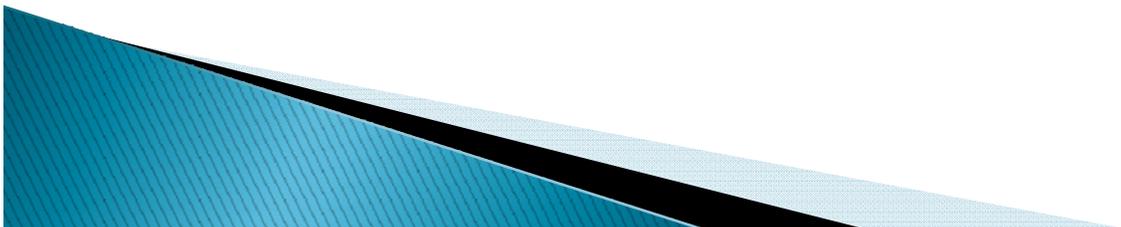




Texas Board of Nursing Education Department Differentiated Essential Competencies (DECs)

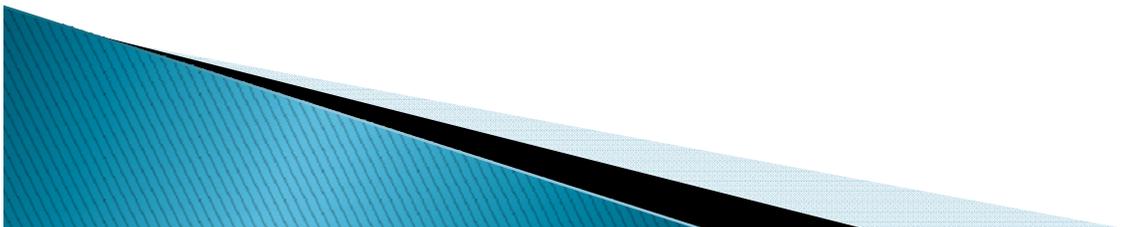
Agenda

- ▶ Introduction
- ▶ Purpose of Webinar
- ▶ History
- ▶ Rationale
- ▶ Implementation
- ▶ Questions & Answers



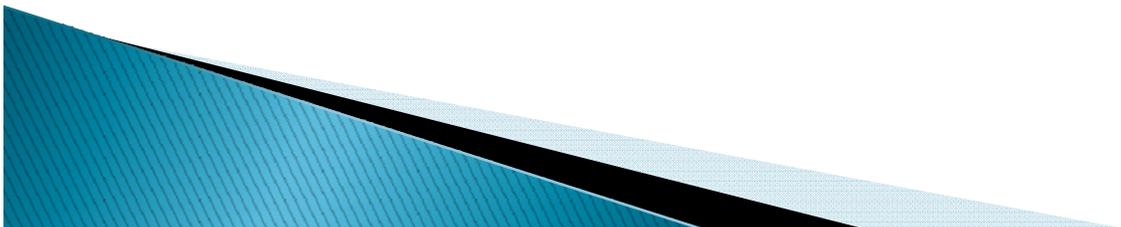
Introduction

- ▶ Welcome!
- ▶ Director of Nursing Practice & Education
 - Mary Beth Thomas, PhD, RN
- ▶ Board Education Consultants
 - Janice Hooper, PhD, RN, Lead Education Consultant
 - Virginia Ayars, EdD, MS, RN
 - Robin Caldwell, PhD, RN, CLNC



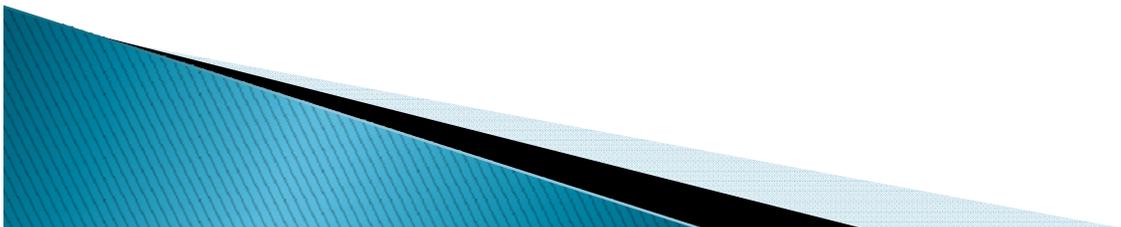
Introduction

- ▶ Webinar Etiquette
 - How to Ask Questions
 - When to Ask Questions
- ▶ Hand-outs



