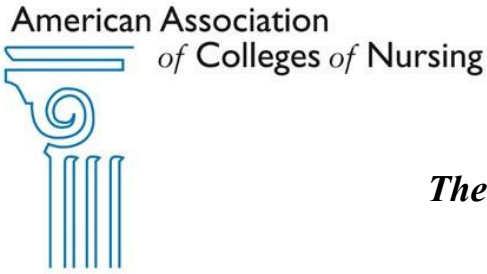




The  
**Essentials**  
of Baccalaureate Education  
for Professional Nursing Practice

American Association of  
Colleges of Nursing



***The Essentials of Baccalaureate Education  
for Professional Nursing Practice***  
October 20, 2008

**TABLE OF CONTENTS**

<b>Executive Summary</b>	3
<b>Background</b>	5
Nursing Education	6
The Discipline of Nursing	7
Assumptions	8
Roles for the Baccalaureate Generalist Nurse	8
Preparation for the Baccalaureate Generalist Nurse: Components of the <i>Essentials</i>	10
<b>The Essentials of Baccalaureate Education for Professional Nursing Practice</b>	
I. Liberal Education for Baccalaureate Generalist Nursing Practice	10
II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety	13
III. Scholarship for Evidence-Based Practice	15
IV. Information Management and Application of Patient Care Technology	17
V. Healthcare Policy, Finance, and Regulatory Environments	20
VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	22
VII. Clinical Prevention and Population Health	23
VIII. Professionalism and Professional Values	26
IX. Baccalaureate Generalist Nursing Practice	29
<b>Expectations for Clinical Experiences within the Baccalaureate Program</b>	33

<b>Summary</b>	35
<b>Glossary</b>	36
<b>References</b>	40
<b>Appendix A:</b> Task Force on the Revision of the <i>Essentials of Baccalaureate Education for Professional Nursing Practice</i>	45
<b>Appendix B:</b> Consensus Process to Revise the <i>Essentials of Baccalaureate Education for Professional Nursing Practice</i>	46
<b>Appendix C:</b> Participants who Attended Stakeholder Meetings	47
<b>Appendix D:</b> Schools of Nursing that Participated in the Regional Meetings	49
<b>Appendix E:</b> Professional Organizations that Participated in the Regional Meetings	60
<b>Appendix F:</b> Healthcare Systems that Participated in the Regional Meetings	61

## Executive Summary

### *The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)*

This *Essentials* document serves to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing curriculum for the 21<sup>st</sup> century. These *Essentials* address the key stakeholders' recommendations and landmark documents such as the IOM's recommendations for the core knowledge required of all healthcare professionals. This document emphasizes such concepts as patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment

Essentials I-IX delineate the outcomes expected of graduates of baccalaureate nursing programs. Achievement of these outcomes will enable graduates to practice within complex healthcare systems and assume the roles: provider of care; designer/manager/coordinator of care; and member of a profession. Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I – VIII. The time needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes.

The nine Essentials are:

- **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**
  - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**
  - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- **Essential III: Scholarship for Evidence Based Practice**
  - Professional nursing practice is grounded in the translation of current evidence into one's practice.
- **Essential IV: Information Management and Application of Patient Care Technology**
  - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- **Essential V: Health Care Policy, Finance, and Regulatory Environments**
  - Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
- **Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**
  - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

- **Essential VII: Clinical Prevention and Population Health**
  - Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- **Essential VIII: Professionalism and Professional Values**
  - Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
- **Essential IX: Baccalaureate Generalist Nursing Practice**
  - The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
  - The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Learning opportunities, including direct clinical experiences, must be sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice-focused outcomes and integrates the delineated knowledge and skills into the graduate's professional nursing practice. Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an interprofessional team. Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills.

## Introduction

*The Essentials of Baccalaureate Education for Professional Nursing Practice* provides the educational framework for the preparation of professional nurses. This document describes the outcomes expected of graduates of baccalaureate nursing programs.

*The Essentials* apply to all pre-licensure and RN completion programs, whether the degree is baccalaureate or graduate entry. Program curricula are designed to prepare students to meet the end-of-program outcomes delineated under each Essential.

## Background

The healthcare delivery system has changed dramatically since *The Essentials of Baccalaureate Education for Professional Nursing Practice* was endorsed by the American Association of Colleges of Nursing (AACN, 1998). Building a safer healthcare system has become the focus of all health professions following numerous reports from the Institute of Medicine (IOM, 2000, 2001, 2004), American Hospital Association (2002), Robert Wood Johnson Foundation (Kimball & O'Neill, 2002), the Joint Commission (2002) and other authorities. Nursing has been identified as having the potential for making the biggest impact on a transformation of healthcare delivery to a safer, higher quality, and more cost-effective system. With the increasing awareness of the need for change in the healthcare system, the clinical microsystems (small, functional units where care is provided within the larger system) have become an important focus for improving healthcare outcomes (Nelson, Batalden, & Godfrey, 2007).

In addition to the concern over healthcare outcomes, the United States and the global market are experiencing a nursing shortage that is expected to intensify as the demand for more and different nursing services grows. Buerhaus, Staiger, and Auerbach (2008) reported that the U.S. may experience a shortage of more than 500,000 registered nurses by the year 2025. Despite annual increases in enrollments in entry-level baccalaureate nursing programs since 2001 (Fang, Htut, & Bednash, 2008), these increases are not sufficient to meet the projected demand for nurses. According to Buerhaus et al. (2008), enrollment in nursing programs would have to increase at least 40% annually to replace the nurses expected to leave the workforce through retirement alone. Addressing the need for an increased number of baccalaureate-prepared nurses is critical but not sufficient. Nursing must educate future professionals to deliver patient-centered care as members of an interprofessional team, emphasizing evidence-based practice, quality improvement approaches, and informatics (IOM, 2003b). Nursing education and practice must work together to better align education with practice environments (Joint Commission, 2002, Kimball & O'Neill, 2002;).

The environments in which professional nurses practice have become more diverse and more global in nature. Scientific advances, particularly in the areas of genetics and

genomics, have had and will continue to have a growing and significant impact on prevention, diagnosis, and treatment of diseases, illnesses, and conditions. The increased prevalence of chronic illness is a result of an increasingly older adult population, environmental threats, lifestyles that increase risk of disease, and enhanced technological and therapeutic interventions that prolong life. Increases in longevity of life have made the older adult the fastest growing segment of the population. In 2003, 12 % of the population was older than 65 years of age. By 2030, this population will increase to 20%, with a large majority older than 80 years of age (He, Sengupta, Velkoff, & DeBarros, 2005). Those older than 65 years of age had almost four times the number of hospitalization days than those younger than 65 years of age (Centers for Disease Control, 2007)

Education for the baccalaureate generalist must include content and experiences across the lifespan, including the very young who are especially vulnerable. The percentage of the population under 18 years of age is 24.6% (U.S. Census Bureau, 2008). U.S. infant mortality in 2006 ranked 38<sup>th</sup> in the world (World Health Organization, 2008). Prevention is critical in addressing both acute and chronic conditions across the lifespan. The role of the nurse in prevention continues to be of utmost importance.

Increasing globalization of healthcare and the diversity of this nation's population mandates an attention to diversity in order to provide safe, high quality care. The professional nurse practices in a multicultural environment and must possess the skills to provide culturally appropriate care. According to the U.S. Census Bureau (2008), the nation's minority population totaled 102 million or 34% of the U.S. population in 2006. With projections pointing to even greater levels of diversity in the coming years, professional nurses need to demonstrate a sensitivity to and understanding of a variety of cultures to provide high quality care across settings. Liberal education, including the study of a second language, facilitates the development of an appreciation for diversity.

Strong forces influencing the role of nurses include:

- scientific advances, particularly in the area of genetics and genomics,
- changing demographics of patient populations,
- new care technologies, and
- patient access to healthcare information.

These forces call for new ways of thinking and providing health care. Nursing is uniquely positioned to respond to these major forces, requiring an increased emphasis on designing and implementing patient-centered care, developing partnerships with the patient, and a focus on customer service.

## **Nursing Education**

In response to calls for transforming the healthcare system and how healthcare professionals are educated, AACN has maintained an ongoing dialogue with a broad representation of stakeholders internal and external to nursing. The dialogue has focused on the knowledge, skills, and attitudes needed by nurses to practice effectively within this

complex and changing environment. New innovative models of nursing education have emerged, and AACN has taken a leadership role in crafting a preferred vision for nursing education.

In 2004, the AACN Board of Directors reaffirmed its position that baccalaureate education is the minimum level required for entry into professional nursing practice in today's complex healthcare environment. Baccalaureate generalist education, as defined in this document, is the foundation upon which all graduate nursing education builds.

