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Disclosures

Presenters have no financial interests or relationships to disclose

Empowering APRN Students to Successfully Navigate Their Academic Journeys

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Objectives

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Discuss the new AACN domains and NONPF competencies



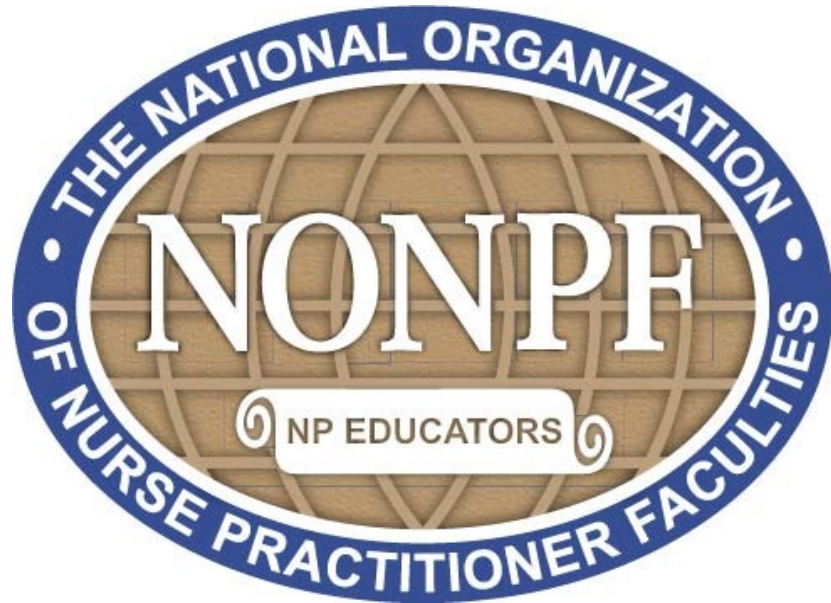
Prioritize and individualize learning activities to maintain personal wellness and health



Articulate barriers to meeting academic goals and develop a plan for success



Engage in group discussions to review meaningful solutions to ensure a stable transition to practice



American Association
of Colleges of Nursing

Objective 1:

Discuss: the new **AACN** domains and **NONPF** competencies



The American Association of Colleges of Nursing &
National Organization for Nurse Practitioner Faculties
Core Competencies

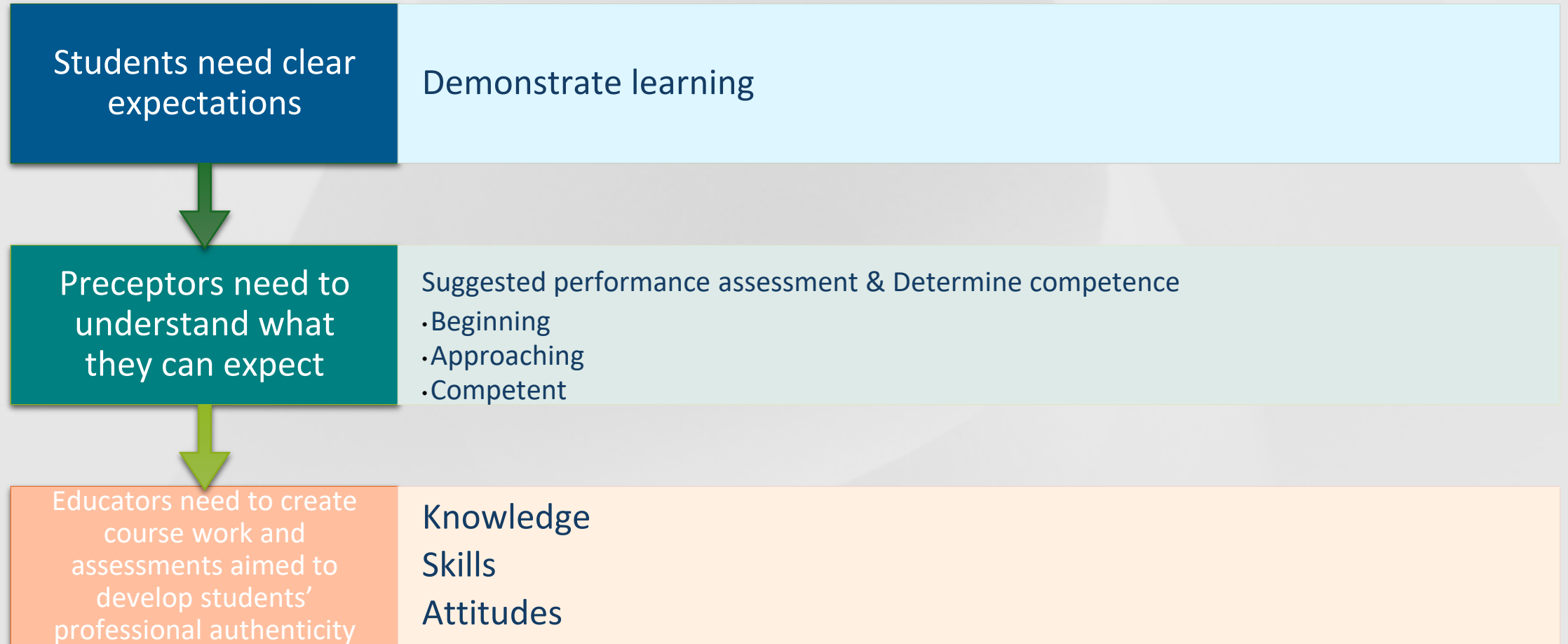
as they relate to student success and transition to practice