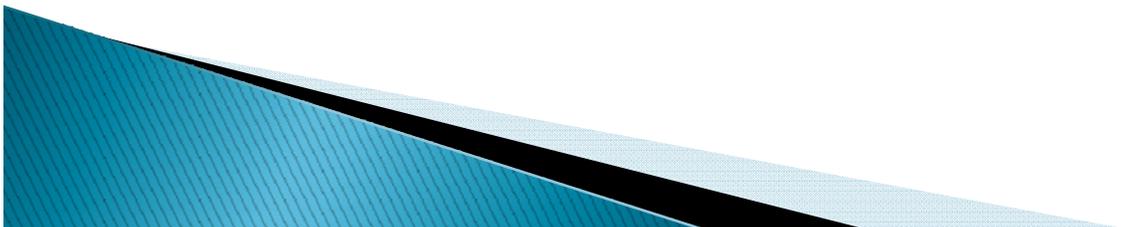
Purpose of Webinar

- ▶ The purpose of the DEC's Webinar is to assist Texas nursing education program deans, directors, coordinators, and faculty members to incorporate the DEC's into nursing education program curricula.



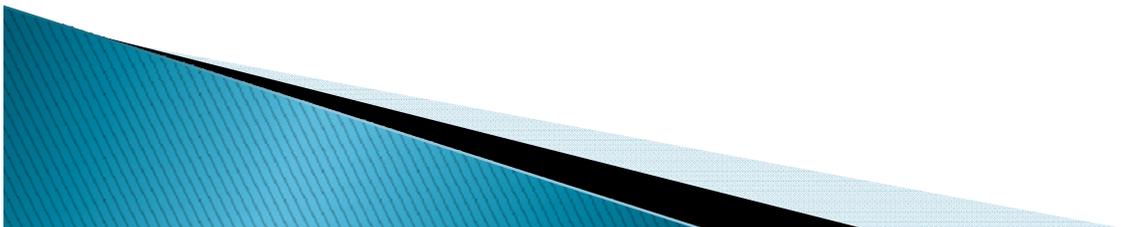
Purpose of Webinar

- ▶ Competence is the ability to develop habits of good practice (NCSBN)
- ▶ The acquisition of competence proceeds along a continuum and newly licensed nurses in transition are at various stages of the development of a habitual capability of applying knowledge and skills in practice (NCSBN Transition to Practice Study)



Purpose of Webinar

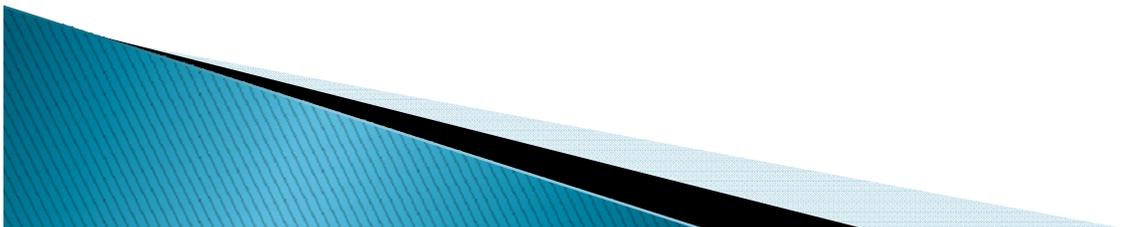
- ▶ Why review and update?
- ▶ In light of new knowledge regarding nursing, nursing education, care of patients, and competency validation:
 - Does the essential knowledge for the curriculum of each level of nursing align with national standards?
 - Are the behaviors/clinical judgments of each level appropriate for entry into practice