The preferred vision for nursing education includes generalist, advanced generalist, and advanced specialty nursing education. Generalist nurse education occurs at a minimum in baccalaureate-degree nursing programs. Advanced generalist education occurs in master's degree nursing programs, including the Clinical Nurse Leader (CNL®), which is an advanced generalist nursing role. Advanced specialty education occurs at the doctoral level in Doctor of Nursing Practice (DNP) or research-focused degree programs (PhD, DNS, or DNSc). End-of-program outcomes for the baccalaureate, master's, and doctoral nursing programs build on each other.

### **The Discipline of Nursing**

Roles for the baccalaureate generalist nurse are derived from the discipline of nursing. The roles of the baccalaureate generalist include:

- provider of care,
- designer/manager/coordinator of care, and
- member of a profession.

Nursing generalist practice includes both direct and indirect care for patients, which includes individuals, families, groups, communities, and populations. Nursing practice is built on nursing knowledge, theory, and research. In addition, nursing practice derives knowledge from a wide array of other fields and professions, adapting and applying this knowledge as appropriate to professional practice.

In the senior college and university setting, every academic discipline is grounded in discrete inquiry-based applications that are distinctive to that discipline. Scientific advances, (particularly in the area of genetics and genomics), changing demographics of patient populations, new care technologies, and patient access to health care information call for new ways of thinking and doing in the provision of health care. The academic setting provides a forum for contemplating physical, psychological, social, cultural, behavioral, ethical, and spiritual problems within and across disciplines. Faculty have a responsibility to facilitate the translation of knowledge from a liberal education base into the practice of nursing. Nursing faculty introduce nursing science and theories, and guide the student in developing an understanding of the discipline of nursing's distinctive perspective.

Baccalaureate-prepared nurses provide patient-centered care that identifies, respects, and addresses patients' differences, values, preferences, and expressed needs (IOM, 2003a). Patient-centered care also involves the coordination of continuous care, listening to,



communicating with, and educating patients and caregivers regarding health, wellness, and disease management and prevention. The generalist nurse provides the human link between the healthcare system and the patient by translating the plan of care to the patient. A broad-based skill set is required to fill this human interface role. Patient-centered care also requires the development of a nurse-patient partnership. Patients, as consumers of healthcare services, and as integral members of the healthcare team, have an increasing role and responsibility for the mutual planning of care and healthcare decision making.

The fundamental aspects of generalist nursing practice are: direct care of the sick in and across all environments, health promotion and clinical prevention, and population-based health care. A defining feature of professional nursing practice is the focus on health promotion and risk reduction. Advances in science and technology will continue to emerge, which will help to predict future health problems. Nurses will design and implement measures to modify risk factors and promote healthy lifestyles. These same advances in science and technology also have allowed individuals to live longer and often with increasing numbers of chronic illnesses and conditions. With an increasing emphasis on cost-savings and cost-benefits, nurses will play a leading role in the provision of care.

### **Assumptions**

The baccalaureate generalist graduate is prepared to:

- practice from a holistic, caring framework;
- practice from an evidence base;
- promote safe, quality patient care;
- use clinical/critical reasoning to address simple to complex situations;
- assume accountability for one's own and delegated nursing care;
- practice in a variety of healthcare settings;
- care for patients across the health-illness continuum;
- care for patients across the lifespan;
- care for diverse populations;
- engage in care of self in order to care for others; and
- engage in continuous professional development.

### **Roles for the Baccalaureate Generalist Nurse**

*Baccalaureate Generalist nurses are providers of direct and indirect care.* In this role, nurses are patient advocates and educators. Historically, the nursing role has emphasized partnerships with patients – whether individuals, families, groups, communities, or populations – in order to foster and support the patient's active participation in determining healthcare decisions. Patient advocacy is a hallmark of the professional nursing role and requires that nurses deliver high quality care, evaluate care outcomes, and provide leadership in improving care.

Changing demographics and ongoing advances in science and technology are a reality of healthcare practice. The generalist nurse provides evidence-based care to patients within this changing environment. This clinician uses research findings and other evidence in designing and implementing care that is multi-dimensional, high quality, and cost-effective. The generalist nurse also is prepared for the ethical dilemmas that arise in practice and will be able to make and assist others in making decisions within a professional ethical framework. Understanding advances in science and technology and the influence these advances have on health care and individual well-being is essential. Understanding patients and the values they bring to the healthcare relationship is equally important.

The generalist nurse practices from a holistic, caring framework. Holistic nursing care is comprehensive and focuses on the mind, body, and spirit, as well as emotions. The generalist nurse recognizes the important distinction between disease and the individual's illness experience. Assisting patients to understand this distinction is an important aspect of nursing. In addition, nurses recognize that determining the health status of the patient within the context of the patient's values is essential in providing a framework for planning, implementing, and evaluating outcomes of care.

The generalist nurse provides care in and across all environments. Nurses focus on individual, family, community, and population health care, as they monitor and manage aspects of the environment to foster health.

*Baccalaureate generalist nurses are designers, coordinators, and managers of care.* The generalist nurse, prepared at the baccalaureate-degree level, will have the knowledge and authority to delegate tasks to other healthcare personnel, as well as to supervise and evaluate these personnel. As healthcare providers who function autonomously and interdependently within the healthcare team, nurses are accountable for their professional practice and image, as well as for outcomes of their own and delegated nursing care. Nurses are members of healthcare teams, composed of professionals and other personnel that deliver treatment and services in complex, evolving healthcare systems. Nurses bring a unique blend of knowledge, judgment, skills, and caring to the healthcare team.

*Baccalaureate generalist nurses are members of the profession and in this role are advocates for the patient and the profession.* The use of the term "professional" implies the formation of a professional identity and accountability for one's professional image. As professionals, nurses are knowledge workers who use a well-delineated and broad knowledge base for practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, and assessment skills. The professional nurse also requires the development and demonstration of an appropriate set of values and ethical framework for practice. As advocates for high quality care for all patients, nurses are knowledgeable and active in the policy processes defining healthcare delivery and systems of care. The generalist nurse also is committed to lifelong learning, including career planning, which increasingly will include graduate level study.

## **Preparation for the Baccalaureate Generalist Nurse Roles: Components of *The Essentials***

This section outlines the nine *Essentials of Baccalaureate Education for Professional Nursing Practice*. These *Essentials* are the curricular elements that provide the framework for baccalaureate nursing education. Each Essential is operationalized through the program's curriculum and is not intended to represent a course. Essential IX describes baccalaureate nursing practice and integrates the knowledge, skills, and attitudes from Essentials I-VIII. Each Essential includes a *rationale* explaining its relevance for the education of the professional nurse today and in the future. The rationale for each Essential is followed by outcomes that delineate the knowledge, skills, and attitudes expected of new baccalaureate generalist graduates. These outcomes serve as a guide to help faculty identify program and course objectives that are specific and measurable. Next, *sample content* is listed to aid faculty in selecting material suited to achieving the specific Essential. The list of content is not inclusive, nor is it intended as required. A vast selection of content is available for each Essential, and the specific baccalaureate program's curriculum will specify the content as appropriate to their mission, community served, and student population. The Essential outcomes can be obtained through a variety of content approaches, and potential content can and will evolve over time as new knowledge develops. The sample content is offered as a guide to programs or to further elucidate the nature of the Essential with which the content is listed.

### **The Essentials of Baccalaureate Education for Professional Nursing Practice**

#### **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**

##### *Rationale*

As defined by the Association of American Colleges and Universities (AAC&U), a liberal education is one that intentionally fosters, across multiple fields of study, wide-ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges (AAC&U, 2007, p. 4). For the purposes of this document, a liberal education includes both the sciences and the arts. The sciences include:

- physical sciences (e.g., physics and chemistry),
- life sciences (e.g., biology and genetics),
- mathematical sciences, and
- social sciences (e.g., psychology and sociology).

The arts include:

- fine arts (e.g., painting and sculpture),
- performing arts (e.g., dance and music), and
- humanities (e.g., literature and theology).

Liberal education is critical to the generation of responsible citizens in a global society. In addition, liberal education is needed for the development of intellectual and innovative capacities for current and emergent generalist nursing practice. Liberally educated nurses work within a healthcare team to address issues important to the profession of nursing, question dominant assumptions, and solve complex problems related to individuals and population-based health care. Nursing graduates with a liberal education exercise appropriate clinical judgment, understand the reasoning behind policies and standards, and accept responsibility for continued development of self and the discipline of nursing.