Student transition to practice

- Target audience:
 - Students
 - Educators
 - Preceptors
- Anyone considering returning to school?



Relevance



Who are they: Mission and Vision

- AACN
 - As the collective voice for academic nursing, AACN serves as the catalyst for excellence and innovation in nursing education, research, and practice
- NONPF
 - A national leader and global partner uniting and mobilizing nurse practitioner educators to advance excellence in NP Education
 - Priorities
 - Advance the transition to the DNP
 - Enhance quality and consistency of NP Programs
 - *Diversify and expand membership*
 - *Enhance member professional development and services*
 - *Expand NONPF's capacity and mission alignment*

(AACN, 2021; NONPF, 2024)



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AACN Domains

1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for the Nursing Discipline
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-based practice
8. Informatics and healthcare technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

(AACN, 2021)

What are
competencies?
Why now?

Behaviors, skills, attitudes required

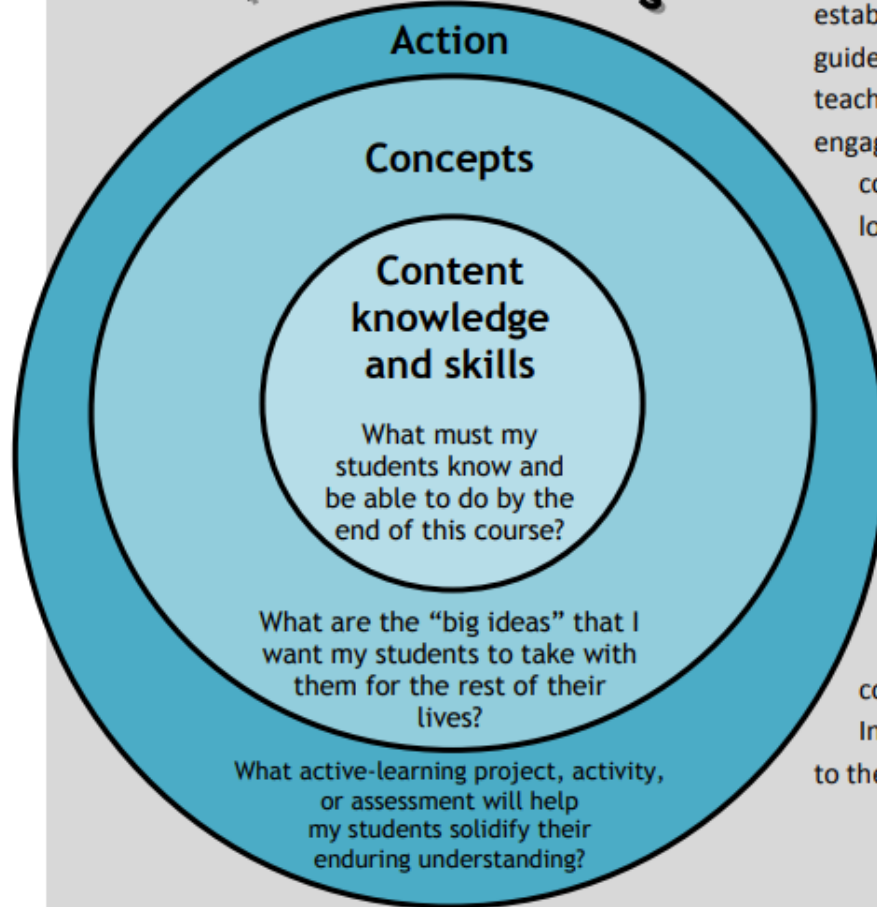


Days of content-based education are over



Response to call by the National Council State Board of
Nursing to ensure graduates have the clinical
judgement to deliver safe care in a complex work
environment

