Massachusetts Nurse of the Future Nursing Core Competencies®

The Future Is Now

April 7, 2016
Webinar: Nurse of the Future
Nursing Core Competencies

• Jointly developed and presented by the Massachusetts Action Coalition’s (MAAC) Nurse of the Future Integration Team and the Department of Higher Education’s (DHE) Nurse of the Future Competency Committee

• Sponsored by the Massachusetts Hospital Association (MHA)
Process for Inclusion and Success

Communication

Collaboration

Common Understanding
Agenda

• Welcome and Introductions

• Review of the updates to the Nurse of the Future Nursing Core Competencies© – Registered Nurse

• Overview of Nurse of the Future Nursing Core Competencies© – Licensed Practical Nurse

• Education/Practice Exemplar

• Review of the Revised Nurse of the Future Competencies Toolkit

• Live Poll

• Questions
Thank you for participating in today’s webinar...

• Please be aware that your line is muted upon entry.

• Please enter questions you have through the CHAT BOX during the presentation.

• We will answer all questions after the webinar and will forward all Q&As to you.

• The webinar is being recorded and you will be notified when and where the recording is available.

• During the webinar, we will be conducting a few polling questions. Please be sure to open up the polling tab from the icon tray.
Presenters

• **Moderator:** Patricia M. Crombie, MSN, RN; DHE Director Healthcare - Nursing & Project Director for MAAC/APIN Grant

• **NOFNCC-RN Updates:** Maureen Sroczynski, DNP, RN; President/CEO, Farley Associates, Inc.

• **NOFNCC-LPN and Best Practices:** Marybeth Pepin, MS, RN; Director, Practical Nurse Program, Southeastern Technical Institute

• **Education/Practice Exemplar:** Diane M. Welsh, DNP, RN, CNE; Associate Dean of Nursing, Associate Professor of Nursing, Regis College

• **Nurse of the Future Competency Toolkit:** Judy Beal, DNSc, RN, FNAP, FAAN, Dean and Professor, School of Nursing and Health Sciences, Simmons College
Review of the Updates to the Nurse of the Future Nursing Core Competencies® – Registered Nurse
Nurse of the Future Nursing Core Competencies©
Our Guide for the Updating Process

“To envision the future, we must look to the past, validate the present and move to the future”

Florence Nightingale
Drivers for Updating

• Changing Health Care Environment
  – Focus on Continuum of Care and Care Transitions
  – Knowledge of Impact of Reimbursement Changes
  – Integration of Population Health and a Culture of Health

• Promoting Diversity

• Embracing of Informatics and Technology

• Ongoing collaboration between nursing education, practice and key stakeholders to insure a more highly educated and competent nursing workforce for the future
In 2014, the Nurse of the Future Competency Committee expanded to encompass more diversity, and new members representing both education and practice.

Subgroups were established with two or three competencies assigned to each subgroup.

Subject Matter Experts (SME) and other specialists included in review process.

All competencies reviewed and updated after review of past and current literature.
Massachusetts Nurse of the Future Nursing Core Competencies©
REGISTERED NURSE

Massachusetts Department of Higher Education Nursing Initiative
Revised March 2016
Nurse of the Future Nursing Core Competencies
Promoting Diversity
Framework for Diversity

Diversity is:

- A conduit for recognizing individuality and differences along the spectrum of race, values, beliefs, choices and culture and the difference from one’s own experiences
- Active observation and exploration of the many facets of identity within a safe environment
- A set of conscious practices that require consideration of all nursing practice and care to achieve a culture of health and deliver culturally congruent care that is fluid, respectful and individual
- Engrained throughout the competencies
## Nurse of the Future Nursing Core Competencies©

### Key Updates

<table>
<thead>
<tr>
<th>Competency</th>
<th>Key Updates</th>
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</thead>
<tbody>
<tr>
<td>Assumptions</td>
<td>Inclusion of Inter-professional collaboration, Recognition of social determinants of health, disease prevention and culture of health</td>
</tr>
<tr>
<td>Patient-Centered Care</td>
<td>Care Transitions, Diversity of Human Condition and Impact of socioeconomics, culture, race, spiritual beliefs, gender identification, sexual orientation and lifestyle and age</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Inclusion of clinical reasoning, goals of health and self renewal of the healthcare provider</td>
</tr>
<tr>
<td>Leadership</td>
<td>Inclusion of leadership framework from IOM Report on Future of Nursing, health policy, and complexity of health care</td>
</tr>
<tr>
<td>Systems-Based Practice</td>
<td>Inclusion of cost effective care, care transitions and global health</td>
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## Nurse of the Future Nursing Core Competencies©

