Developing a Toolkit for Implementing the AACN Essentials – Domain #1

MARLAINE C. SMITH, RN, PHD, AHN-BC, HWNC-BC, FAAN

PEGGY L. CHINN, RN, PHD, DSC(HON), FAAN

LESLIE H. NICOLL, PHD, MBA, RN, FAAN

Background

▶ AACN published *The Essentials: Core Competencies for Professional Nursing Education* in 2021.

▶ Critique of previous *Essentials* (BSN, MSN, DNP).

▶ Process of developing *The Essentials.*

▶ Development of Toolkits to support implementation of new curricular standards.

What is a Toolkit?

- A toolkit is a digital/electronic **continuously evolving document** that will serve as an important **resource for faculty** and others in implementing the re-envisioned Essentials. The tool kit resources **will be reviewed regularly** for currency and relevance to entry-level and advanced levels of professional nursing education. **New resources will be added as appropriate**.

Background

- Key Foundational Elements
  - Nursing as a discipline
  - Competency-based education
  - Essentials Model
  - Domains and Concepts

ESSENTIALS MODEL

LEVEL 1	LEVEL 2
AACN Essentials Entry-Level Professional Nursing Education sub-competencies	**AACN Essentials** Advanced-Level Nursing Education sub-competencies —and— Specialty requirements / competencies
Used by programs preparing a nurse for an initial professional nursing degree.	Used by programs preparing a nurse for specialty practice in nursing.

Domains and Concepts

▶ Domains

1. Knowledge for Nursing Practice
2. Person-centered Care
3. Population Health
4. Scholarship for Nursing Practice
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-based Practice
8. Information and Technologies
9. Professionalism
10. Personal, professional leadership development

▶ Concepts

1. Clinical judgement
2. Communication
3. Compassionate care
4. Diversity, equity, inclusion
5. Ethics
6. Evidence-based practice
7. Health policy
8. Social determinants of health

Purpose

- ▶ Review Domain #1 Knowledge for Nursing Practice.

- ▶ Share the evolving Toolkit for Domain #1 that was developed.

- ▶ Receive feedback from you, the participants, for purpose of improving it.

Domain #1 Knowledge for Nursing Practice

▶ Integration, translation and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in the liberal arts and natural and social sciences. (AACN, 2021)

▶ **Competencies:**

  ▶ Demonstrates an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.

  ▶ Apply theory and research-based knowledge from nursing, the arts, humanities and other sciences.

  ▶ Demonstrate clinical judgement founded on a broad knowledge base

Domain 1: Knowledge for Nursing Practice

- **Foundational Assumptions:**
  - Nursing knowledge is privileged and should be predominant in nursing education and practice.
  - Grand, middle range, practice/situation specific theories, the research testing or generating those theories, and practice models and approaches guided by those theories constitute nursing knowledge.
  - All patterns of knowing are essential for practice.
  - Knowledge from physical, biological and social sciences, humanities and arts informs competencies essential for nursing practice at both entry and advanced levels.

Domain 1: Knowledge for Nursing Practice

► **Foundational Assumptions:**

- ► Nursing knowledge must be integrated throughout the curriculum and evident in the competencies across all domains and concepts.

- ► Foundational courses in the discipline of nursing at both the entry and advanced practice levels ground students in this body of knowledge which must be threaded in the competencies for practice.

- ► Teaching nursing knowledge in one course without application in practice renders it useless and diminishes the distinctive contribution of nursing practice to the health and wellbeing of those served.

Domain 1: Knowledge for Nursing Practice

► **Foundational Assumptions:**

  ► Meeting the competencies requires integrative teaching-learning experiences that connect didactic and practice experiences. Examples are:

   ► Use of practice exemplars, nursing situations, case studies, paradigm cases, practice stories

   ► Raising questions in debriefing in simulation learning

   ► Integrating nursing knowledge into preparation for and reflection on care of persons (families, communities) in clinical/practice learning experiences

Domain 1: Knowledge for Nursing Practice

- **Foundational Assumptions:**
  - Nursing knowledge, like in many other disciplines, has been formed from a predominant western, Eurocentric worldview. The diversity of knowledge from indigenous, African, Asian, Latinx peoples and cultures is minimal or absent. It is imperative to seek out and amplify the knowledge (philosophies, theories, research approaches, practices) from these sources in all levels of nursing curricula.