Concept-Based Teaching and Learning



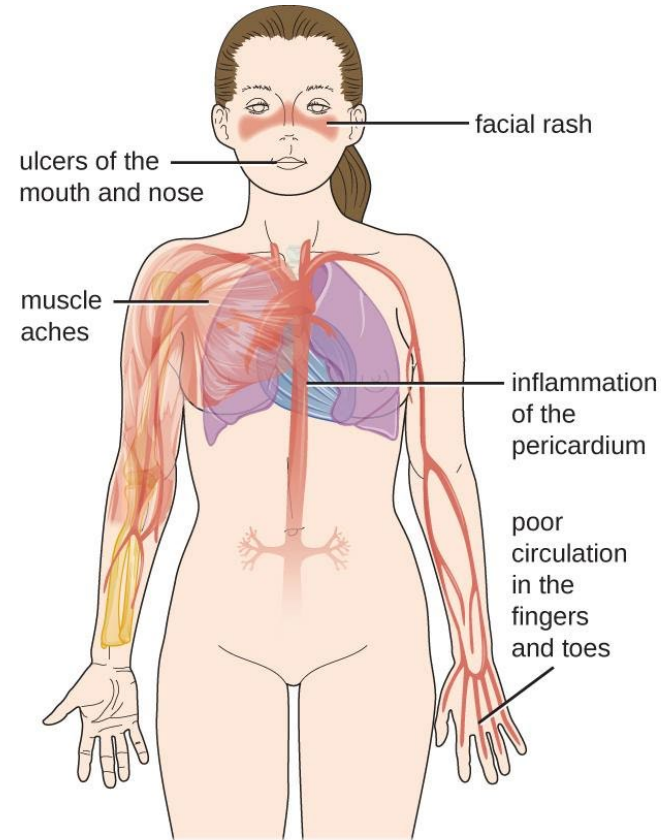
As we present it, concept-based instruction must begin with content skills and knowledge established by local standards and curriculum guides. To bring purpose to the content, the teacher plans learning activities that actively engage students in meaningful, “real world” concepts. These concepts could include skills, local issues, or values that might inspire students to act upon their learning. Relatively equal emphasis should be placed on both content and concepts throughout this process. A summative project or activity should be designed by the teacher to assess students’ mastery of the content as well as their ability to connect it to the “big picture” concept. This allows students to put their learning into action. An important reminder: concepts are not intended to replace content. Instead, concepts bring context and purpose to the content students are exploring.

- Josh and Joanne Edwards

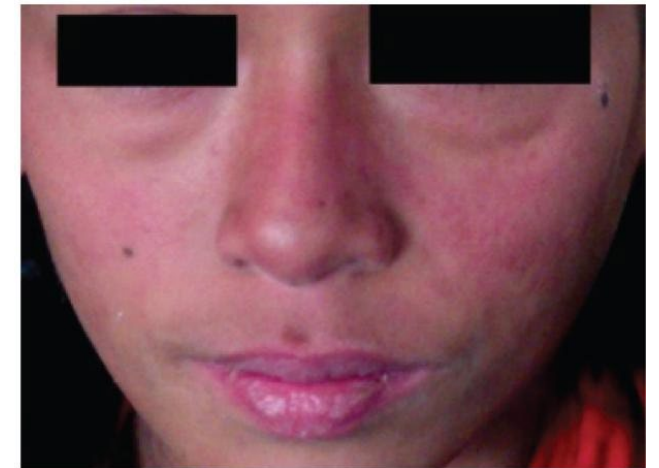
(Southeast Michigan Stewardship Coalition, 2017)

Competency based learning

- Competency based....
 - There is too much content to cover everything, *but you have the necessary knowledge, skills, and attitudes*
 - Apply knowledge, skills, and attitudes from pathophysiology, chronic disease management, and advanced health assessment, and theory courses to obtain a thorough HPI and engage in discussion about a disease
 - Ie. Applying lessons of inflammation and knowledge of population to navigate an encounter for a patient presenting with an exacerbation of systemic lupus



(a)



(b)

(Giddens, 2020)