### Key Updates

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<tr>
<td>Communication</td>
<td>Use of electronic communication, care transitions, conflict resolution with negotiation, de-escalation techniques, patient confidentiality</td>
</tr>
<tr>
<td>Teamwork and Collaboration</td>
<td>Aligned with IPEC competencies, self awareness, diversity, care transitions, decrease in authority gradient, strategies to deal with lateral violence</td>
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<tr>
<td>Safety</td>
<td>Participation in safety surveys, the four elements supporting the AHRQ safety initiative and high reliability organizations</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>Population based health, variation and measurement, care of diverse populations</td>
</tr>
<tr>
<td>Evidenced-Based Practice</td>
<td>Role in development of clinical questions for potential research, Guidelines of Human Subject Protection</td>
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Informatics and Technology

Guiding Principle for Revision

The *Future of Nursing* report (2010) notes that the growing complexity of care requires that nurses be able to use advanced technology and to analyze and synthesize information in order to make critical decisions, and posits that a more educated workforce would be better equipped to meet these demands.
Evidence-Based Review Process

- Subject Matter Experts (SME) with backgrounds in academia, education and practice with primary focus in informatics and technology

- Review of Literature/Environmental Scan to identify Level I-VI levels of evidence

- Moved beyond expert opinion to build recommendations based on higher levels of research evidence.
Evidence-Based Review Process (cont’d)

• Additional inclusion
  - American Association of College of Nursing
    ➢ The Essentials of Baccalaureate Education for Professional Nursing Practice: Information Management and Application of Patient Care Technology

• Reviewed original NOF Information and Technology core competencies, reference materials, built a crosswalk and mapped items to assemble final Knowledge, Attitude and Skills grid
New Definition:

• The Nurse of the Future will be able to use advanced technology, to analyze as well as synthesize information and collaborate with other professionals in order to make critical decisions that optimize patient outcomes. (National Academies of Sciences, Engineering, and Medicine. 2015)
Informatics and Technology

Revisions, modifications and additions to the following sections:

- Basic Computer Science
- Information Management
- Information and Technology Skills
- Core Components of the E.H.R.
- E.H.R. Implementation
- Patient Access, rights and engagement as pertain to the E.H.R.
- Quality and Safety of Patient Care
- Informatics and Technology Research and Evidenced-Based Practice
- Emerging Areas of Informatics
Overview of Nurse of the Future
Nursing Core Competencies©
– Licensed Practical Nurse
Nurse of the Future Nursing Core Competencies®
Adapting for the LPN Role
Nurse of the Future Nursing Core Competencies
Adapting for the LPN Role

Massachusetts Nurse of the Future Nursing Core Competencies
LICENSED PRACTICAL NURSE

Adapted by:
Massachusetts/Rhode Island League for Nursing (MARLNN) Council of PN Programs, May 1, 2015
The LPN Competencies

The Massachusetts Framework

• Commitment to LPN role

• Commitment to Academic Progression

• Focus on education and practice collaboration

• Commitment to teamwork and collaboration
The LPN Competencies

The Process

• Identified adaptations of RN competencies
• Review of Nurse Practice Act, Board of Registration in Nursing Rules and Regulations, Practical Nurse Education Accreditation Standards, NAPNES Standards, NFLPN standards
• Shared with all PN education programs for review and comment
• Involvement of practice partners
• Individual program feedback and final edits
### Competency Area | Adaptations
--- | ---
Nursing Knowledge | Focused on LPN scope of practice and role in the nursing process and critical thinking
Patient-Centered Care | Added Family-Centered Care to the title
Professionalism | Focused on LPN scope of practice and role of LPN as member of health care team
Leadership | Focused on leadership skills of LPN, teamwork and collaboration, systematic approach to problem solving, tolerance of differing viewpoints, delegation to unlicensed personnel
Systems-Based Practice | Role as contributor to planning and participant in patient education
## Nurse of the Future Nursing Core Competencies