A solid base in liberal education provides the distinguishing cornerstone for the study and practice of professional nursing. Studying the humanities, social sciences, and natural sciences expands the learner's capacity to engage in socially valued work and civic leadership in society. A strong foundation in liberal arts includes a general education curriculum that provides broad exposure to multiple disciplines and ways of knowing. Other than the nursing major, some aspects of liberal arts study will be provided as discrete parts of the full educational curriculum; however the rich and diverse perspectives and knowledge embedded in the liberal arts and sciences will be integrated throughout the nursing curriculum, as these perspectives are integral to the full spectrum of professional nursing practice (Hermann, 2004).

Successful integration of liberal education and nursing education provides graduates with knowledge of human cultures, including spiritual beliefs, and the physical and natural worlds supporting an inclusive approach to practice. The study of history, fine arts, literature, and languages are important building blocks for developing cultural competence and clinical reasoning. Furthermore, the integration of concepts from behavioral, biological, and natural sciences throughout the nursing curriculum promotes the understanding of self and others and contributes to safe, quality care. The integration of concepts from the arts and sciences provides the foundation for understanding health as well as disease processes, and forms the basis for clinical reasoning. As noted by the Carnegie Foundation for the Advancement of Teaching, the sciences are a critical aspect of liberal education for nurses. Sciences that have clinical relevance are especially important to the profession of nursing to ensure that graduates have the ability to keep pace with changes driven by research and new technologies (Carnegie Foundation, in press).

A liberal education for nurses forms the basis for intellectual and practical abilities for nursing practice as well as for engagement with the larger community, both locally and globally. Skills of inquiry, analysis, critical thinking, and communication in a variety of modes, including the written and spoken word, prepare baccalaureate graduates to involve others in the common good through use of information technologies, team work, and interprofessional problem solving. Liberal education, including the study of a second language, facilitates the development of an appreciation for cultural and ethnic diversity.

Strong emphasis on the development of a personal values system that includes the capacity to make and act upon ethical judgments is a hallmark of liberal education. Students educated in a liberal education environment are encouraged to pursue

meaningful personal and professional goals as well as to commit to honesty in relationships and the search for truth. The development of leadership skills and acceptance of responsibility to promote social justice are expected outcomes of a liberal education.

Liberal education allows the graduate to form the values and standards needed to address twenty-first century changes in technology, demographics, and economics. These trends include an aging population, diverse family and community structures, and increasing global interdependence, as well as economic and political changes in the United States healthcare system. Liberal education provides the baccalaureate graduate with the ability to integrate knowledge, skills, and values from the arts and sciences to provide humanistic, safe quality care; to act as advocates for individuals, families, groups, communities, and/or populations; and to promote social justice. Liberally educated graduates practice from a foundation of professional values and standards.

The baccalaureate program prepares the graduate to:

1. Integrate theories and concepts from liberal education into nursing practice.
2. Synthesize theories and concepts from liberal education to build an understanding of the human experience.
3. Use skills of inquiry, analysis, and information literacy to address practice issues.
4. Use written, verbal, non-verbal, and emerging technology methods to communicate effectively.
5. Apply knowledge of social and cultural factors to the care of diverse populations.
6. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.
7. Integrate the knowledge and methods of a variety of disciplines to inform decision making.
8. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system.
9. Value the ideal of lifelong learning to support excellence in nursing practice.

### *Sample Content*

- selected concepts and ways of knowing from the sciences
- selected concepts and ways of knowing from the arts
- principles related to working with peoples from diverse cultures

- concepts related to intellectual diversity, tolerance, and social justice
- concepts related to globalization and migration of populations

## **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**

### *Rationale*

Organizational and systems leadership, quality improvement, and safety are critical to promoting high quality patient care. Leadership skills are needed that emphasize ethical and critical decision-making, initiating and maintaining effective working relationships, using mutually respectful communication and collaboration within interprofessional teams, care coordination, delegation, and developing conflict resolution strategies. Basic nursing leadership includes an awareness of complex systems, and the impact of power, politics, policy, and regulatory guidelines on these systems. To be effective, baccalaureate graduates must be able to practice at the microsystem level within an ever-changing healthcare system. This practice requires creativity and effective leadership and communication skills to work productively within interprofessional teams in various healthcare settings.

As a member of a healthcare team, baccalaureate graduates will understand and use quality improvement concepts, processes, and outcome measures. In addition, graduates will be able to assist or initiate basic quality and safety investigations; assist in the development of quality improvement action plans; and assist in monitoring the results of these action plans within the clinical microsystem, which is embedded within a larger system of care.

An important component of quality is safety. Safety in health care is defined as the minimization of “risk of harm to patients and providers through both system effectiveness and individual performance” (Cronenwett et al., 2007). Research has demonstrated that nurses more than any other healthcare professional are able to recognize, interrupt, evaluate, and correct healthcare errors (Rothschild et al., 2006) The baccalaureate graduate implements safety principles and works with others on the interprofessional healthcare team to create a safe, caring environment for care delivery.

Baccalaureate graduates will be skilled in working within organizational and community arenas and in the actual provision of care by themselves and/or supervising care provided by other licensed and non-licensed assistive personnel. They will be able to recognize safety and quality concerns and apply evidence-based knowledge from the nursing profession and other clinical sciences to their practice. Baccalaureate nursing graduates are distinguished by their abilities to identify, assess, and evaluate practice in care delivery models that are based in contemporary nursing science and are feasible within current cultural, economic, organizational, and political perspectives.

The baccalaureate program prepares the graduate to:

1. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
2. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team.
3. Demonstrate an awareness of complex organizational systems.
4. Demonstrate a basic understanding of organizational structure, mission, vision, philosophy, and values.
5. Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.
6. Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice.
7. Promote factors that create a culture of safety and caring.
8. Promote achievement of safe and quality outcomes of care for diverse populations.
9. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nurse-sensitive indicators in the microsystem of care.
10. Use improvement methods, based on data from the outcomes of care processes, to design and test changes to continuously improve the quality and safety of health care.
11. Employ principles of quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system-wide practice improvements that will improve the quality of healthcare delivery.
12. Participate in the development and implementation of imaginative and creative strategies to enable systems to change.

*Sample Content*

- leadership, including theory, behaviors, characteristics, contemporary approaches, leadership development, and styles of leadership

- leadership skills and strategies (negotiating, collaborating, coordinating); decision making to promote quality patient care in a variety of healthcare settings
- change theory and complexity science
- community organizing models
- social change theories
- creative and imaginative strategies in problem solving
- communication, including elements, channels, levels, barriers, models, organizational communication, skill development, workplace communication, conflict resolution, optimizing patient care outcomes, and chain-of-command
- principles of interpersonal interactions/communication
- healthcare systems (structure and finance) and organizational structures and relationships (e.g., between finance, organizational structure, and delivery of care, particularly at the microsystem level, including mission/vision/philosophy and values)
- reliability and reliability sciences in health care
- operations research, queuing theory, and systems designs in health care
- teamwork skills, including effective teams/characteristics, application to patient care teams, team process, conflict resolution, delegation, supervision, and collaboration
- microsystems and their relationship to complex systems, quality care, and patient safety
- patient safety principles, including safety standards, organizational safety processes, reporting processes, departmental responsibilities, ownership, national initiatives, and financial implications
- quality improvement (QI), including history, elements, Continuous Quality Improvement (CQI) models, concepts, principles, benchmarking, processes, tools, departmental ownership, roles/responsibility, methodologies, regulatory requirements, organizational structures for QI, outcomes, monitoring, Quality Assurance (QA) vs. QI, beginning resource need assessment, and resource identification, acquisition, and evaluation
- overview of QI process techniques, including benchmarks, basic statistics, root cause analyses, and Failure Mode Effects Analysis (FMEA) in the quality improvement process
- principles of nursing care delivery management and evaluation

### **Essential III: Scholarship for Evidence-Based Practice**

#### *Rationale*

Professional nursing practice is grounded in the translation of current evidence into practice. Scholarship for the baccalaureate graduate involves identification of practice issues; appraisal and integration of evidence; and evaluation of outcomes. As practitioners at the point of care, baccalaureate nurses are uniquely positioned to monitor patient outcomes and identify practice issues. Evidence-based practice models provide a



systematic process for the evaluation and application of scientific evidence surrounding practice issues (IOM, 2003b). Dissemination is a critical element of scholarly practice; baccalaureate graduates are prepared to share evidence of best practices with the interprofessional team.

Baccalaureate education provides a basic understanding of how evidence is developed, including the research process, clinical judgment, interprofessional perspectives, and patient preference as applied to practice. This basic understanding serves as a foundation for more complex applications at the graduate level (AACN, 2006a). Baccalaureate nurses integrate reliable evidence from multiple ways of knowing to inform practice and make clinical judgments. In collaboration with other healthcare team members, graduates participate in documenting and interpreting evidence for improving patient outcomes (AACN, 2006b).