History

Evolution of Competencies

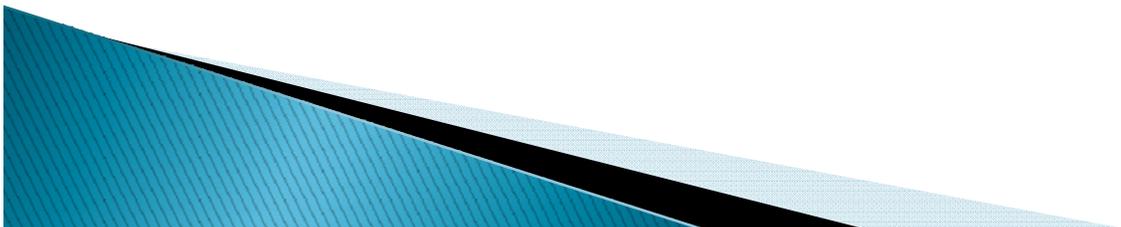
- ▶ 1988 – Legislative Mandate
- ▶ 1993 – Nursing Education Advisory Committees (NEACs)
- ▶ 2002 – Differentiated Entry Level Competencies (DELCS)
- ▶ 2008 – TBON issued charge to Advisory Committee on Education to review and revise DELCS
- ▶ 2010 – Differentiated Essential Competencies (DECs)



History

Work Group Participants

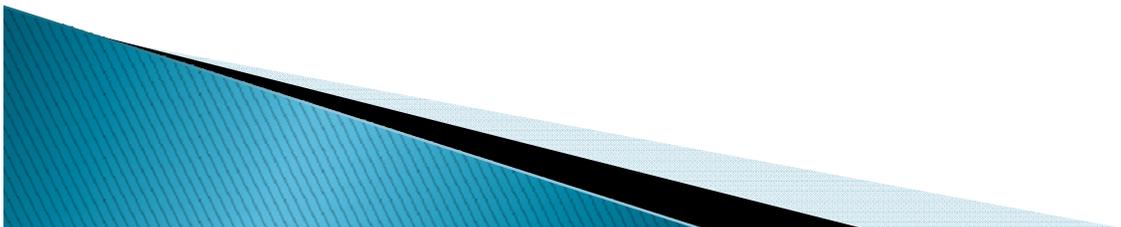
- LVN practice
- RN practice
- VN education
- Diploma education
- ADN education
- BSN education
- TONE
- TAVNE
- TOADN
- TOBGNE
- Acute-care
- DADS
- DSHS



History

Literature Review

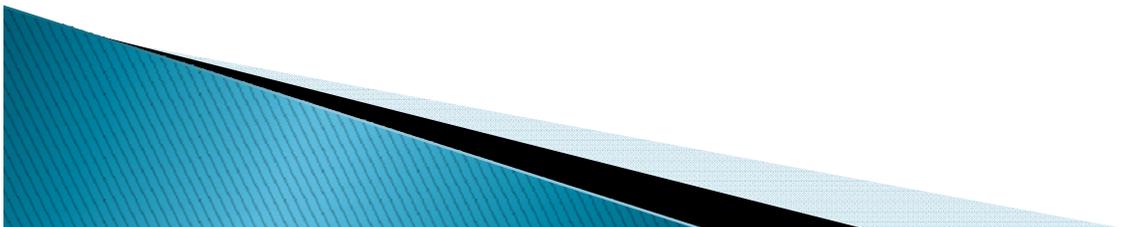
- ▶ Joint Commission National Patient Safety Goals
- ▶ IOM Competencies
- ▶ Benner's Stages of Clinical Competence
- ▶ Carnegie Report: Educating Nurses – Benner
- ▶ AACN Essentials
- ▶ NAPNES Standards
- ▶ NLNAC Standards for Accreditation



History

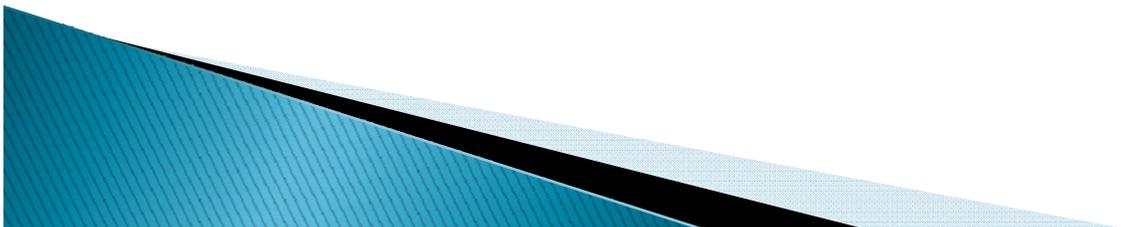
Literature Review

- ▶ CCNE Standards for Accreditation
- ▶ QSEN
- ▶ Oregon Consortium
- ▶ ANA Professional Role Competence Principles
- ▶ NCLEX Test Plan
- ▶ TBON Nursing Practice Act & Rules and Regulations



