *The Future of Nursing* explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles-including limits on nurses' scope of practice-should be removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In this book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing.

aacn competency based education: *Competency Based Nursing Education* Marion G. Anema, PhD, RN, Jan L. McCoy, PhD, RN, 2009-10-26 The need for competency-based education (CBE) in nursing has been recognized for years. CBE provides a way to help ensure that learners are competent at the end of educational endeavors. This book is designed as a resource for nurse educators who are responsible for diverse education programs. Authors Anema and McCoy bring together all the elements of CBE, and provide a road map to develop, implement, and evaluate competency-based approaches to nursing education. The book provides valuable guidelines for developing organizational strategies, new care delivery approaches, and project planning tools. Guidance on performance assessment tools and data collection is also included. Key features: Explains why CBE is needed and how it can help improve current education programs Presents practical guidelines on how to transition to the CBE approach Provides helpful guidance on developing valid and reliable assessments Includes critical information on data collection and the use of data to verify achievement of outcomes Contains practice activities at the end of each chapter to simulate real-life situations

aacn competency based education: *Handbook of Research on Competency-Based Education in University Settings* Rasmussen, Karen, Northrup, Pamela, Colson, Robin, 2016-10-04 The majority of adult learners are looking to attain their desired academic credentials within the shortest amount of time possible. By implementing competency-based programs, learners are accelerated through their designed program or course. The *Handbook of Research on Competency-Based Education in University Settings* is a pivotal reference source for the latest academic research on the use of competency-based testing in higher education institutions. Focusing on innovative practices, strategies, and real-world scenarios, this book is ideally designed for educators, students, administrators, professionals, and academics interested in emerging developments for competency-based education initiatives.

aacn competency based education: *Mastering Concept-Based Teaching and Competency Assessment - E-Book* Jean Foret Giddens, 2022-12-20 Learn how to develop and implement a successful concept-based curriculum and competency assessment! Written specifically for nursing faculty by thought-leader Jean Giddens, *Mastering Concept-Based Teaching and Competency Assessment*, 3rd Edition provides the understanding and expertise you need to make the transition from traditional content-focused instruction to a conceptual approach to teaching and learning, and

from knowledge assessment to competency assessment. New to this edition is a new chapter on differentiating concept-based and competency-based approaches. A perfect complement to Giddens' student-oriented textbook *Concepts for Nursing Practice*, this book is ideal for both undergraduate and graduate faculty, and also serves as a helpful study tool for faculty preparing for the Certified Nurse Educator exam. - Framework for a concept-based curriculum (CBC) begins with an overview of the conceptual approach and then discusses the steps used in developing a CBC, using concepts as the infrastructure for the curriculum. - Strong foundation in how to teach within a CBC examines the nature of concepts, their function in the process of learning, and the importance of being consistent in the selection and implementation of concepts. - Balanced teaching strategies engage students with an open environment and learning activities demonstrating the application of information to multiple situations. - Success evaluation criteria explain the importance of analyzing evaluation data to measure the achievement of student learning and for evaluating a CBC program. - Misconceptions and Clarifications boxes reflect the latest research in conceptual learning to help clarify important concepts. - NEW! Differentiating Concept-Based and Competency-Based Approaches chapter explains the close interrelationship of concepts and competencies. - NEW! Updated content reflects the latest evidence and literature on the conceptual approach and the application of competencies within the conceptual approach. - NEW! Improved graphic design and layout makes the content more visually appealing and promotes understanding.