Domain 1: Knowledge for Nursing Practice

- **Integrative Learning Strategies:**
  - Contextualize knowledge within practice exemplars, nursing situations using all patterns of knowing. (Barry, Gordon & King, 2015)
  - Four shifts for integration (Benner, Sutphen, Leonard, Day, 2010):
    - From covering decontextualized knowledge to an emphasis on teaching from a sense of salience, situated cognition and action in particular situations;
    - From separation to integration of clinical and classroom learning;
    - From emphasis on critical thinking to practice reasoning and multiple ways of thinking;
    - From socialization and role taking to formation.

Domain 1: Knowledge for Nursing Practice

Integrative Learning Strategies:

► Questions to spark dialogue and analysis of the practice story, nursing situation (Chinn, Kramer & Sitzman, 2022):

  ► What empirical knowing guides nursing practice in this situation (nursing theories & research; theories & research from other disciplines).

  ► What ethical and moral knowing guide nursing practice? (principles, codes, values, etc.)

  ► What personal knowing guides nursing practice? (personal reflections on self, spiritual knowing/unknowing, etc.)

  ► What aesthetic knowing guides nursing practice? (nursing as art/act, creating healing environments, envisioning, inspiration)

  ► What emancipatory knowing guides nursing practice in this situation? (political-social-economic structures that impact health, facilitating humanization, disrupting inequities, ways of engaging communities to support change).

Domain 1: Knowledge for Nursing Practice

- **Example:**
  - Nursing situation about caring for an older adult after a stroke transitioning from a rehabilitation facility to home with his wife who has memory loss; in a two story home with bedrooms on the second floor. What nursing knowledge might inform the situation:
    - Meleis' theory of transitions; Roy's theory of adaptive systems; Boykin & Schoenhofer's theory of nursing as caring. (Empirical knowing)
    - Research on care transition in the nursing literature. (Empirical knowing)
    - Pathophysiology of stroke. (Empirical knowing)
    - Pharmacotherapeutics of drugs prescribed. (Empirical knowing)
    - Health disparities related to stroke in the US. (Empirical and Emancipatory knowing)
    - Lived experiences of loss of independence, self-concept. (Empirical & Personal knowing)
    - Theories & research related to caregiver stress and support. (Empirical knowing)
    - Creating a safe, healing environment. (Empirical and Aesthetic knowing)
    - Ethics related to autonomy, justice, etc. (Ethical Knowing)
    - Art forms that re-presents the human experiences of loss, transition, aging, etc. (Aesthetic knowing)

Domain 1: Knowledge for Nursing Practice

- **Suggested Resources:**
  - Nursology.net
    - 70 nursing theories with links to original sources, examples of teaching strategies https://nursology.net/nurse-theories/; https://nursology.net/resources/teaching-strategies/ course outlines, directory of current textbooks that can be used , https://nursology.net/resources/books/ description of 12 journals that focus on nursing theory and philosophy https://nursology.net/resources/nursing-journals/; links to organizations dedicated to development of nursing theory and research https://nursology.net/resources/organizations/
  - Selected textbooks on Nursing theories – Entry and Advanced Levels
  - Fitne Videos of interviews with 31 nurse theorists
  - Books like *Case Studies in Caring* (Barry, Gordon & King, 2015)