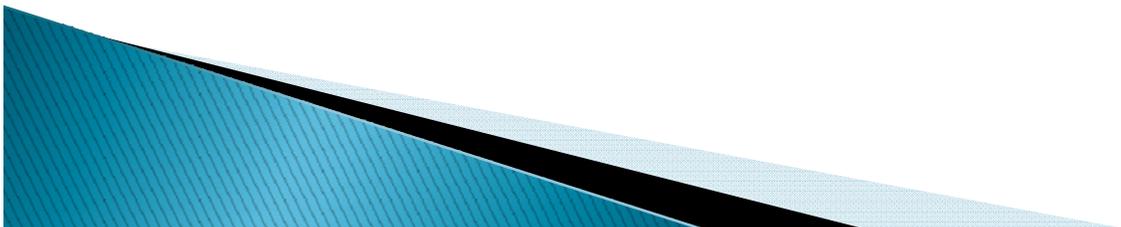
Rationale

- ▶ Value to Nursing Education Programs
 - Essential competencies for nursing graduates to ensure safe, competent practice for new nurses
 - Students in Texas nursing education programs have addressed these competencies in their education



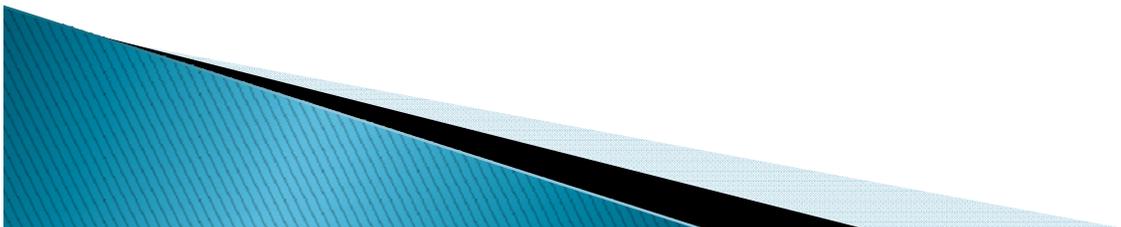
Rationale

- ▶ Value to Nursing Education Programs
 - Students have been prepared educationally
 - Students have had the opportunity to demonstrate the competencies through clinical practice, classroom learning activities, projects, and examinations



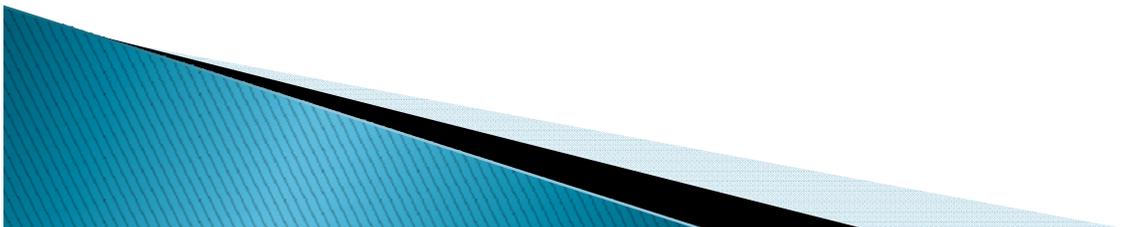
Rationale

- Program Director signs the Affidavit of Graduation attesting that each graduate has completed all program requirements – one of which is to meet the DEC's objectives
- DEC's serve to standardize educational outcomes to ensure that graduates have core competencies



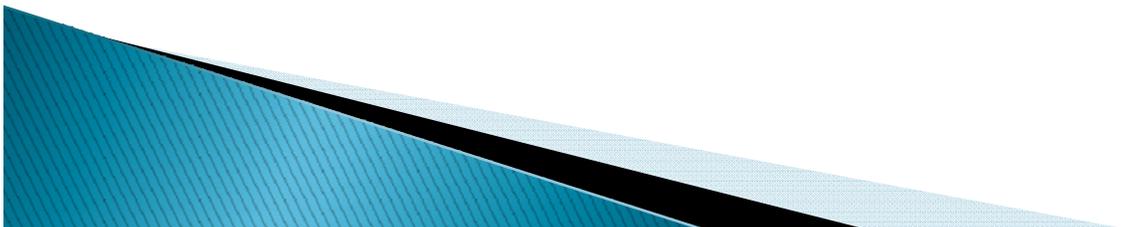
Rationale

- ▶ Value to Nursing Practice Settings
 - Establish a template for discussion and feedback between nursing education programs and employers of nurses
 - Guide for development of employee orientation and internship programs
 - Guide for job descriptions and career ladders
 - Provide data for determining entry-level competencies