aacn competency based education: Fast Facts about Competency-Based Education in Nursing Karen K. Gittings, DNP, RN, CNE, CNEcl, Ruth A. Wittmann-Price, PhD, RN, CNS, CNE, CNEcl, CHSE, ANEF, FAAN, 2020-11-16 "Competency-based education...provides an avenue to promote institutional accountability, address employer concerns, and assist with student transfer of knowledge and skills." -Mary Ellen Smith Glasgow, PhD, RN, ANEF, FAAN Dean and Professor Duquesne University The first book of its kind, this concise, step-by-step guide written for novice and experienced educators distills all the essentials every nursing instructor needs to know to implement a Competency-Based Education (CBE) curriculum, teach with competencies, and evaluate students' mastery. Grounded in a learner-centered paradigm, CBE focuses on outcomes and skills rather than relying on time-based training. It facilitates in-depth learning that encompasses all three learning domains — cognitive, skills, and attitudes — guided by the individual pace of each student. *Fast Facts about Competency-Based Education in Nursing* addresses the theory and practical knowledge needed to teach using CBE. Beginning with how to create competencies that align with student learning outcomes, subsequent chapters show how to integrate them into a new or existing nursing curricula. Next, this quick reference shows how to evaluate and assess students using CBE. Finally, it presents how to implement a system of quality improvement to continuously ensure the competencies produce safe, skilled nurses. Brimming with useful tips based on the authors' extensive experience and abundant practical examples, this is an incomparable reference for any educator seeking superior, more qualitative student assessment and outcomes. Key Features: Demonstrates in detail how to implement CBE and assess students using CBE Illustrates how to integrate CBE into curriculum using an organizing framework Shares expert teaching/learning tips through Evidence-Based Teaching Boxes Helps educators to develop teaching objectives and real-world application processes Describes specific competency-based education curricula Examines how different learning styles thrive in a CBE learning environment Offers separate chapters for using CBE with BSN, MSN, and DNP students

aacn competency based education: Professional Nursing Concepts: Competencies for Quality Leadership Anita Finkelman, 2021-12-06 *Professional Nursing Concepts* takes a patient-centered, traditional approach to nursing education and provides the foundation pre-licensure nursing students need in order to successfully transition into practice. Grounded in the Institute of Medicine's five core competencies for healthcare professionals, the current edition logically flows from the basics of the nursing profession and the dynamics of patient care into critical healthcare delivery discussions, ranging from health policy and political action to community health and leadership in nursing practice. Each chapter features discussion questions, critical thinking

activities, and stop and consider sections that encourage students to reflect on important chapter topics in meaningful ways. Students can further interact with text content in Working Backwards to Develop a Case, an in-text feature that allows students to creatively apply what they have learned to their own unique case scenarios, bringing these foundational concepts to life. Above all, Professional Nursing Concepts reminds students that quality patient care is at the heart of the nursing profession. The fifth edition will continue to focus heavily on a patient-centered approach and will include new and updated features to engage students in their own learning. References will be updated as appropriate. The following changes are proposed for this fifth edition. Note that there are no new chapters planned but the text addresses some reviewer concerns, such as a need for more emphasis on community and population health perspectives and evidence-based practice--

aacn competency based education: *DNP Role Development for Doctoral Advanced Nursing Practice* H. Michael Dreher, PhD, RN, FAAN, ANEF, Mary Ellen Smith Glasgow, PhD, RN, ACNS-BC, ANEF, FAAN, Michael D. Dahnke, PhD, Valerie T. Cotter, DNP, AGPCNP-BC, FAANP, FAAN, 2024-04-26 Provides important new content on specific ethical, leadership, and advocacy capabilities that advance the DNP role in nursing practice This core text for the DNP curriculum encompasses all facets of the evolving advanced practice role including diverse professional opportunities and options for career advancement. With ten completely new chapters, the third edition conveys the latest developments in doctoral-level capabilities, including the specific ethical, leadership, and advocacy components that advance these roles. New content addresses health equity, role negotiation, ethical and leadership dilemmas for the clinician, and the preceptor role in relation to doctoral-level advanced practice. Considering the predominance of students seeking the Nurse Practitioner role, the book emphasizes the clinical context for the DNP along with the new AACN Domain of Professionalism. There also are contributions from Nurse Midwives, Nurse Anesthetists, Clinical Nurse Specialists, and DNPs in the Nurse Educator role. The text is distinguished by distinctive Reflective Responses to the authors of all chapters. These may be characterized as a Point-Counterpoint feature—consisting of commentaries by scholars of varying points of view—that stimulates substantive critical dialogue. It examines the role of evidence—both practice-based evidence and evidence-based practice—in the context of clinical problems and policy formation and focuses on how the doctoral advanced prepared nurse can discriminate, translate, and sometimes generate new nursing evidence. The text addresses the need for both forms of evidence and underscores the importance of innovative healthcare intervention models. Included is practical information illustrated with examples geared for both BSN-DNP students and MSN-DNP students. Content on the DNP/PhD double doctorate and the impact of DNP leadership on organizations further examines the relationship between nursing practice, education, and science. New to the Third Edition: Ten new chapters, including coverage of: COVID-19; BSN-DNP Trajectories; Practice-Based Evidence and Evidence-Based Practice; Health Equity; Role Negotiation, Ethical, Leadership, and Advocacy Roles; and 2021 AACN Essentials Expanded roles and content for students of varying experience levels Emphasis on the new AACN Domain of Professionalism throughout Key Features: Focuses on DNP role development with extensive contributions by leading DNP scholars and clinicians Delivers Reflective Responses in a Point-Counterpoint format to stimulate vigorous class discussion Provides critical thinking questions throughout including Reflective Response