Domain 1: Knowledge for Nursing Practice

▶ **Recommended Content – Entry Level:**

- ▶ Nursing as a Professional Discipline
- ▶ Focus of the Discipline of Nursing/Nursology
- ▶ Theory as Essential– Definitions, purpose, Relationship to research & practice
- ▶ Patterns of knowing in the Discipline
- ▶ Evolution of nursing as a professional discipline
- ▶ Structure of nursing knowledge – Disciplinary focus, paradigms, conceptual models, grand theories, practice/situation specific theories, research traditions, practice models
- ▶ Critical reflections on nursing theories
- ▶ Nursing knowledge: unique and borrowed
- ▶ Knowledge for practice
- ▶ Model for integration of knowledge for practice

Domain 1: Knowledge for Nursing Practice

▶ **Recommended Content – Advanced Level:**

  ▶ Advanced practice in the professional discipline of Nursing

  ▶ Analysis of the professional discipline

  ▶ Barriers to practice from nursing's unique disciplinary perspective

  ▶ Structure of advanced practice in Nursing

  ▶ Analyzing the burgeoning knowledge in nursing specialties/roles

  ▶ Creating advanced practice models based on nursing's disciplinary perspective

  ▶ Framing advanced practice through integrated knowledge development

  ▶ Critical reflections on existing innovative advanced practice models

  ▶ Developing advanced practice models based on nursing theories and relevant theories from other disciplines.

  ▶ Value of advanced practice models based on nursing knowledge

  ▶ Role of the advanced practice nurse in knowledge development

Domain or Concept	Knowledge for Nursing Practice
Domain	
D2 Person-Centered Care	Middle range theory of caring (Swanson); Travelbee, Orlando, Peplau, Unitary Caring (Smith), Health as expanding consciousness (Newman); Story theory (Smith & Liehr); Human becoming (Parse); Care, Core, Cure model (Hall)
D3 Population Health	Upstream model for population health (Butterfield), Theory of Critical Caring (Falk-Rafael); Community Nursing Practice Model (Parker, Barry & King); Science of unitary human beings (Rogers); Conceptual model of nursing and population health (Fawcett & Ellenbecker) Rural nursing theory (Winters & Lee)
D4 Scholarship for Nursing Practice	Integrated Expression of Knowledge in Practice (Chinn, Kramer & Sitzman)
D5 Quality and Safety	Quality-Caring model (Duffy)
D6 Interprofessional Partnerships	Role Based Practice Theory (O'Rourke) Bureaucratic caring (Ray)
D7 Systems-based Practice	Theory of bureaucratic caring (Ray); Peace and power theory (Chinn); AACN Synergy Model
D8 Informatics and Healthcare Technology	Theory of technological competency as caring in nursing (Locsin)

D9 Professionalism	Role-based Practice theory (O'Rourke); Attributes of caring (Roach)
D10 Personal, professional and leadership development	Theory of bureaucratic caring (Ray); Theory of human caring (self-care); From novice to expert (Benner); Nurses' psychological trauma (Foli); Strengths-based nursing and healthcare (Gottlieb).
Concept	
C1 Clinical judgment	Clinical power (Polifrioni); Patterns of knowing (Carper, Chinn & Kramer, Willis, White, Munhall); Primacy of caring (Benner).
C2 Communication	Modeling and Role Modeling (Erickson); Theory of human caring (Watson), Peace & Power theory (Chinn); Health as expanding consciousness (Newman); Story theory (Smith & Liehr); Human becoming theory (Parse); Deliberative nursing process (Orlando).
C3 Compassionate care	Watson's theory of human caring; Nursing as Caring (Boykin & Schoenhofer); Comfort theory (Kolcaba); Theory of unitary caring (Smith); Emancipatory theory of compassion for nursing (Georges),
C4 Diversity, equity and inclusivity	Theory of self-reliance (Lowe); Theory of cultural marginality (Choi); Theory of transcultural caring (Leininger); Emancipatory nursing practice (Walter) Transcultural caring dynamics (Ray); Theory of cultural humility (Foronda)
C5 Ethics	Theory of moral reckoning (Nathaniel)
C6 Evidence-based practice	Knowledge for Nursing Practice: Beyond Evidence Alone (Smith, Chinn, Nicoll); Evidence-Based Practice and Nursing Theory (Karnick)
C7 Health policy	Conceptual model of nursing and health policy (Fawcett & Russell)

