GOAL
The purpose of this project was to develop a teaching toolkit designed to integrate the Nurse of the Future Nursing Core Competencies (NOFNCC) into both the practice and academic settings. The NOFNCC identifies 10 areas of expertise that every nurse can incorporate into their practice.

BACKGROUND
March 2006, the Massachusetts Department of Higher Education and the Massachusetts Organization of Nurse Executives develop a framework that identifies the key components of the Nurse of the Future Nursing Core Competencies (NOFNCC). The seminal article is available on the DHE website: Creativity and Connections: Building the Framework for the Future of Nursing Education and Practice. A NOFNCC working group was formed. It was composed of deans and faculty representing all segments of nursing education, and nursing practice leaders and clinical nursing staff representing the continuum of care. In 2011, the Massachusetts Action Coalition was established and later was awarded the RWJF Academic Progression in Nursing grant. The project proposal identifies one of its key goals as promoting the integration of the NOFNCC.

The NOFNCC Joint Working Group has been working to meet two goals:
- Develop a toolkit and served as a resource to work with educators in schools of nursing and practice settings to integrate the NOFNCCs into their curricula.
- Identify current use of NOFNCCs in academic settings and practice settings.

TEAM
- The NOFNCC toolkit was developed as a collaborative effort between nurses from the academic and practice settings.
- Contributors included individuals throughout the spectrum of the nursing field: staff nurses, graduate students, clinical nurse educators, academic faculty, and academic and practice nurse leaders.

PROCESS
The group came together to form a flexible curriculum that could be used as a tool to teach NOFNCC to nurses and nursing students alike.

Authors of the units were directed to abide by the following guidelines:
- Easy to read.
- Brief – 2 pages or less.
- Capable of being used in “care across the continuum”
  - medical institutions
  - community settings
  - academic settings
  - home healthcare
  - rehabilitation hospitals
  - extended care facilities
- Address different learning styles (written, verbal, kinesthetic)
- Adaptable to the preferences of a preceptor, unit based educator, or clinical instructor.

RESULTS
The toolkit consists of:
- Ten competency-based units
- 3 case studies
- Ten case study-based units
- Evaluation tool – to assess learning
- Gap Analysis tool - to identify the gaps between what is currently being taught and what local education leaders believe should be taught.

Learning by:

CONCLUSIONS & RECOMMENDATIONS
Development of the NOFNCC Toolkit required collaboration between leaders from practice and academic settings. There are many types of learners. Pairing different learning styles with multiple approaches to content offers the greatest opportunity for understanding for all nurses and student nurses.

The Nurse of the Future will practice across the continuum of care. Consideration must be given to different practice settings and not merely the traditional inpatient environment. These areas include acute care, rehabilitation, long-term care, and home care.

Academic institutions may use the NOFNCC Toolkit to develop curriculum blueprints and student competency evaluations. Practice sites are encouraged to incorporate the NOFNCC into their continuing educational/competency plan for all nursing staff.

Each competency may be taught through a competency-based learning unit or a case study learning unit.

Competency-based units include:
1. Description: What is the competency & Why it’s important?
2. Questions for reflection
3. Learning activities (practice setting)
4. Learning activities (academic setting)

Case study-based units include:
1. Description of a clinical problem-Fall Prevention, Pressure Ulcers, Infection Control
2. Questions for reflection (case study focus)
3. Questions for reflection (competency-based focus)