Rationale

- ▶ Identify threads central to nursing that are increasingly complex across educational levels
- ▶ Identify minimum competencies that may be tracked and leveled across the identified continuum of nursing education
- ▶ Identify knowledge, judgment, behaviors, skills, and professional values expected of nursing graduates (VN, Diploma/ADN, BSN)

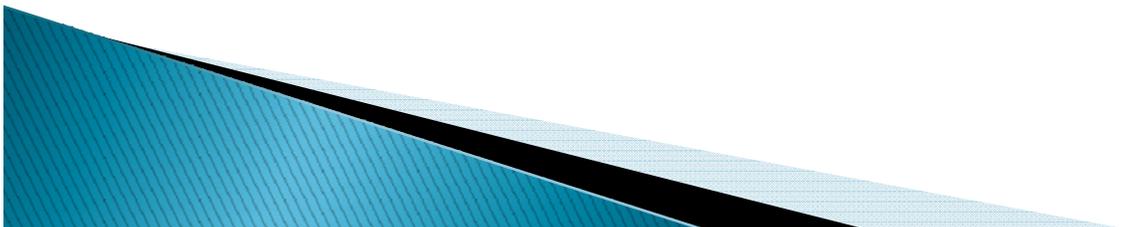


Implementation of the DECs

▶ Curriculum Development

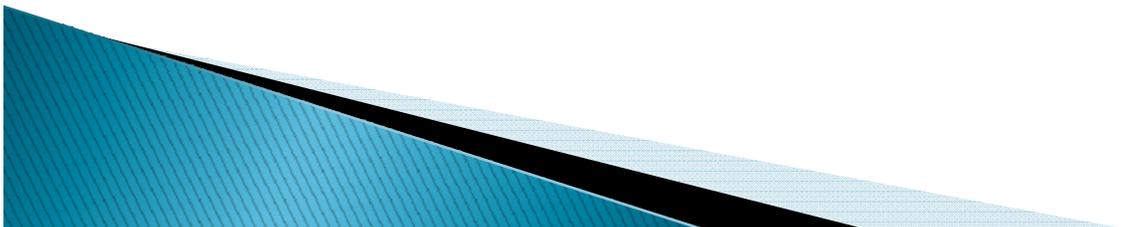
▶ Important elements

- Institution philosophy and mission statement
- Nursing program philosophy and mission
- Current nursing and health care trends
- Reflect faculty beliefs about nursing, health, illness, the patient, the environment, and society
- May or may not be related to a specific nursing theorist



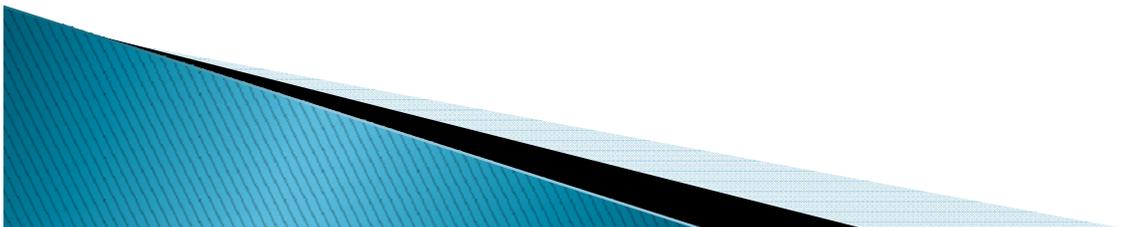
Implementation of the DEC's

- ▶ Major Components of a Curriculum
 - Terminal competency statements of graduates (program objectives / outcome statements)
 - Required nursing courses as well as general education courses
 - Course content: course description and objectives