C8 Social determinants of health	Critical caring theory (Falk-Rafael)
Curriculum Content	
Health-illness related experiences	Theory of meaning (Ritchie, Walter & Starck);Theory of symptom management (Bender, Janson, Franck & Lee) Theory of unpleasant symptoms (Lenz & Pugh);Theory of self-efficacy (Resnick);Theory of transitions (Meleis & Im);Theory of self-care of chronic illness (Riegel, Jaarsma & Stromberg);Expanded Chronic Care Model (Barr);Theories of uncertainty in illness (Clayton, Dean & Mishel)
Transitions in the Life Process	Theory of self-transcendence (Reed); Theory of Successful Aging (Troutman-Jordan); Child health assessment interaction theory (Barnard); Middle range theory of caring (Swanson);Middle range theory of parental post adoption depression (Foil)
Illness-related transitions	Transitions Theory (Meleis); Facilitating Resilience (Szanton and Gill) Illness experience (Morse & Johnson)
Healing and healing environments	Nightingale's theory; Theory of human caring (Watson); Dossey's theory of integral nursing; Process model of wholistic healing and personal transformation (Rosa)
Promoting health, well-being and quality of living and dying	Theory of Power as knowing participation in change (Barrett); Theory of health as expanding consciousness (Newman); Theory of health promotion (Pender) Theory of self-care (Orem); Theory of integrative nurse coaching (Dossey, Luck & Schaub); Situation-specific theory of heart failure self-care (Riegle & Dickson)

Stress, coping and adaptation throughout the life process	Roy Adaptation Model; Newman Systems Model
Cultural Care	Transcultural nursing (Leininger); Transcultural caring dynamics (Ray)
Human-environment energy field patterning	Rogers Science of Unitary Human Beings, Power as knowing participation in change (Barrett), Theory of Pandimensional awareness/integral presence (Phillips), Kaleidoscoping in change (Butcher)
Consciousness and health	Health as expanding consciousness (Newman)

Domain 1: Knowledge for Nursing Practice

▶ Selected Entry Level Assessment Strategies:

- ▶ Dialogue with assessor to articulate the disciplinary focus of her/his/their practice.
- ▶ Dialogue with assessor about knowledge that informs practice decisions.
- ▶ Self-assess knowledge of nursing theories that guide practice.
- ▶ Self-assess strengths and limitations of current practice based on theoretical knowledge.
- ▶ Test relevant nursing theories in practice.
- ▶ Develop a plan of care that integrates theory, evidence and other patterns of knowing.
- ▶ Compose a philosophy of practice that integrates the disciplinary focus of nursing, values and patterns of knowing.
- ▶ Evaluate outcomes of care based on concepts/ constructs from theoretical models.

Domain 1: Knowledge for Nursing Practice

▶ **Selected Advanced Level Assessment Strategies:**

  ▶ Dialogue with the assessor to differentiate her/his/their practice as an advanced practice nurse from other primary care providers (physicians, physician assistants) based on the focus of the discipline of nursing.

  ▶ Self-assess strengths and limitations of current nursing practice based on theoretical knowledge

  ▶ Innovate models for advanced nursing practice based on nursing theories.

  ▶ Develop plans of care for persons, families, populations, communities that integrate theory, evidence and other patterns of knowing.

  ▶ Dialogue with peers about the philosophical and theoretical foundations of their practice.

  ▶ Contributes nursing's unique disciplinary perspective to interprofessional team meetings related to patient, family, population, community care.

Challenges in Implementing the Toolkit

- Experts needed in nursing knowledge.

- Integration of nursing knowledge throughout the curriculum.

- Shifting to a new paradigm of teaching – what is knowledge for nursing practice? And how do we teach it?

- Faculty Development
  - Enhancing knowledge of nursing theories
  - Enhancing understanding of competency-based learning
    - Developing competencies
    - Assessing competencies

We need your thoughts and feedback.