### Key Adaptations for LPN

<table>
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<tr>
<th>Competency</th>
<th>Key Updates</th>
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<tbody>
<tr>
<td>Communication</td>
<td>Communication in written and verbal reports. Implements teaching plan and contribution to evaluation of teaching</td>
</tr>
<tr>
<td>Teamwork and Collaboration</td>
<td>Acknowledgement of overlap of role and responsibility as member of team and use of contributions of others and contribution of personal perspective</td>
</tr>
<tr>
<td>Safety</td>
<td>Participation in error analysis and system improvement</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>Participation in QI processes</td>
</tr>
<tr>
<td>Evidenced-Based Practice</td>
<td>Participation and collaboration based on scope of practice</td>
</tr>
<tr>
<td>Informatics and Technology</td>
<td>Incorporation of health care information technology</td>
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The LPN Competencies

Next Steps

• Revise to reflect 2016 updates in Nurse of the Future Nursing Core Competencies© – Registered Nurse

• PN Nursing education programs to do Gap Analysis

• Full integration into PN education curriculum

• Integration into practice sites
Best Practices: Accelerated Track
LPN to BS in Nursing

• In 2010, Fitchburg State University and Worcester State University, in conjunction with Montachusett Regional Vocational Technical School, Assabet Valley Regional Technical School and Bay Path Regional Vocational Technical School partnered to assess the need for an accelerated track for LPNs seeking to earn a BS in Nursing and become registered nurses.

• In 2011, designed and implemented an accelerated LPN to BS in Nursing track at both universities.
Best Practices: LPN to BS in Nursing

Background

• A gap analysis review with teams of faculty from each institution
  - A maternity group, consisting of 2 maternity faculty (one from each university) and a maternity faculty from one of the vocational partner schools reviewed content areas for gaps.
  - Similar groups were formed for pediatric and medical surgical specialties.

• Terminal program outcomes for the undergraduate curriculum of Fitchburg State University incorporate the NOFNCC.

• The LPN to BS in Nursing curriculum melds into this curriculum under the same terminal outcomes.
### Current Stats at Fitchburg State University

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Students Admitted</th>
<th>Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>2013</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

All 14 passed NCLEX-RN exam
Best Practices: LPN to BS in Nursing

Next Steps

• In order to streamline the process of replicating the LPN to BSN programs, Assabet Valley is implementing a curriculum based on the Massachusetts Nurse of the Future Nursing Core Competencies-LPN beginning in Fall 2016

  Standardizing the use of the NOFNCC-LPN as a framework across all PN programs will promote academic progression
An Education & Practice Exemplar
Best Practices: Exemplar

Academic and Practice Partnerships

Academic Progression and Transition into Practice Models
Implementing the Nurse of the Future Nursing Core Competencies©
Best Practices: Exemplar

Academic Progression Model

• Private College Partnership between Lawrence Memorial/Regis College Associate Degree Program and the Regis College BS Completion Program

• Students progress seamlessly from one program to the next through a shared curriculum model and dual enrollment
Best Practices: Exemplar

Academic Progression Model

- The dual admission and shared curriculum model allows students to take Regis College courses while at LM/RC AS Program
  - Students with a previous bachelor’s degree complete the BS in nursing at Regis in as little as six months after receiving the Associate Degree from LM/RC
  - Students without a previous bachelor’s degree complete the BS in as little as 16 months
Best Practices: Exemplar

Academic Progression Model

• Both programs utilize the Nurse of the Future Nursing Core Competencies© in the curriculum

• Both schools did a Gap Analysis of their curriculum and utilized the results of the Gap Analysis to create a shared curriculum model based on the competencies

• The purpose of the GAP analysis was to identify the gaps of what is being taught and what clinical partners and nursing programs believe should be taught
Best Practices: Exemplar
Transition into Practice Model

DHE Nursing Education Redesign Grant:

• Adaptation and integration of the NOFNCC in Regis College’s senior practicum and Lahey’s Newly Licensed Nurse (NLN) program

• Development of an evidence-based replicable blueprint that supports new nurses’ successful transition into practice through an academic/practice partnership
Best Practices: Exemplar
Transition into Practice Model

TRANSITION INTO PRACTICE MODEL

Nursing Education
- Student Learning Outcomes
- Nurse of the Future Core Competency Development
- Preceptorship

Transition Into Practice
- Staff Development
  - Preceptor
  - Clinical Educator
- NLN Orientation
  - Presentation and Group Discussion
  - Journaling/Reflection
  - Independent Learning Activity
  - Simulation/Skills Lab

Competent Nurse of the Future
- Patient Centered Care
- Teamwork
- Professionalism
- Quality & Safety
- Systems Thinking
- Communication
- Informatics
- Evidence Based Practice
- Leadership