Implementation of the DEC's

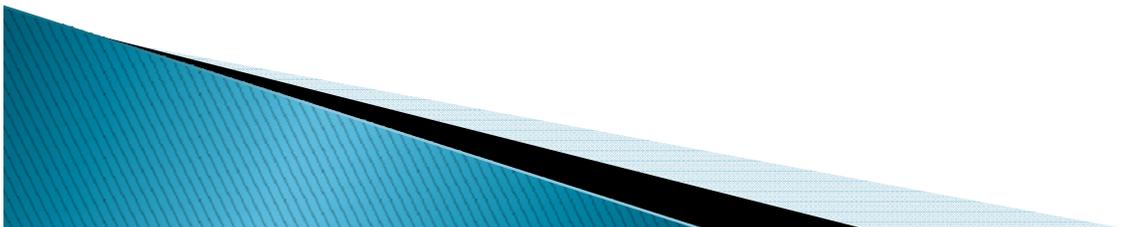
- Curriculum threads: Major concepts of the program
- Faculty supervised clinical learning experiences
- Clinical objectives and clinical evaluation tools
- Clinical Learning Lab: may include skills and simulation



Implementation of the DEC's

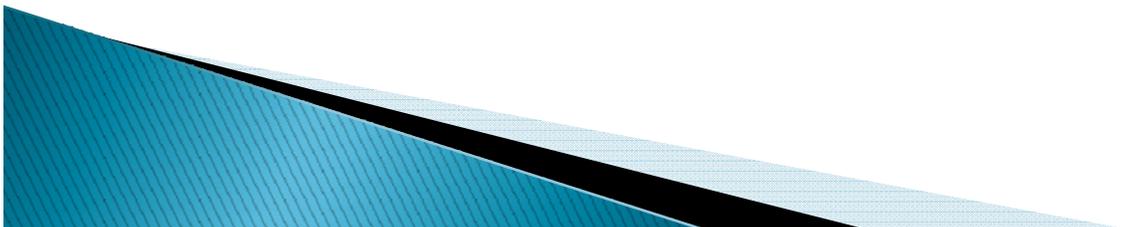
Curriculum Review & Revision

1. Values, Mission, Goals of Institution
2. Purpose of Nursing Program
3. Philosophy of Nursing Program
4. Program Outcomes
5. Course Descriptions
6. Course Outcomes
7. Course Competencies
8. Clinical Evaluation Tools



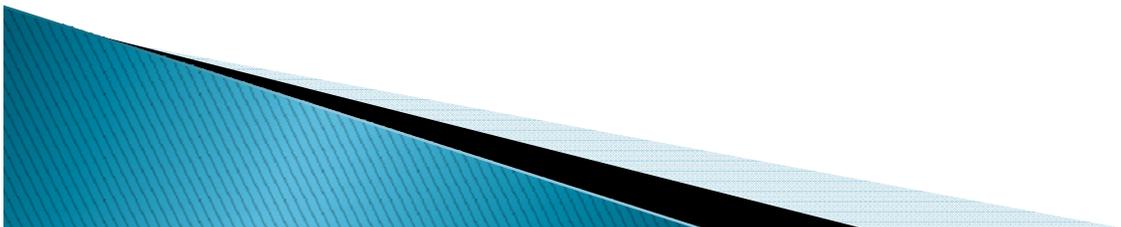
Implementation of the DEC's

- Faculty Meeting to discuss application of DEC's to level of nursing education program
- Consider meanings & ask questions
 - How do you begin the process in your program?
 - What are faculty beliefs regarding the nursing education experience?
 - Are program objectives/goals in alignment with the intent of the DEC's? Should change occur?



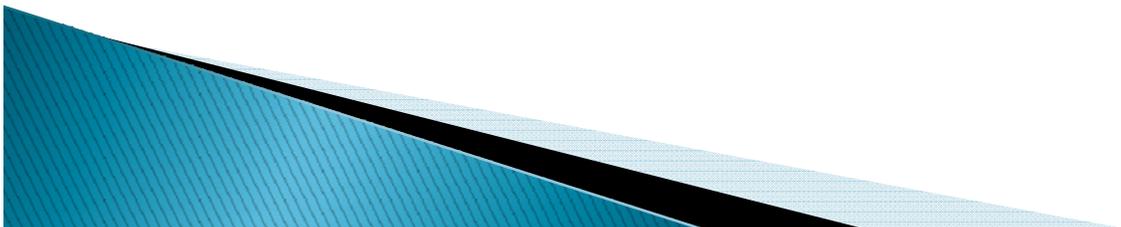
Implementation of the DECs

- ▶ Four major concept areas:
 - Scope of practice, role
 - Patient care – nursing process
 - Advocacy for patient safety
 - Collaborator