In all healthcare settings, ethical and legal precepts guide research conduct to protect the rights of patients eligible for, or participating in, investigations. Professional nurses safeguard patient rights, including those of the most vulnerable patients, in situations where an actual or potential conflict of interest, misconduct, or the potential for harm are identified.

The baccalaureate program prepares the graduate to:

1. Explain the interrelationships among theory, practice, and research.
2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
3. Advocate for the protection of human subjects in the conduct of research.
4. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.
5. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.
6. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
7. Collaborate in the collection, documentation, and dissemination of evidence.
8. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.
9. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.

### *Sample Content*

- principles and models of evidence-based practice
- nurse-sensitive quality indicators (National Quality Forum, 2004), performance measures
- overview of qualitative and quantitative research processes
- methods for locating and appraising health and other relevant research literature and other sources of evidence
- basic applied statistics
- basic designs, corresponding questions, analytical methods related to research questions, and limits on implications of findings (e.g., causal vs. relational)
- ethical conduct of research and scholarly work
- linkages among practice, research evidence, patient outcomes, and cost containment
- forces driving research agendas
- locating and evaluating sources of evidence
- electronic database search strategies (e.g., CINAHL, PubMed)
- systematic application of information
- levels of evidence: textbooks, case studies, reviews of literature, research critiques, controlled trials, evidence-based clinical practice guidelines ([www.guideline.gov](http://www.guideline.gov)), meta-analyses, and systematic reviews (e.g., the Cochrane Database of Systematic Reviews)
- differentiation of clinical opinion from research and evidence summaries
- scholarship dissemination methods: oral/visual presentations, publications, newsletters, etc.

## **Essential IV: Information Management and Application of Patient Care Technology**

### *Rationale*

Knowledge and skills in information and patient care technology are critical in preparing baccalaureate nursing graduates to deliver quality patient care in a variety of healthcare settings (IOM, 2003a). Graduates must have basic competence in technical skills, which includes the use of computers, as well as the application of patient care technologies such as monitors, data gathering devices, and other technological supports for patient care interventions. In addition, baccalaureate graduates must have competence in the use of information technology systems, including decision-support systems, to gather evidence to guide practice. Specific introductory level nursing informatics competencies include the ability to use selected applications in a comfortable and knowledgeable way.

Computer and information literacy are crucial to the future of nursing. Improvement of cost effectiveness and safety depend on evidence-based practice, outcomes research, interprofessional care coordination, and electronic health records, all of which involve information management and technology (McNeil et al., 2006). Therefore, graduates of

baccalaureate programs must have competence in using both patient care technologies and information management systems.

In addition, baccalaureate graduates ethically manage data, information, knowledge, and technology to communicate effectively; provide safe and effective patient care; and use research and clinical evidence to inform practice decisions. Graduates will be aware that new technology often requires new workflow patterns and changes in practice approaches to patient care prior to implementation.

The use and understanding of standardized terminologies are foundational to the development of effective clinical information systems (CIS). Integration of standardized terminologies into the CIS not only supports day-to-day nursing practice but also the capacity to enhance interprofessional communication and automatically generate standardized data to continuously evaluate and improve practice (American Nurses Association, 2008). Baccalaureate graduates are prepared to gather and document care data that serve as a foundation for decision making for the healthcare team.

Course work and clinical experiences will provide the baccalaureate graduate with knowledge and skills to use information management and patient care technologies to deliver safe and effective care. Graduates will have exposure to information systems that provide data about quality improvement and required regulatory reporting through information systems. Course work and clinical experiences will expose graduates to a range of technologies that facilitate clinical care, including patient monitoring systems, medication administration systems, and other technologies to support patient care.

Integral to these basic skills is an attitude of openness to innovation and continual learning, as information systems and patient care technologies are constantly changing.

The baccalaureate program prepares the graduate to:

1. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.
2. Use telecommunication technologies to assist in effective communication in a variety of healthcare settings.
3. Apply safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers.
4. Understand the use of CIS systems to document interventions related to achieving nurse sensitive outcomes.
5. Use standardized terminology in a care environment that reflects nursing's unique contribution to patient outcomes.

6. Evaluate data from all relevant sources, including technology, to inform the delivery of care.
7. Recognize the role of information technology in improving patient care outcomes and creating a safe care environment.
8. Uphold ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.
9. Apply patient-care technologies as appropriate to address the needs of a diverse patient population.
10. Advocate for the use of new patient care technologies for safe, quality care.
11. Recognize that redesign of workflow and care processes should precede implementation of care technology to facilitate nursing practice.
12. Participate in evaluation of information systems in practice settings through policy and procedure development.

#### *Sample Content*

- use of patient care technologies (e.g., monitors, pumps, computer-assisted devices)
- use of technology and information systems for clinical decision-making
- computer skills that may include basic software, spreadsheet, and healthcare databases
- information management for patient safety
- regulatory requirements through electronic data monitoring systems
- ethical and legal issues related to the use of information technology, including copyright, privacy, and confidentiality issues
- retrieval information systems, including access, evaluation of data, and application of relevant data to patient care
- online literature searches
- technological resources for evidence-based practice
- web-based learning and online literature searches for self and patient use
- technology and information systems safeguards (e.g., patient monitoring, equipment, patient identification systems, drug alerts and IV systems, and barcoding)
- interstate practice regulations (e.g., licensure, telehealth)
- technology for virtual care delivery and monitoring
- principles related to nursing workload measurement/resources and information systems
- information literacy
- electronic health record/physician order entry

- decision-support tools
- role of the nurse informaticist in the context of health informatics and information systems

## **Essential V: Healthcare Policy, Finance, and Regulatory Environments**

### *Rationale*

Healthcare policies, including financial and regulatory policies, directly and indirectly influence nursing practice as well as the nature and functioning of the healthcare system. These policies shape responses to organizational, local, national, and global issues of equity, access, affordability, and social justice in health care. Healthcare policies also are central to any discussion about quality and safety in the practice environment.

The baccalaureate-educated graduate will have a solid understanding of the broader context of health care, including how patient care services are organized and financed, and how reimbursement is structured. Regulatory agencies define boundaries of nursing practice, and graduates need to understand the scope and role of these agencies. Baccalaureate graduates also will understand how healthcare issues are identified, how healthcare policy is both developed and changed, and how that process can be influenced through the efforts of nurses, and other healthcare professionals, as well as lay and special advocacy groups.

Healthcare policy shapes the nature, quality, and safety of the practice environment and all professional nurses have the responsibility to participate in the political process and advocate for patients, families, communities, the nursing profession, and changes in the healthcare system as needed. Advocacy for vulnerable populations with the goal of promoting social justice is recognized as moral and ethical responsibilities of the nurse.

The baccalaureate program prepares the graduate to:

1. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends.
2. Describe how health care is organized and financed, including the implications of business principles, such as patient and system cost factors.
3. Compare the benefits and limitations of the major forms of reimbursement on the delivery of health care services.
4. Examine legislative and regulatory processes relevant to the provision of health care.

5. Describe state and national statutes, rules, and regulations that authorize and define professional nursing practice.
6. Explore the impact of socio-cultural, economic, legal, and political factors influencing healthcare delivery and practice.
7. Examine the roles and responsibilities of the regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals' practice.
8. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.
9. Use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations.
10. Articulate, through a nursing perspective, issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas.
11. Participate as a nursing professional in political processes and grassroots legislative efforts to influence healthcare policy.
12. Advocate for consumers and the nursing profession.

### *Sample Content*

- policy development and the legislative process
- policy development and the regulatory process
- licensure and regulation of nursing practice
- social policy/public policy
- policy analysis and evaluation
- healthcare financing and reimbursement
- economics of health care
- consumerism and advocacy
- political activism and professional organizations
- disparities in the healthcare system
- impact of social trends such as genetics and genomics, childhood obesity, and aging on health policy
- role of nurse as patient advocate
- ethical and legal issues
- professional organizations' role in healthcare policy, finance and regulatory environments
- scope of practice and policy perspectives of other health professionals
- negligence, malpractice, and risk management
- Nurse Practice Act

## **Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**

### *Rationale*

Effective communication and collaboration among health professionals is imperative to providing patient-centered care. All health professions are challenged to educate future clinicians to deliver patient-centered care as members of an interprofessional team, emphasizing communication, evidence-based practice, quality improvement approaches, and informatics (IOM, 2003a). Interprofessional education is defined as interactive educational activities involving two or more professions that foster collaboration to improve patient care (Freeth, Hammick, Koppel, & Reeves, 2002). Teamwork among healthcare professionals is associated with delivering high quality and safe patient care (Barnsteiner, Disch, Hall, Mayer, & Moore, 2007). Collaboration is based on the complementarities of roles and the understanding of these roles by the members of the healthcare teams.