Call to Action: *Beyond direct patient care*

- Professional activities
 - Improve outcomes
 - Need to elevate care to meet needs of complex patient populations
 - 2022-2026 NINR Strategic Plan: *to lead nurses to address health challenges and improve outcomes through data driven policy and practice changes*
 - Doctorate is the terminal degree that empower nurses to engage in research and improvement projects to inform these changes
 - CANP great venue to support this work
 - Encourage students to present
 - Form the habit of disseminating NP contributions early

National Institute of Nursing Research. (2022)



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Key Concepts of the AACN Essentials: Big Ideas

- Generation of new knowledge apart from the domain of quality and safety
 - Contribute expertise for broad dissemination of nursing knowledge
 - Domain 4: **Scholarship** for the Nursing discipline
 - Develop innovative interventions
 - Domain 6: Interprofessional Partnerships
 - Domain 7: **Systems-based practice**
 - Domain 8: **Informatics** and healthcare *technologies*
 - *Aligns with NINR plan to address evolving needs of individuals, communities, and populations*

(AACN, 2021)



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Relationship between AACN essentials and NONPF Core Competencies

AACN Essentials: Level 2
sub-competencies
*General Advanced Level
Nursing*

NONPF Role Core
Competencies
NP Specificity

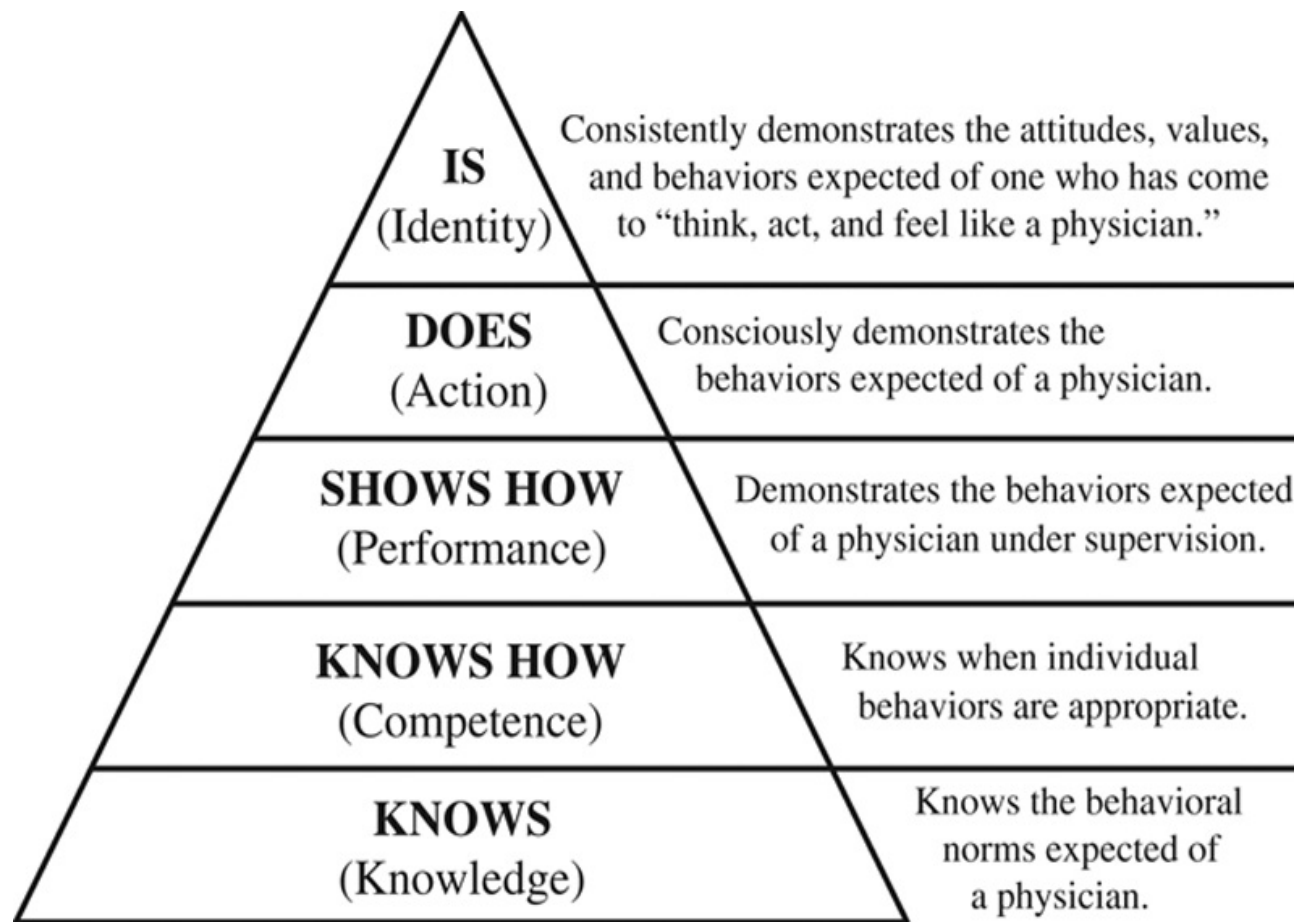
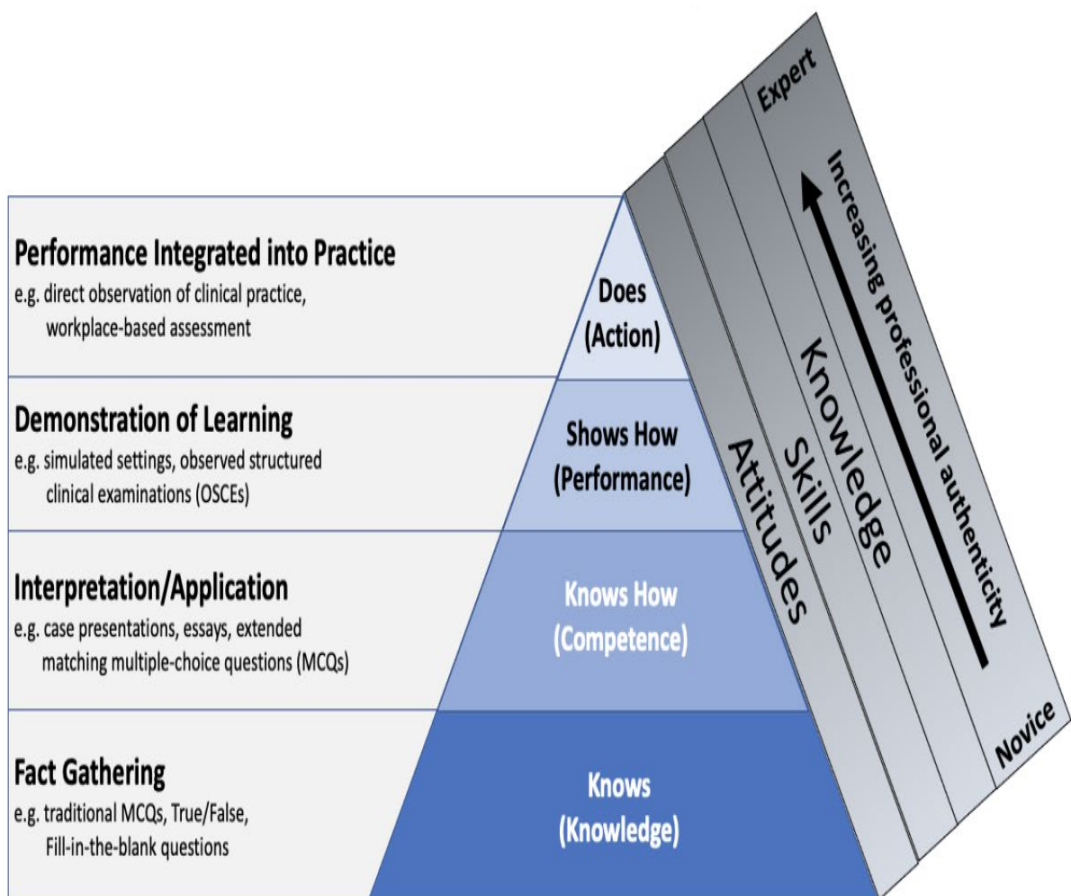
Observable Behaviors
Is competency obtained?