aacn competency based education: *The Nexus between Nursing and Patient Safety* Cynthia A. Oster,

aacn competency based education: *The Future of Nursing* Institute of Medicine, Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing, at the Institute of Medicine, 2011-03-08 The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession.

Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles-including limits on nurses' scope of practice-should be removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In this book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing.

aacn competency based education: Role Development in Professional Nursing Practice

Kathleen Masters, 2024-10-15 Role Development in Professional Nursing Practice, Seventh Edition, is a comprehensive resource to guide students along their journey as professional nurses. It focuses on the foundations of professional nursing practice, including career development, as well as the management of quality and safe patient care. Through theory, classroom activities, and case studies, the text explores topics such as teamwork and collaboration, communication, leadership, evidence-based practice, patient-centered care, informatics, and ethical and legal issues-essential knowledge and competencies that nursing students need for a successful career. management of safe patient care--

aacn competency based education: Routledge Handbook of Philosophy and Nursing

Martin Lipscomb, 2023-09-19 Philosophy offers a means of unpacking and grappling with important questions and issues relevant to nursing practice, research, scholarship, and education. By engaging in these discussions, this Handbook provides a gateway to new understandings of nursing. The Handbook, which is split loosely into seven sections, begins with a foundational chapter exploring philosophy's relationship to and with nursing and nursing theory. Subsequent sections thereafter examine a wide range of philosophic issues relevant to nursing knowledge and activity. Philosophy and nursing, philosophy and science, nursing theory Nursing's ethical dimension is described Philosophic questions concerning patient care are investigated Socio-contextual and political concerns relevant to nursing are unpacked Contributors tackle difficult questions confronting nursing Difficulties around speech, courage, and race/otherness are discussed Philosophic questions pertaining to scholarship, research, and technology are addressed International in scope, this volume provides a vital reference for all those interested in thinking about nursing, whether students, practitioners, researchers, or educators.

aacn competency based education: Clinical Simulations in Nursing Education Pamela Jeffries,

2022-09-21 In today's quickly changing healthcare environment, simulation has become an indispensable strategy for preparing nursing students to deliver optimal patient care. Clinical Simulations in Nursing Education: Advanced Concepts, Trends, and Opportunities, Second Edition, takes the use of simulations to the next level, exploring innovative teaching/learning methods, new clinical models, and up-to-date best practices for providing high-quality education. From the evolution of clinical simulations to the use of more virtual simulations, incorporation of important constructs such as the social determinants of health, and the use of simulations in nursing education and competency-based testing, this engaging resource continues to provide intermediate and advanced simulation users and advocates with critical considerations for advancing simulation in nursing education. The comprehensive updated second edition focuses on the latest trends and concepts in simulation pedagogy to help nurse educators confidently prepare for their role in developing, planning, implementing, evaluating, and conducting research for effective simulation programs.

aacn competency based education: Fundamentals of Nursing Carol R Taylor, Pamela Lynn,

Jennifer Bartlett, 2022-08-04 Trusted for its holistic, case-based approach, Fundamentals of Nursing: The Art and Science of Person-Centered Nursing Care, 10th Edition, helps you confidently prepare the next generation of nursing professionals for practice. This bestselling text presents nursing as an

evolving art and science, blending essential competencies—cognitive, technical, interpersonal, and ethical/legal—and instilling the clinical reasoning, clinical judgment, and decision-making capabilities crucial to effective patient-centered care in any setting. The extensively updated 10th Edition is part of a fully integrated learning and teaching solution that combines traditional text, video, and interactive resources to tailor content to diverse learning styles and deliver a seamless learning experience to every student.