Interprofessional education enables the baccalaureate graduate to enter the workplace with baseline competencies and confidence for interactions and with communication skills that will improve practice, thus yielding better patient outcomes. Interprofessional education can occur in a variety of settings. An essential component for the establishment of collegial relationships is recognition of the unique discipline-specific practice spheres. Fundamental to effective interprofessional and intra-professional collaboration is a definition of shared goals; clear role expectations of members; a flexible decision-making process; and the establishment of open communication patterns and leadership. Thus, interprofessional education optimizes opportunities for the development of respect and trust for other members of the healthcare team.

The baccalaureate program prepares the graduate to:

1. Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team (i.e., scope of discipline, education and licensure requirements).
2. Use inter- and intraprofessional communication and collaborative skills to deliver evidence-based, patient-centered care.
3. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships.
4. Contribute the unique nursing perspective to interprofessional teams to optimize patient outcomes.
5. Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams.

6. Advocate for high quality and safe patient care as a member of the interprofessional team.

### *Sample Content*

- interprofessional and intraprofessional communication, collaboration, and socialization, with consideration of principles related to communication with diverse cultures
- teamwork/concepts of teambuilding/cooperative learning
- professional roles, knowledge translation, role boundaries, and diverse disciplinary perspectives
- relationship building
- navigating complex systems, system facilitation
- interdependence and resource sharing of healthcare professions
- individual accountability/shared accountability
- advocacy
- ethical codes and core values of different healthcare professions
- autonomy
- safety
- scopes of practice
- conflict management, conflict resolution strategies, and negotiation
- group dynamics
- principles of referral process for specialized services
- participatory decision-making
- caring

## **Essential VII: Clinical Prevention and Population Health**

### *Rationale*

Health promotion, disease, and injury prevention across the lifespan are essential elements of baccalaureate nursing practice at the individual and population levels. These concepts are necessary to improve population health. Epidemiologic studies show that lifestyle, environmental, and genetic factors are major determinants of population health in areas of health, illness, disease, disability, and mortality (U.S. Department of Health and Human Services, 2000a). Thus, acute care and disease-based episodic interventions alone are inadequate for improving health (Allan et al., 2004; Allan, Stanley, Crabtree, Werner, & Swenson, 2005). Health promotion along with disease and injury prevention are important throughout the lifespan and include assisting individuals, families, groups, communities, and populations to prepare for and minimize health consequences of emergencies, including mass casualty disasters.



Clinical prevention refers to individually focused interventions such as immunizations, screenings, and counseling aimed at preventing escalation of diseases and conditions. (Allan, Stanley, Crabtree, Werner, & Swenson, 2005) Because these interventions are relevant across the lifespan, nurses need knowledge about growth and development as well as evidence-based clinical prevention practices. Nurses collaborate with other healthcare professionals and patients for improving health through clinical prevention.

In population-focused nursing, the aggregate, community, or population is the unit of care. Emphasis is placed on health promotion and disease prevention. Because population-focused care is fundamental to nursing practice, and because a baccalaureate degree in nursing is the recommended minimal educational credential for population-focused care, baccalaureate programs prepare graduates for population health as well as clinical prevention (AACN, 1998; American Public Health Association, 1996; Quad Council of Public Health Nursing Organizations, 2004). Population-focused nursing involves identifying determinants of health, prioritizing primary prevention when possible, actively identifying and reaching out to those who might benefit from a service, and using available resources to assure best overall improvement in the health of the population (American Nurses Association, 2007). For instance, population-focused interventions involve reaching an appropriate level of herd immunity in the community and ensuring that information about appropriate screenings reach the entire population, not just those who choose to come to healthcare facilities. Collaboration with other healthcare professionals and populations is necessary to promote conditions and healthy behaviors that improve population health.

The baccalaureate program prepares the graduate to:

1. Assess protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations.
2. Conduct a health history, including environmental exposure and a family history that recognizes genetic risks, to identify current and future health problems.
3. Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.
4. Use behavioral change techniques to promote health and manage illness.
5. Use evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan.
6. Use information and communication technologies in preventive care.
7. Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions.

8. Assess the health, healthcare, and emergency preparedness needs of a defined population.
9. Use clinical judgment and decision-making skills in appropriate, timely nursing care during disaster, mass casualty, and other emergency situations.
10. Collaborate with others to develop an intervention plan that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.
11. Participate in clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity.
12. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.
13. Use evaluation results to influence the delivery of care, deployment of resources, and to provide input into the development of policies to promote health and prevent disease.

### *Sample Content*

- prevention and harm reduction
- ecological model as framework for understanding determinants of health
- public health principles
- fundamentals of epidemiology and biostatistics (distribution, incidence, prevalence, rates, risk factors, health status indicators, and control of disease in populations)
- public health core functions
- systems theory
- ethical, legal, and economic principles related to clinical prevention and population health
- cultural, psychological, and spiritual implications of clinical prevention and population health
- environmental health risks
- health literacy
- health behavior change theories
- theoretical foundations and principles of individual and population-focused education and counseling
- genetics and genomics
- nutrition
- global health
- occupational health, including ergonomics

- evidence-based clinical prevention practices
- complementary and alternative therapies
- population assessment
- individual and population-focused interventions (e.g. weight control, nicotine management, social marketing, policy development)
- health surveillance
- health disparities and vulnerable populations
- screening
- immunization
- pharmaceutical preventive strategies
- communicating and sharing health information with the public
- risk communication
- emergency preparedness and disaster response including self protection
- using technology in population focused care and clinical prevention
- outcome measurement
- pedigree from a three-generation family health history using standardized symbols and terminology

## **Essential VIII: Professionalism and Professional Values**

### *Rationale*

Professional values and their associated behaviors are foundational to the practice of nursing. Inherent in professional practice is an understanding of the historical, legal, and contemporary context of nursing practice. Professionalism is defined as the consistent demonstration of core values evidenced by nurses working with other professionals to achieve optimal health and wellness outcomes in patients, families, and communities by wisely applying principles of altruism, excellence, caring, ethics, respect, communication, and accountability (Interprofessional Professionalism Measurement Group, 2008). Professionalism also involves accountability for one's self and nursing practice, including continuous professional engagement and lifelong learning. As discussed in the American Nurses Association Code of Ethics for Nursing (2005, p.16), "The nurse is responsible for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care." Also, inherent in accountability is responsibility for individual actions and behaviors, including civility. In order to demonstrate professionalism, civility must be present. Civility is a fundamental set of accepted behaviors for a society/culture upon which professional behaviors are based (Hammer, 2003).

Professional nursing has enjoyed a long tradition of high respect from the public (Gallup Poll, 2006). A primary reason for this recognition is the caring and compassion of the nurse. Caring is a concept central to professional nursing practice. Caring as related to this Essential encompasses the nurse's empathy for, connection to, and being with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, and patient-centered care. Historically, nurses have provided

care for patients within a context of privileged intimacy; a space into which a nurse is allowed and in partnership with the patient creates a unique, healing relationship. Through this connection, the nurse and patient work toward an understanding of a wide variety of physical, psychosocial, cultural, and spiritual needs, health-illness decisions, and life challenges. Professional nursing requires a balance between evidence-based knowledge, skills, and attitudes and professional confidence, maturity, caring, and compassion. In this global society, patient populations are increasingly diverse. Therefore, essential to the care of diverse populations is the need for evidence-based knowledge and sensitivity to variables such as age, gender, culture, health disparities, socioeconomic status, race, and spirituality. Baccalaureate graduates are prepared to care for at-risk patients, including the very young and the frail elderly, and to assist patients with decision-making about end-of-life concerns within the context of the patient's value system. In addition, nurses are prepared to work with patients across the lifespan who require genetic technologies and treatments.

Baccalaureate education includes the development of professional values and value-based behavior. Understanding the values that patients and other health professionals bring to the therapeutic relationship is critically important to providing quality patient care. Baccalaureate graduates are prepared for the numerous dilemmas that will arise in practice and are able to make and assist others in making decisions within a professional ethical framework. Ethics is an integral part of nursing practice and has always involved respect and advocacy for the rights and needs of patients regardless of setting. Honesty and acting ethically are two key elements of professional behavior, which have a major impact on patient safety. A blame-free culture of accountability and an environment of safety are important for encouraging team members to report errors. Such an environment enhances the safety of all patients.

The following professional values epitomize the caring, professional nurse. Nurses, guided by these values, demonstrate ethical behavior in patient care.