(National Organization of Nurse Practitioner Faculties, 2024)

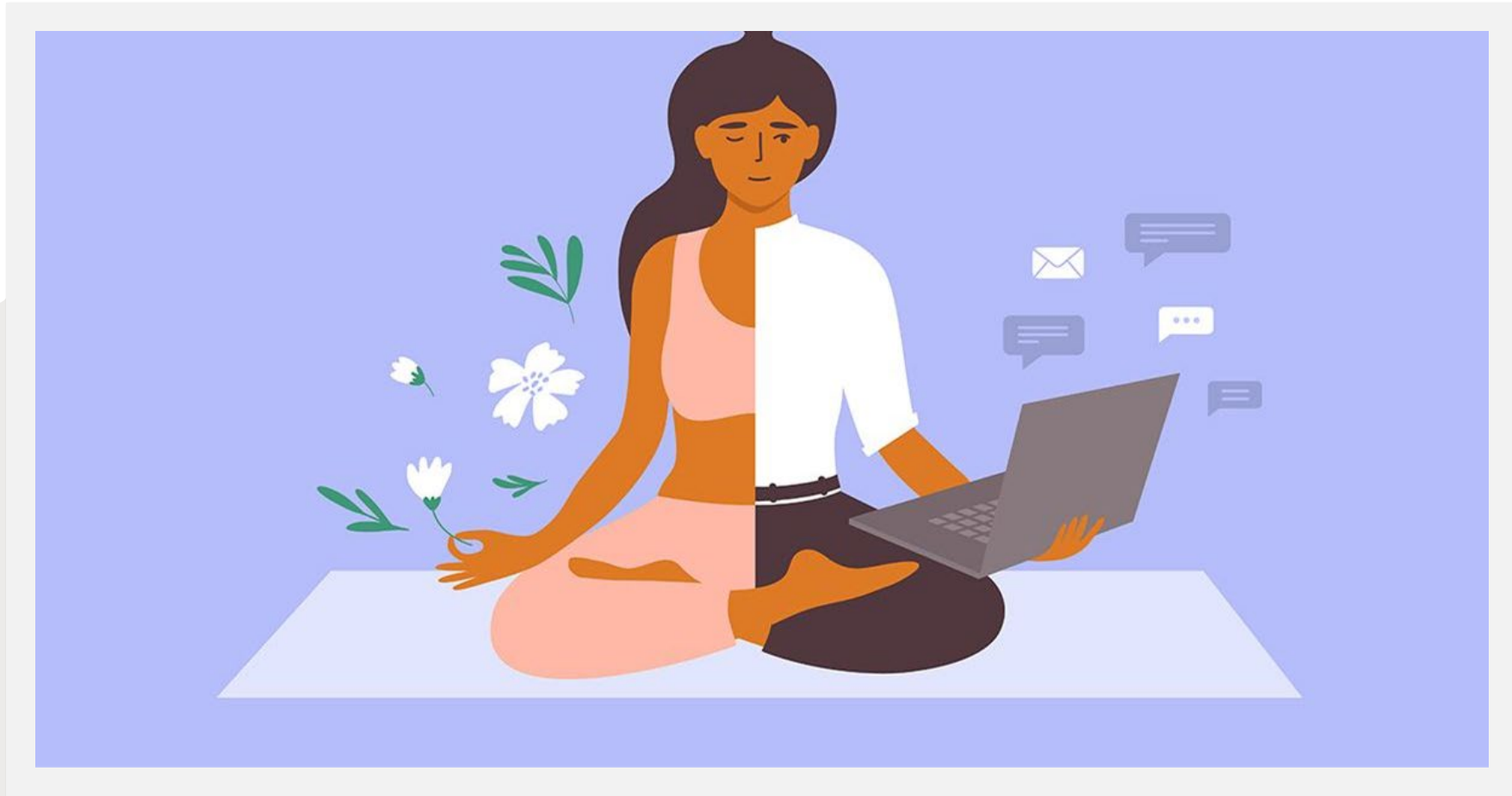
AACN Essentials, Advanced-Level Nursing Education	NONPF Nurse Practitioner Core Competencies	Progression Indicators: Required Observable Behaviors to be Demonstrated by Graduation	Suggested Performance Assessment of Observable Behaviors: 1. Beginning Competence 2. Approaching Competence 3. Competent
1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.	NP 1.1 Demonstrate an understanding of the discipline of nursing's and the NP's role distinct perspective and where shared perspectives exist with other disciplines.		
1.1e Translate evidence from nursing science as well as other sciences into practice.	NP 1.1h: Integrate historical, foundational and population focused knowledge into NP practice.	Core Behaviors: <ul style="list-style-type: none"> • Describes NP role to healthcare team and public. • Expresses commonalities across NP roles. • Expresses unique characteristics of each population foci. 	<ol style="list-style-type: none"> 1. Submits a written description of NP role and unique characteristics of each population foci. 2. Utilize role play to explain the NP role during an engagement with someone in public setting. 3. Simulation case embeds student responding to patient comment, 'Can you tell me more, what is an NP?'