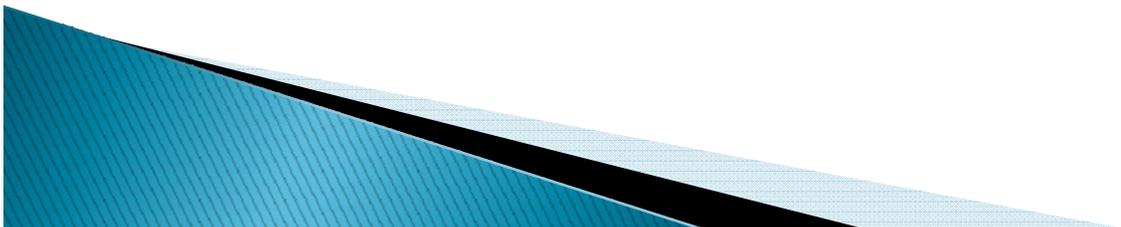
Implementation of the DECs

- ▶ How to Include DECs in Curriculum
 - Terminal Program Outcome Statements reflect DEC concepts
 - Complete a Curriculum Analysis chart for each knowledge and clinical behavior and judgment statement in the DEC document
 - Update each Clinical Evaluation Tool to reflect the four roles of the nurse



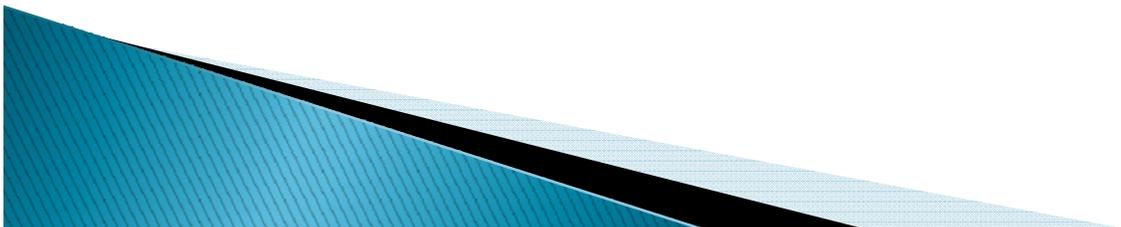
Implementation of the DEC's

- Review textbooks for DEC concepts
- Include DEC's in the Total Program Evaluation as a tool to assess the curriculum and program outcome statements
- Include DEC's in course papers, projects, case studies
- Include DEC's in clinical preparations, assignments, and learning activities



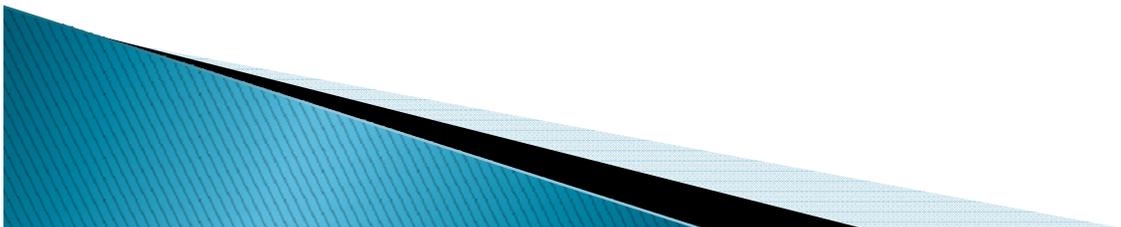
Implementation of the DEC's

- Didactic Content
- Which courses fulfill the DEC's?
 - Examine Knowledge areas to determine if included in didactic content



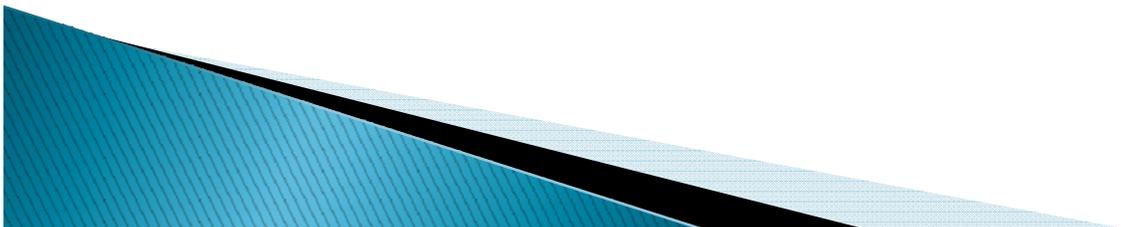
Implementation of the DEC's

- ▶ Skills & Clinical Components
 - Where do the Competencies fit into the clinical progression of nursing students?
 - Competencies vary in complexity
 - Skills may be practiced in clinical learning situations, skills labs, or simulation labs
 - Not all competencies are skills driven
 - Competencies may address collaboration and decision-making