***Altruism*** is a concern for the welfare and well being of others. In professional practice, altruism is reflected by the nurse's concern and advocacy for the welfare of patients, other nurses, and other healthcare providers.

***Autonomy*** is the right to self-determination. Professional practice reflects autonomy when the nurse respects patients' rights to make decisions about their health care.

***Human Dignity*** is respect for the inherent worth and uniqueness of individuals and populations. In professional practice, concern for human dignity is reflected when the nurse values and respects all patients and colleagues.

***Integrity*** is acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession.

***Social Justice*** is acting in accordance with fair treatment regardless of economic status, race, ethnicity, age, citizenship, disability, or sexual orientation.

The baccalaureate program prepares the graduate to:

1. Demonstrate the professional standards of moral, ethical, and legal conduct.
2. Assume accountability for personal and professional behaviors.
3. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.
4. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
5. Demonstrate an appreciation of the history of and contemporary issues in nursing and their impact on current nursing practice.
6. Reflect on one's own beliefs and values as they relate to professional practice.
7. Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors.
8. Communicate to the healthcare team one's personal bias on difficult healthcare decisions that impact one's ability to provide care.
9. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.
10. Protect patient privacy and confidentiality of patient records and other privileged communications.
11. Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas.
12. Act to prevent unsafe, illegal, or unethical care practices.
13. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.
14. Recognize the relationship between personal health, self renewal, and the ability to deliver sustained quality care.

### *Sample Content*

- Nurse Practice Acts and scope of practice
- professional codes of conduct and professional standards (e.g., ANA, *Code of Ethics for Nurses with Interpretive Statements*, 2005; International Council of Nursing, *Code of Ethics for Nurses*, 2006, and AACN's *Hallmarks of the Professional Nursing Practice Environment*, 2002)
- ethical and legal frameworks and social implications
- communication
- interprofessional teams and team building concepts
- cultural humility and spiritual awareness
- health disparities
- history of nursing
- contemporary nursing issues
- problem solving methods such as appreciative inquiry
- professional accountability
- stereotypes and biases, such as gender, race, and age discrimination
- nurse self care/stress management strategies
- human rights
- informed consent
- professional identity formation
- privacy, confidentiality
- moral agency
- professional image
- self reflection, personal knowing, personal self-care plan
- professional organizations, particularly nursing and healthcare organizations

### **Essential IX: Baccalaureate Generalist Nursing Practice**

#### *Rationale*

Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I - VIII into the nursing care of individuals, families, groups, communities, and populations in a variety of settings. Because professional nurses are the human link between the patient and the complex healthcare environment, they must provide compassionate care informed by a scientific base of knowledge, including current evidence from nursing research. Essential IX recognizes that the integration of knowledge and skills is critical to practice. Practice occurs across the lifespan and in the continuum of healthcare environments. The baccalaureate graduate demonstrates clinical reasoning within the context of patient-centered care to form the basis for nursing practice that reflects ethical values.

Knowledge acquisition related to wellness, health promotion, illness, disease management and care of the dying is core to nursing practice. In addition, acquisition of communication and psychomotor skills is critical to providing nursing care. Skill development will focus on the mastery of core scientific principles that underlie all skills, thus preparing the baccalaureate graduate to incorporate current and future technical skills into other nursing responsibilities and apply skills in diverse contexts of healthcare delivery. Direct care may be delivered in person or virtually and that care is based on a shared understanding with the patient and the healthcare team. This base of knowledge and skills prepares the graduate for practice as a member and leader of the interprofessional healthcare team.

Baccalaureate-educated nurses will be prepared to care for patients across the lifespan, from the very young to the older adult. Special attention will be paid to changing demographics. Among these demographics are the increased prevalence of chronic illnesses and co-morbidities among all ages, including those related to mental disorders, specifically depression. However, there is clear evidence that the largest group seeking and receiving healthcare services is the older adult population. The graduate will understand and respect the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients who are vulnerable due to age, the very young and very old, as well as disabilities and chronic disease.

The increasing diversity of this nation's population mandates an attention to diversity in order to provide safe, humanistic high quality care. This includes cultural, spiritual, ethnic, gender, and sexual orientation diversity. In addition, the increasing globalization of healthcare requires that professional nurses be prepared to practice in a multicultural environment and possess the skills needed to provide culturally competent care.

Baccalaureate graduates will have knowledge, skills, and attitudes that prepare them for a long-term career in a changing practice environment. The increased prevalence of chronic illness is a result of an increasingly older adult population, environmental threats, lifestyles that increase risk of disease, and enhanced technological and therapeutic interventions that prolong life. In addition to primary prevention, the professional nurse provides support for management of chronic illness, health education, and patient-centered care in partnership with the patient and the interprofessional team. Patients and their families often are knowledgeable about health care; therefore, the graduate will be able to communicate with these consumers and appreciate the importance of the care partnership.

Graduates translate, integrate, and apply knowledge that leads to improvements in patient outcomes. Knowledge is increasingly complex and evolving rapidly. For example, genetics and genomics are areas where knowledge is escalating and the graduate will be cognizant of customized therapies designed to improve care outcomes. Therefore, baccalaureate graduates will be expected to focus on continuous self-evaluation and lifelong learning.

The baccalaureate program prepares the graduate to:

1. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
2. Recognize the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness, using a constructed pedigree from collected family history information as well as standardized symbols and terminology.
3. Implement holistic, patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management across the health-illness continuum, across the lifespan, and in all healthcare settings.
4. Communicate effectively with all members of the healthcare team, including the patient and the patient's support network.
5. Deliver compassionate, patient-centered, evidence-based care that respects patient and family preferences.
6. Implement patient and family care around resolution of end-of-life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences.
7. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.
8. Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.
9. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions.
10. Facilitate patient-centered transitions of care, including discharge planning and ensuring the caregiver's knowledge of care requirements to promote safe care.
11. Provide nursing care based on evidence that contributes to safe and high quality patient outcomes within healthcare microsystems.
12. Create a safe care environment that results in high quality patient outcomes.



13. Revise the plan of care based on an ongoing evaluation of patient outcomes.
14. Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team.
15. Manage care to maximize health, independence, and quality of life for a group of individuals that approximates a beginning practitioner's workload
16. Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care.
17. Develop a beginning understanding of complementary and alternative modalities and their role in health care.
18. Develop an awareness of patients as well as healthcare professionals' spiritual beliefs and values and how those beliefs and values impact health care.
19. Manage the interaction of multiple functional problems affecting patients across the lifespan, including common geriatric syndromes.
20. Understand one's role and participation in emergency preparedness and disaster response with an awareness of environmental factors and the risks they pose to self and patients.
21. Engage in caring and healing techniques that promote a therapeutic nurse-patient relationship.
22. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system as related to nursing practice.

### *Sample Content*

- theories of human growth and development
- principles of basic nursing care (e.g., skin, mobility, pain management, immediate patient care environment, etc.)
- patient and family-centered care
- management of acute and chronic physical and psychosocial conditions across the lifespan
- integration of pathophysiology into care
- care across the lifespan focusing on changing demographics with an emphasis on care of older adults and the very young.
- palliative and end-of-life care
- common geriatric syndromes
- genetics and genomics

- nutrition
- emergency preparedness and disaster response
- bioterrorism
- infection control issues, such as drug resistant organisms and management
- caring and healing techniques
- psychobiological interventions
- milieu therapy
- depression screening
- health promotion
- patient advocacy
- disparities
- complementary and alternative therapies
- spiritual care
- therapeutic communication
- culturally diverse care
- evidence-based practice
- pharmacology/pharmacogenetics
- nursing care management
- prioritization of patient care needs
- principles of delegating and monitoring care
- leadership
- information management systems
- integrating technology into practice
- resource management
- teaching/learning principles

### **Expectations for Clinical Experiences within the Baccalaureate Program**

Baccalaureate programs provide rich and varied opportunities for practice experiences designed to assist graduates to achieve the *Baccalaureate Essentials* upon completion of their program. Clinical experiences are essential for baccalaureate nursing programs to prepare students to care for a variety of patients across the lifespan and across the continuum of care. In addition clinical experiences assist the graduate to:

- develop proficiency in performing psychomotor skills;
- apply professional communication strategies to client and interprofessional interactions; and
- acquire a professional identity.

Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an interprofessional team. Theoretical learning becomes reality as students are coached to make connections between the standard case or situation that is presented in the classroom or laboratory setting and the constantly shifting reality of actual patient care. Clinical educators for baccalaureate programs are well informed about the specific learning that is taking place in the classroom and

laboratory setting and find clinical education opportunities to reinforce and apply that learning. Programs provide clinical placements across the range of practice settings and across the continuum of care that are safe, supportive, and conducive for groups of students to practice and learn professional roles. Clinical practice opportunities expose students to practice issues such as technological innovations, accelerated care transitions, an unpredictable fast-paced environment, and complex system issues, which are all important in preparing the students for practice following graduation. In addition, clinical practice opportunities provide students with experiences and nursing role models that prepare them for practice in complex, changing healthcare environments.

Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. Laboratory and simulation experiences provide an effective, safe environment for learning and applying the cognitive and performance skills needed for practice. Reality-based, simulated patient care experiences increase self-confidence in communication and psychomotor skills, and professional role development. Beginning research supports the use of simulation in nursing education. Nehring, Ellis, and Lashley (2001) describe the use of human patient simulators in nursing education as an excellent tool to measure competency in the application of knowledge and technical skills. Debriefing, or feedback to the students, is as essential for simulation as it is for instruction in the clinical setting (National Council of State Boards of Nursing, 2005). Simulation is a valuable element of clinical preparation. However, patient care experiences with actual patients form the most important component of clinical education. Over time, as evidence emerges regarding the use of simulation as a substitute for actual patient experience, the balance between actual and simulated patient care may change.

Direct patient care clinical experiences provide valuable opportunities for student learning not found in other experiences. Early learning experiences, including providing care for a limited number of patients, allow students to explore the challenging world of clinical practice. As students become more experienced, increasingly complex clinical learning opportunities are selected to provide a sufficient breadth and depth of learning to develop the competence necessary for entry-level practice with diverse patients across the life span in various types of settings. Through an immersion experience, students have the opportunity to develop increasing autonomy and assume an assignment that more closely approximates a realistic workload of a novice nurse in that environment.

A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills. These opportunities increase the student's self-confidence, professional image, and sense of belonging that facilitate the transition to competent and confident practice. Immersion experiences allow students to integrate previous learning and more fully develop the roles of the baccalaureate generalist nurse:

- provider of care
  - evaluate client changes and progress over time
  - develop a beginning proficiency and efficiency in delivering safe care
- designer/manager/coordinator of care
  - manage care transitions

- be an active participant on the interprofessional team
- identify system issues
- develop working skills in delegation, prioritization, and oversight of care
- member of a profession
  - evaluate one's own practice
  - assume responsibility for supporting the profession

An immersion experience provides faculty opportunities to observe student performance over time and more effectively evaluate the student's professional development.

Graduates of all types of baccalaureate programs need sufficient didactic, laboratory, and clinical experiences to attain the end-of-program outcomes of these *Essentials*. The nursing program determines and assesses clinical sites to ensure the clinical experiences for students provide:

- patients from diverse backgrounds, cultures, and of differing gender, religious, and spiritual practices;
- the continuum of care, including population-focused care;
- all age groups, including the very young and the frail elderly; and
- comprehensive learning opportunities to promote integration of baccalaureate learning outcomes that prepare the graduate for professional nursing practice.

### Summary

*The Essentials for Baccalaureate Education for Professional Nursing Practice* serves to transform baccalaureate nursing education and are a dramatic revision of the 1998 version. Further, these *Essentials* meet the IOM's recommendations for core knowledge needed for all healthcare professionals (IOM, 2003b). Due to the ever-changing and complex healthcare environment, this document emphasizes such concepts as patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, practice across the lifespan, and end-of-life care.

Essentials I-IX delineate the outcomes expected for baccalaureate nursing program graduates. Achievement of these outcomes will enable the baccalaureate-prepared generalist nurse to practice within complex healthcare systems and assume the roles:

- provider of care
  - evaluate client changes and progress over time
  - develop a beginning proficiency and efficiency in delivering safe care
- designer/manager/coordinator of care
  - manage care transitions
  - be an active participant on the interprofessional team
  - identify system issues
  - develop working skills in delegation, prioritization, and oversight of care
- member of a profession
  - evaluate one's own practice
  - assume responsibility for supporting the profession

Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I – VIII. The time needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes. Learning opportunities, including clinical experiences, must be sufficient in breadth and depth to ensure the graduate attains these practice-focused outcomes and integrates this knowledge and these skills into one’s professional nursing practice.

Baccalaureate graduates translate, integrate, and apply knowledge that leads to improvements in patient outcomes. Knowledge is increasingly complex and evolving rapidly. Therefore, baccalaureate graduates are expected to focus on continuous self-evaluation and lifelong learning.

## Glossary

**Critical Thinking:** All or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity (AACN, 1998). Critical thinking underlies independent and interdependent decision making.

**Clinical Judgment:** The outcomes of critical thinking in nursing practice. Clinical judgments begin with an end in mind. Judgments are about evidence, meaning and outcomes achieved (Pesut, 2001).

**Clinical Reasoning:** The process used to assimilate information, analyze data, and make decisions regarding patient care (Simmons, Lanuza, Fonteyn, & Hicks, 2003).

**Clinical Prevention:** Individually focused interventions such as immunizations, screenings, and counseling, aimed at preventing escalation of diseases and conditions.

**Cultural Humility:** Incorporates a lifelong commitment to self-evaluation and self-critique, to redressing the power imbalances in the patient-clinician dynamic, and to developing mutually beneficial and advocacy partnerships with communities on behalf of individuals and defined populations. Cultural humility is proposed as a more suitable goal than cultural competence in healthcare education (Tervalon & Murray-Garcia, 1998).

**Cultural Sensitivity:** Cultural sensitivity is experienced when neutral language, both verbal and not verbal, is used in a way that reflects sensitivity and appreciation for the diversity of another. Cultural sensitivity may be conveyed through words, phrases, and categorizations that are intentionally avoided, especially when referring to any individual who may be interpreted as impolite or offensive (American Academy of Nursing Expert Panel on Cultural Competence, 2007).

**Decision-Support System (Clinical):** Interactive computer programs designed to assist clinicians with decision making tasks. Clinical decision-support systems link health observations with health knowledge to influence choices by clinicians for improved health care.

**Diversity:** The range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background.

**Evidence-based Practice:** Care that integrates the best research with clinical expertise and patient values for optimum care (IOM, 2003b).

**Health Determinants:** Complex interrelationships of factors, such as the social and economic environment, the physical environment, individual characteristics, and behaviors that influence health.

**Health Literacy:** The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions (U.S. Department of Health and Human Services, 2000b)

**Healthcare Team:** The patient plus all of the healthcare professionals who care for the patient. The patient is an integral member of the healthcare team.

**Herd Immunity:** Immunity of a sufficient proportion of the population to reduce the probability of infection of susceptible members of that population.

**Immersion Experience:** Clinical experiences with a substantive number of hours in a consistent clinical setting over a concentrated period of time.

**Information Technology:** The study, design, development implementation, support, or management of computer-based information systems, particularly software applications and computer hardware.

**Integrative Strategies for Learning:** Coherent organization of educational practices that integrate general education concepts throughout the major, through the widespread use of powerful, active, and collaborative instructional methods (Association of American Colleges and Universities, 2004) .

**Interprofessional:** Working across healthcare professions to cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable. The team consists of the patient, the nurse, and other healthcare providers as appropriate (IOM, 2003b).

**Intraprofessional:** Working with healthcare team members within the profession to ensure that care is continuous and reliable.

**Microsystem:** The structural unit responsible for delivering care to specific patient populations or the frontline places where patients, families, and care teams meet (Nelson, Batalden, Godfrey, 2007).

**Moral Agency:** A person's capacity for making ethical judgments. Most philosophers suggest that only rational beings, people who can reason and form self-interested judgments, are capable of being moral agents.

**Multi-dimensional Care:** Relating to or having several dimensions; it speaks to the fullness of the patient-clinician experience, but also to people's lives in general. Spirituality is one of those many dimensions.

**Nurse Sensitive Indicators:** Measures of processes and outcomes—and structural proxies for these processes and outcomes (e.g., skill mix, nurse staffing hours)—that are affected, provided, and influenced by nursing personnel, but for which nursing is not exclusively responsible (National Quality Forum, 2003).

**Outcome:** Broad performance indicator, related to the knowledge, skills, and attitudes, needed by a baccalaureate graduate.

**Patient:** The recipient of nursing care or services. This term was selected for consistency and in recognition and support of the historically established tradition of the nurse-patient relationship. Patients may be individuals, families, groups, communities, or populations. Further, patients may function in independent, interdependent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care. Depending on the context or setting, patients may, at times, more appropriately be termed clients, *consumers*, or *customers* of nursing services (AACN, 1998, p. 2).

**Patient-centered Care:** Includes actions to identify, respect and care about patients' differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health (IOM, 2003b).

**Population Health Interventions:** Actions intended to improve the health of a collection of individuals having personal or environmental characteristics in common. Population health interventions are based on population-focused assessments.