- National Organization of Nurse Practitioner Faculties (2024)

Observable Behaviors: Then and Now



(Cruess, et al. 2016; Miller, 1990)



Objective 2:

Prioritize and individualize learning activities to maintain personal wellness and health

The NP Student of Today . . .

- *May have gone to nursing school OR began as a NEW GRAD during the pandemic*
- Enters the DNP program as a Full-time working nurse
- May **play many roles:** *partner, mother, daughter, sister, caregiver*
- *ACES, presenteeism, compassion fatigue*

(Bouchard & Rainbow, 2021)





The Educator of Today . . .

- May have dual roles: educator and practicing clinician
- Has **multiple responsibilities**: committees, scholarly work, documentation
- Balancing work-life obligations

Stressed Student, Stressed Educator

Pedagogical Wellness:

- *the practice of integrating evidence-based teaching and wellness strategies into the educational space to promote both **student and instructor** well-being and success in the classroom*

This practice is . . .

- Intentional
- Inclusive
- Engaging
- Transparent
- Trauma-informed

“Welcome” Students to your Course or Clinic



Course orientation



How to succeed in the course or clinic setting



Review each assignment and rationale



Build Connections through Open Communication

- Establish ground rules
- Create an Inclusive environment
- **Recognize expertise and leadership** among students
- Communicate often; living in the dark creates anxiety
- Set boundaries & expectations for communication

Foster and Encourage Learning Autonomy: Classroom

- Address all **learner types**
- Build in self-regulation & support
- Competency-based learning- show them an example of **expert/excellent**
- Peer-review & Mentorship

(Duong et al., 2023)





Foster and Encourage Learning Autonomy: **Clinic**

- Build in self-regulation & support
- Competency-based learning- show them an example of “**expert**”
- Peer-review & Mentorship
- Assign self-study topics



Create Structures for Success: Classroom

- **Lower stakes** quizzes
- *Minimize* excess work, reading, content
- Scaffolding: turn in portions of assignments or drafts for feedback
- Allow revise & resubmit
- Incorporate **typical exam questions** during class or for review

(Guevara et al., 2021) (Duong et al., 2023)

Create Structures for Success: **Clinic**

- Offer frequent and structured feedback (2-way feedback)
 - ***Every shift***
- Be transparent
- Take out the *mystery*

(Duong et al., 2023)



Minimize Pressure and Competition: Classroom



Aim for universal success, rather than differential outcomes



Offer frequent & early graded activities



Reduce the **value or weighting** of major papers or exams



Don't single students out, allow for collaborative work



Test for important **concepts & application**, rather than random facts & memorization



Grade promptly to minimize worry



Strategies for Wellness: **Classroom**

- Create Assignments that require less grading
- **Allow students to drop** an assignment or their “lowest quiz score”
- Use technology: record your feedback
- Host **group office hours**: pick a theme!
- **During class**: offer optional wellness practices
 - Take breaks!
- **Give extensions**: when you can “feel the tension” & be gracious

(Guevara et al., 2021) (Duong et al., 2023)

Strategies for Wellness: **Clinic**



Take Breaks!



Practice Mindfulness: show your students how to PREPARE to listen



Optimize charting: create text macros/phrases, create templates



Go to lunch and chat about topics that aren't clinic or school related

Trauma-informed teaching: Classroom

- Give **content and trigger** warnings
 - *Allow students to step away if they need a break*
- Avoid singling students out, allow collaborative work groups
- Use **anonymous polls and gaming** w/use of nicknames (low stakes practice)
- **Avoid shaming students**, “did you do the reading?” “Have you practiced this assessment skill?”





Trauma-informed teaching: **Clinic**

- Avoid “*pimping*” students
- Don’t **shame, blame or make assumptions**
- **Advocate** for their learning
- Create an environment of *mutual respect*, **demonstrate professionalism**
- *Avoid professor bashing:*

“who taught you how to do it like that?” “Have they not taught you about this disease?” “Why haven’t you learned this?”