Curriculum Transition Program Successful NLN
Review of the Revised Nurse of the Future Competencies Toolkit
Nurse of the Future Toolkit

- Introduction
- Competencies and Case Studies
- Gap Analysis
- Evaluation of Competencies
- Evaluation of Toolkit
- References
Competency Toolkit

Nurse of the Future Nursing Core Competencies

• Patient-Centered Care
• Professionalism
• Leadership
• Systems-Based Practice
• Informatics and Technology
• Communication
• Teamwork and Collaboration
• Safety
• Quality Improvement
• Evidence-Based Practice
Toolkit Example:
Informatics & Technology

- Definition of Informatics & Technology
- What is Informatics and Technology and Why is it Important?
- Questions for Reflection in Education and Practice?
- Learning Activities in Education
- Learning Activities in Practice
• The Nurse of the Future will leverage the capabilities of new technologies to assess and improve patient quality, outcomes, and experience through the improved communication and coordination of care, the use of knowledge management and evidence-based practice tools and the empowerment of patients.
Why is it Important?

• Nurses utilize healthcare information technologies to support their practice and provide superior care for their patients.
• The goal of nursing informatics is to improve the health of populations, communities, families and individuals by optimizing information management, increasing the communication and exchange of data, and empowering patients.
• The core competency of informatics is the utilization and understanding of technologies that increase clinical knowledge, research and translation to practice.
Questions for Reflection in Education & Practice

Examples of Knowledge Areas:

1. Computer Science
   What are the hardware and software components required for your E.H.R. system?
   How is data kept secure and what is your role in supporting data security?

2. Information Management
   What is information management and does it only apply to the electronic health record?
   What is standardized nursing language and what does it mean for nursing practice?

3. Application to Professional Nursing
   What is the unique contribution of nursing informatics and technology to patient care delivery?
   What are 3 basic troubleshooting skills every Nurse needs to understand in the modern healthcare environment?
Learning Activities in Education

Informatics & Technology

1. Learn the basics of healthcare information technology by using healthcareIT.gov

2. Develop an activity for beginning student nurses that shows data mining in the electronic health record.

3. Ask students to identify source(s) of data and related technologies that improve the quality of care to patients at the individual and community level.
1. Attempt to access your own patient information through the patient portal of your institution. Could you teach a patient how to access their medical information electronically if they asked?

2. Reflect upon how individuals use information technology for their own health care. Skim the Pew Report on caregiver use of the internet. Think of the sort of patient that could benefit from one of the technologies described in the report.

3. Review the institution’s policy on social networking. Discuss this in terms of patient and staff confidentiality. Describe a situation where a breach in confidentiality could be grounds for termination.
Case Studies for the NOFNCC

Overview

NOF Case Studies: Further Developing the Practice-Education Partnership & Integration of the NOFNCC into both settings

• Why are Case Studies Important to the Education-Service Partnership?
• Questions for Reflection
• Learning Activities
Case Studies for the NOFNCC

Three Case Studies

• The Toolkit provides an opportunity to apply critical thinking in three case studies.
  ➢ Infection
  ➢ Fall Prevention
  ➢ Pressure Ulcer Prevention

• Through the lens of each of the 10 core competencies, questions have been developed to stimulate thought in the real world environment.
• Does your organization use informatics to track infection control? Identify a person in your institution who might be able to give you an answer, call them and ask them how they measure performance.

• How could individual nurses use information technology to identify a local outbreak in order to enact change? Read the brief one-page article to get ideas. “Informatics tools underutilized in prevention of hospital-acquired infection.”
Implementing the Competencies in Education

- Curriculum Framework
- Course objectives and content
- Annual curriculum review
- Clinical Evaluation tool
- Senior Practica
- Faculty Orientation
Implementing the Competencies in Practice

• Competency Programs
• Performance evaluation
• Nursing Councils
• Workshops
• Preceptor programs
• Job descriptions
• Staff orientation
• Performance evaluations
Going forward:

• Find out if your organization is using or plans to use the NOFNCC
• Use the Toolkit as a guide to implementation of the Competencies
• Contact us for more information or a consultation
• Participate now in our webinar poll
• Complete upcoming NOFNCC Usage Survey
• Please provide us with your feedback!
THANK YOU!

For more information:

www.mass.edu/nursing

http://campaignforaction.org/state/massachusetts