aacn competency based education: Advanced Practice Nursing Susan M. DeNisco, 2023-02-21 Advanced Practice Nursing: Essential Knowledge for the Profession, Fifth Edition is a core advanced practice text used in both Master's Level and DNP programs. This bestselling textbook is framed around the AACN's Master's Essentials as well as the Essentials for Doctoral Education featuring the most up-to-date content on each set of Essentials. Throughout the Fifth Edition the authors address the rapid changes in the health care environment with a special focus on health care finance, electronic health records, quality and safety as well as emerging roles for the advanced practice nurse. Patient care in the context of the advanced nursing role is also discussed.

aacn competency based education: The DNP Project Workbook Molly J. Bradshaw, DNP, APRN, FNP-BC, WHNP-BC, Tracy R. Vitale, DNP, RNC-OB, C-EFM, NE-BC, 2024-04-10 Translate knowledge into action with activities designed to jump-start and propel you through your DNP Project This acclaimed workbook delivers an organized, systematic roadmap for the development, implementation, evaluation, and completion of the DNP Project. Designed by two nurse educators motivated by their own frustrating DNP experiences to help the next generation of students, it consists of a collection of lessons guiding readers, step-by-step, through the entire DNP Project process. Anchored in a real-world context with more than 100 learning activities, the resource promotes active learning and delivers practical tips and advice for every stage of the project. The improved second edition maps content to the new AACN essentials, reorganizes lessons for ease of use, weaves student project examples throughout chapters, adds new tables for quick reference, and offers additional supplemental content for students and faculty alike. The workbook begins with fundamental, knowledge-based information and then addresses the development of the DNP Project team, the feasibility of project ideas, and the elements required to develop, implement, evaluate, disseminate, and complete the project. It provides a variety of in-depth examples from actual projects to document the development of ideas and a logical, critical thinking process. The format of individual lessons enables readers to complete them in the order that best mirrors the project requirements at all schools. Chapters begin with learning objectives and conclude with a concept map to summarize lessons learned. Also included are forms to help readers organize and document ideas, communicate with stakeholders, and track their progress. New to the Second Edition: Maps content to the new AACN Essentials Reorganizes lessons based on student/faculty feedback Threads new student project exemplars throughout chapters Provides new tables for speedy reference Improves visual appeal and readability with two-color design Offers enhanced supplemental information Key Features: Helps students to break down the complex DNP Project process into concrete and manageable steps Facilitates application of core knowledge to develop required DNP competencies Fosters development of creative thinking Provides lessons targeting activities for independent study or in-classroom engagement Helps students and teachers to document work to meet AACN competencies Illustrates DNP concepts with quick reference tables and examples

aacn competency based education: Health Professions Education Institute of Medicine, Board on Health Care Services, Committee on the Health Professions Education Summit, 2003-07-01 The Institute of Medicine study Crossing the Quality Chasm (2001) recommended that an interdisciplinary summit be held to further reform of health professions education in order to enhance quality and patient safety. Health Professions Education: A Bridge to Quality is the follow up to that summit, held in June 2002, where 150 participants across disciplines and occupations developed ideas about how to integrate a core set of competencies into health professions education. These core competencies include patient-centered care, interdisciplinary teams, evidence-based practice, quality improvement, and informatics. This book recommends a mix of approaches to

health education improvement, including those related to oversight processes, the training environment, research, public reporting, and leadership. Educators, administrators, and health professionals can use this book to help achieve an approach to education that better prepares clinicians to meet both the needs of patients and the requirements of a changing health care system.

aacn competency based education: *The Doctor of Nursing Practice Project: A Framework for Success* Katherine J. Moran, Rosanne Burson, Dianne Conrad, 2023-02-28 *The Doctor of Nursing Practice Project, A Framework for Success, Fourth Edition* guides students and faculty in the DNP project process. With a primary focus on delivering key information on planning, implementing, and evaluating a project, the text also emphasizes the impact that DNP-prepared nurses and well-developed DNP projects have in shaping the future of nursing. The Fourth Edition focuses on the evolution of the DNP degree by featuring AACN taskforce updates and reorganized content about the clinical scholar and practice scholarship. With chapters devoted to formulating a meaningful DNP project, from selecting appropriate project team members to the importance of communicating and disseminating the results of the project appropriately, it serves as a comprehensive guide for students and faculty alike.