(Li, Y. et al., 2019)



Objective 3:

Articulate barriers to meeting academic goals and develop a plan for success

Barriers to Meeting Academic Goals

Program Expense

Distance of Commute

Work/Family Schedule Considerations

Feelings of isolation & loneliness

Lack of Cultural competence

Lack of Emotional & advisory support

Program Expense



Tuition

~30-54 Units

~\$225 - \$1500 per unit

In-State/Out-State

Public or Private



Supplies

School Scrubs

White Coat

Otoscope/Ophthalmoscope



Driving to Clinicals



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Distance to Commute

Program Types

- In person
- Hybrid
- Online

Limited Study Time

- Time during commute
- Increased anxiety

Clinical

- Rural
- Urban/Suburban

Associated Costs

- Gas prices
- Car maintenance



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Work & Family Schedule Considerations

Emotional Challenges

- Emotional collapse
- Burnout

Power Struggles

- Faculty
- Preceptors

Social Isolation

- Increased time alone to study
- Withdrawing from social aspects

Losing connections with friends & family

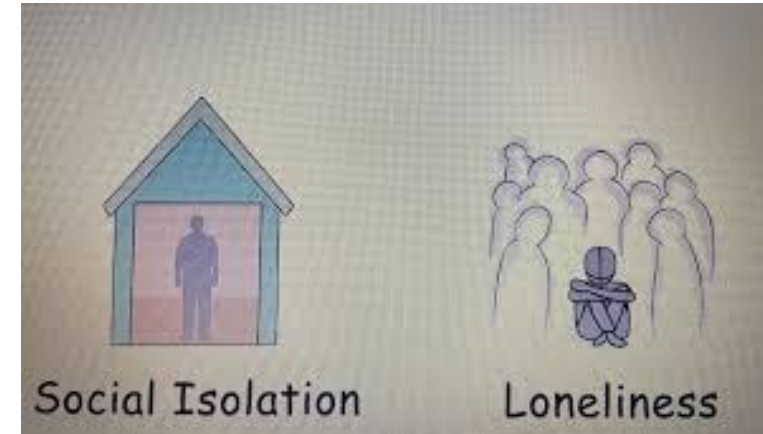
Reduced focus to study



Hlabse et al., 2016

Feelings of Isolation & Loneliness

- Emotional Challenges
- Emotional collapse
- Burnout
- Power Struggles
- Faculty
- Preceptors
- Social Isolation
- Increased time alone to study
- Withdrawing from social aspects
- Losing connections with friends & family
- Reduced focus to study



Zhu et al., 2024

Lack of Cultural Competence

Lack of understanding

- Cultural norms
- Cultural differences
- Cultural values
- Cultural sensitivity



Liu et al., 2022

Lack of Emotional & Advisory Support



- Pandemic
- Preceptors
 - ✓ Competition
 - ✓ Pay for precepted clinicals
 - ✓ Lack of preceptors
- Requirements of Preceptors
- Standardization of Programs
- Clinical sites decreasing numbers of students



McInnis et al., 2021

Developing a Plan for Success

- Assess Readiness
 - Home/Work Life
 - Identify Obligations
 - Ability to ↓ work
 - Financial Planning
 - Work Obligations
 - Financially able to return to school
 - Scholarships
 - Work tuition reimbursement
 - Social Support
 - Family
 - Friends
 - Peers/Colleagues



Developing a Plan for Success

- During the Program
 - ✓ Continue Self Care!
 - Exercise
 - Extracurricular Activities
 - Reward Self for Accomplishments
 - ✓ Dedicate predetermined times for studying
 - Schedule them in
 - Break during breaks- not catch-up time
 - ✓ Ask for help!
 - Faculty
 - Preceptors
 - Mentors
 - ✓ Identify short- & long-term objectives/goals each semester/quarter



Developing a Plan for Success

- During the Program – Continued
 - ✓ Clarify assignments or clinical rotations prior to completing
 - ✓ Use available resources
 - Clinically
 - UptoDate
 - Epocrates
 - EMRA Abx
 - MDCalc
 - Academically
 - Writing Center
 - Librarian
 - Technical Support



Developing a Plan for Success



- After Graduating
 - ✓ Reward self for completion
 - Throw yourself a graduation party!
 - Self indulgent
 - ✓ Schedule time away
 - Relax
 - Rejuvenate
 - ✓ Reconnect with family & friends
 - Plan get togethers
 - Plan outings with friends
 - ✓ Develop a study plan for taking certification exam
 - Take a review course
 - Study partner
 - Stick to a date for exam



Objective 4:

Engage in group discussions to review meaningful solutions to ensure a stable transition to practice

At your table: Discuss one of the following



How can you integrate a competency-based learning framework into current onboarding procedures?



What self-care practices are you modeling for preceptees and new graduate NPs to demonstrate wellness is a priority?



What are some innovative strategies you can implement to ensure a stable transition to practice in your organization?

Thank You For
Your Time Today

—
ANY QUESTIONS?

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