Implementation of the DEC's

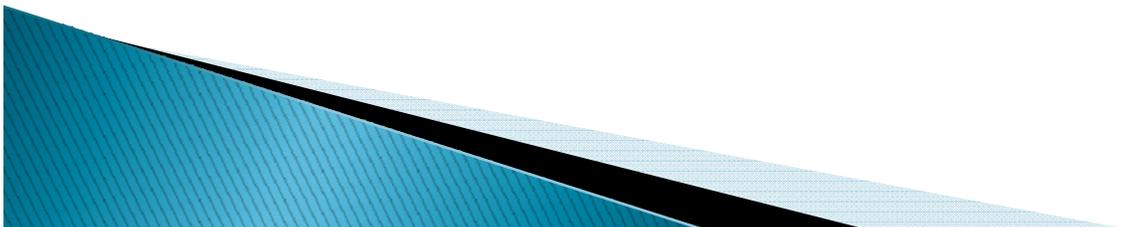
- ▶ Map DEC's to the didactic & clinical courses
- ▶ Develop a matrix to show where DEC's are located in the program
- ▶ Develop a plan to weave DEC's and courses



Questions & Answers

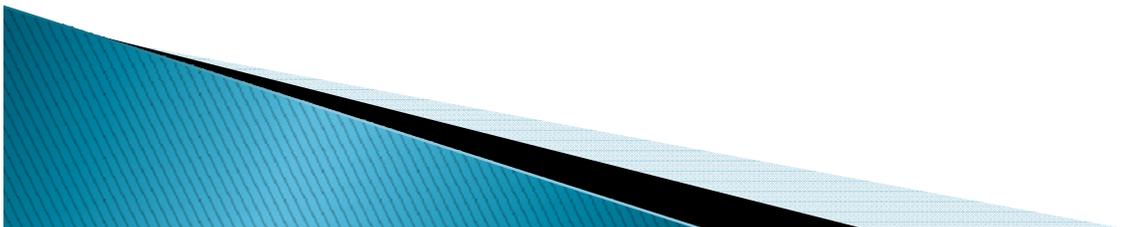
- ▶ What do the DEC's mean to nursing programs of study?
- ▶ What is the value?

This is an opportunity for the faculty to *own* the curriculum, to make major contributions to the revisions, and implement creative ways to teach the concepts.



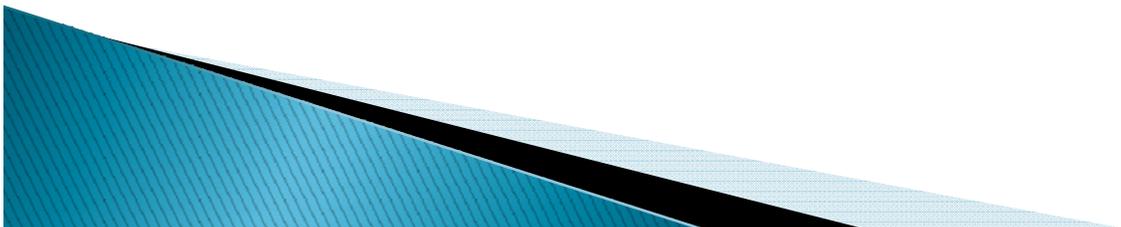
Competency

- An expected level of performance that integrates knowledge, skills, abilities, and judgment



Acknowledgements

- ▶ April Ernst, MSN, RN, Chair
 - Hallmark College Associate Degree Nursing Program
- ▶ Joe Lejia, MS, RN, Director
 - RGV Careers Vocational Nursing Program
- ▶ Michelle Marburger, MSN, RN, Director
 - Blinn College Vocational Nursing Program



References

- ▶ Texas Board of Nursing (2010). *Differentiated essential competencies of graduates of Texas nursing programs*. Retrieved from <http://www.bon.texas.gov/about/pdfs/delc-2010.pdf>