aacn competency based education: *The Future of Nursing: Advancing Nursing Education and Practice Through Technology, An Issue of Nursing Clinics*, Joni Tornwall, 2022-10-23 In this issue of *Nursing Clinics of North America*, guest editor and associate professor of clinical nursing Dr. Joni Tornwall brings her considerable expertise to the topic of *The Future of Nursing: Advancing Nursing Education and Practice Through Technology*. Ideal for both direct-care nurses and nurse educators, this issue presents articles related to quality and safety, disaster preparedness, simulation education, nursing resilience and self-care, inclusion, interprofessional education and practice, and continuing education for nurses. Articles also explore innovations in the use of technology in teaching and practice, including forensic nursing, mentorship for diverse learner populations, instructor and practitioner presence in telehealth and virtual clinical instruction, and practical applications in nursing policy and ethics. - Contains 14 practice-oriented topics including on-the-go strategies to enhance resilience and self-care: using technology to create healthy cultures; why quality and safety education matters in nursing practice; physical assessment skills in education and practice; disaster preparedness: keeping nursing staff and students at the ready; how to use interprofessional education and collaborative practice (IPECP) and technology to improve academic and practice outcomes; and more. - Provides in-depth clinical reviews on advancing nursing education and practice through technology, offering actionable insights for clinical practice. - Presents the latest information on this timely, focused topic under the leadership of experienced editors in the field. Authors synthesize and distill the latest research and practice guidelines to create clinically significant, topic-based reviews.

aacn competency based education: *Conceptual Foundations E-Book* Elizabeth E. Friberg, 2019-05-09 - NEW! Two all-new chapters bring you the latest information on end of life/palliative care and resilience and compassionate care. - NEW! Emphasis on professional role development includes focus within the Interdisciplinary team. - NEW! Updated information about the Affordable Care Act includes coverage of the current legal and policy environment. - NEW! Extensive revision of Pathways of Nursing Education chapter reflects current focus on Academic Progression

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NEA-BC, FAAN Professor Emeritus Florida Atlantic University Editor-in-Chief, Nurse Leader “Once we expected faculty to monitor students, for new graduates to ‘figure it out,’ and for a nurse with any experience to transition anywhere needed. Then, as we focused on safety and quality, we realized all those individuals needed support of some kind to acquire the new expected competencies of the role in that setting. Once again, that is what Dr. Ulrich and her colleagues have done in the third edition of Mastering Precepting, with just the right balance of theory and practicality to make this a most useful book.” –Patricia S. Yoder-Wise, EdD, RN, NEA-BC, ANEF, FAONL, FAAN Professor and Dean Emerita, Texas Tech University Health Sciences Center Co-Founder and Vice President, the Nurses Legacy Institute Editor-in-Chief, The Journal of Continuing Education in Nursing Preceptors have the power and opportunity to inspire nurses and other healthcare providers to achieve greatness. Effective precepting programs depend on two critical groups: those who organize and manage the programs and those who support, teach, and coach. Beth Ulrich and her team of expert contributing authors provide the knowledge, tools, skills, and wisdom both groups need for success. Written for staff nurses and other care providers, managers, and educators, this third edition of Mastering Precepting teaches preceptors both the science and art of precepting and empowers them to seek the support they need to be effective. For managers, it emphasizes the importance of providing preceptors with positive and supportive experiences. For educators, it provides the information and knowledge required to develop and improve preceptor programs.

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ABOUT THE AUTHOR Beth Tamplet Ulrich, EdD, RN, FACHE, FAONL, FAAN, is a Professor at the University of Texas Medical Branch School of Nursing in Galveston in the DNP Program, and Editor-in-Chief of the Nephrology Nursing Journal. She is a nationally recognized thought leader who is known for her research studying nursing work environments and the experiences of new graduate nurses as they transition from nursing school into the workforce.

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