**Professional Nurse:** An individual prepared with a minimum of a baccalaureate in nursing but is also inclusive of one who *enters* professional practice with a master's degree in nursing or a nursing doctorate (AACN, 1998).

**Simulation:** An activity that mimics the reality of a clinical environment and is designed to demonstrate procedures, decision-making, and critical thinking through techniques

such as role-playing and the use of devices (e.g., interactive videos, mannequins) (National Council of State Boards of Nursing, 2005).

**Spiritual Care:** “Interventions, individual or communal, that facilitate the ability to experience the integration of the body, mind, and spirit to achieve wholeness, health, and a sense of connection to self, others, and a higher power” (American Nurses Association and Health Ministries Association, 2005, p. 38).

**Spirituality:** Speaks to what gives ultimate meaning and purpose to one’s life. It is that part of people that seeks healing and reconciliation with self or others (Puchalski, 2006).

**Vulnerable Populations:** Refers to social groups with increased relative risk (i.e., exposure to risk factors) or susceptibility to health-related problems. The vulnerability is evidenced in higher comparative mortality rates, lower life expectancy, reduced access to care, and diminished quality of life (Center for Vulnerable Populations Research, UCLA School of Nursing, 2008).



## References

- Allan, J., Barwick, T. A., Cashman, S., Cawley, J. F., Day, C., Douglass, C. W., Evans, C. H. Garr, D. R., Maeshiro, R., McCarthy, R. L., Meyer, S. M., Riegelman, R., Seifer, S. D., Stanley, J., Swenson, M., Teitelbaum, H. S., Timothe, P., Werner, K. E., & Wood., D. (2004). Clinical prevention and population health curriculum framework for health professions. *American Journal of Preventive Medicine*, 27(5), 471-481.
- Allan, J. D., Stanley, J., Crabtree, M. K., Werner, K. E., & Swenson, M. (2005). Clinical prevention and population health curriculum framework: The nursing perspective. *Journal of Professional Nursing*, 21(5), 259-267.
- American Academy of Nursing Expert Panel on Cultural Competence (In press). *American Academy of Nursing Standards of Cultural Competence*.
- American Association of Colleges of Nursing (1998). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.
- American Association of Colleges of Nursing (2002) *Hallmarks of the professional nursing practice environment*. Retrieved August 18, 2008, from <http://www.aacn.nche.edu/Publications/positions/hallmarks.htm>
- American Association of Colleges of Nursing. (2006a). *The essentials of doctoral education for advanced nursing practice*. Retrieved August 18, 2008, from [www.nche.edu/DNP/pdf/Essentials.pdf](http://www.nche.edu/DNP/pdf/Essentials.pdf)
- American Association of Colleges of Nursing. (2006b). *Position statement on nursing research*. Retrieved August 18, 2008, from <http://www.aacn.nche.edu/Publications/pdf/NsgResearch.pdf>
- American Hospital Association (2002). *In our hands: How hospital leaders can build a thriving workforce*. Washington, DC: Author.
- American Nurses Association. (2005) *Code of ethics for nurses with interpretive statements*. Silver Spring, MD: Author.
- American Nurses Association (2007). *Public health nursing: Scope and standards of practice*. Silver Spring, MD: Author.
- American Nurses Association (2008). *Draft position statement: Mandatory implementation of an ANA recognized nursing terminology set in all professional nursing education programs*. Silver Spring, Md: Author.
- American Nurses Association and Health Ministries Association (2005). *Faith community nursing: scope & standards of practice*. Silver Spring, MD: ANA

- American Public Health Association, Public Health Nursing Section (1996). *Definition and role of public health nursing*. Washington, D.C: Author.
- Association of American Colleges and Universities (2004). *Taking responsibility for the quality of the baccalaureate degree*. Washington, DC: Author.
- Association of American Colleges and Universities (2007). *College learning for the new global century*. Washington, DC: Author.
- Barnsteiner, J., Disch, J. M., Hall, L., Mayer, D. & Moore, S.M. (2007). Promoting interprofessional education. *Nursing Outlook*, 55(3), 144-150.
- Buerhaus, P., Staiger, D. O., & Auerbach, D. I. (2008). *The Future of the Nursing Workforce in the United States: Data, Trends and Implications*. Boston: Jones and Bartlett Publishers.
- Carnegie Foundation for the Advancement of Teaching. (In press). *Précis of Chapters from Educating Nurses: Teaching and Learning for a Complex Practice of Care*
- Centers for Disease Control and Prevention (n.d.). *The guide to community preventive services*. Centers for Disease Control and Prevention. Access at <http://www.thecommunityguide.org> (Available from Division of Health Communication and Marketing, National Center for Health Marketing Centers for Disease Control and Prevention, 1600 Clifton Road, NE, MS E-69, Atlanta, GA 30333).
- Centers for Disease Control and Prevention and The Merck Company Foundation (2007). *The State of Aging and Health in America*. Whitehouse Station, NJ: The Merck Company Foundation
- Center for Vulnerable Population Research, UCLA School of Nursing (2008). *Who are vulnerable populations?* Retrieved August 18, 2008, <http://www.nursing.ucla.edu/orgs/cvpr/who-are-vulnerable.html>
- Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Taylor Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3), 122-131.
- Fang, D., Htut, A., & Bednash, G. (2008). *2007-2008 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*. Washington, DC: American Association of Colleges of Nursing.
- Freeth, D., Hammick, M., Koppel, I., & Reeves, S. (2002). Evaluating interprofessional education: Two systematic reviews for health and social care. *British Educational Research Journal*, 25(4), 533-543.

- Gallup Poll (2006). Honesty/ethics in professions. Retrieved August 18, 2008, from <http://www.galluppoll.com/content/?ci=1654&pg=1>
- Hammer, D. (2003). Civility and professionalism in B. Berger (ed.), *Promoting Civility in Pharmacy Education* (pp.71-91). Binghamton, NY: Pharmaceutical Products Press.
- He, W., Sengupta, M., Velkoff, V., & DeBarros, K. (2005). *Current Population Reports: 65+ in the United States*. Washington, DC: U.S. Census Bureau, Government Printing Office.
- Hermann, M. L. (2004). Linking liberal and professional learning in nursing education. *Liberal Education*, 90(4): 42-47.
- Institute of Medicine. (2000). *To Err is Human: Building a Safer Health System*. Washington, DC: National Academies Press.
- Institute of Medicine. (2001). *Crossing the quality chasm*. Washington, DC: National Academies Press.
- Institute of Medicine (2003a). *The future of the public's health in the twenty-first century*. Washington, DC: National Academy Press.
- Institute of Medicine (2003b). *Health professions education: A bridge to quality*. Washington, DC: National Academies Press.
- Institute of Medicine. (2004). *Keeping patients safe: Transforming the work environment of nurses*. Washington, DC: National Academies Press.
- International Council of Nursing (2006). International code of ethics for nurses. Retrieved August 18, 2008, from <http://www.icn.ch/icncode.pdf>
- Interprofessional Professionalism Measurement Group (2008). Interprofessional professionalism: What's all the fuss? Presented at the American Physical Therapy Meeting on February 7, 2008 in Nashville, Tenn.
- Joint Commission on Accreditation of Healthcare Organizations. (2002). *Health care at the crossroads, Strategies for addressing the evolving nursing crisis*. Chicago: Author.
- Kimball, B. & O'Neill, E. (2002). *Health care's human crisis: The American nursing shortage*. Princeton, NJ: The Robert Wood Johnson Foundation.
- McNeil, B. J., Elfrink, V., Beyea, S. C., Pierce, S. T., & Bickford, C. J. (2006). "Computer literacy study: report of qualitative findings." *Journal of Professional Nursing* 22(1): 52-9.

- McNeil, B. J., Elfrink, V. L., Bickford, C. J., Pierce, S. T., Beyea, S. C., Averill, C., & Klappenbach, C. (2003). "Nursing information technology knowledge, skills, and preparation of student nurses, nursing faculty, and clinicians: A US survey." *Journal of Nursing Education* 42 (8):341-9.
- National Council of State Boards of Nursing (2005). *Clinical instruction in Prelicensure Nursing Programs*. Retrieved August 18, 2008, from [https://www.ncsbn.org/Final\\_Clinical\\_Instr\\_Pre\\_Nsg\\_programs.pdf](https://www.ncsbn.org/Final_Clinical_Instr_Pre_Nsg_programs.pdf)
- National Quality Forum (2003). NQF-endorsed™ national voluntary consensus standards for nursing sensitive care. Retrieved August 18, 2008, from <http://www.qualityforum.org/nursing/#endorsed>
- Nehring, W. M., Ellis, W. E., & Lashley, F. R. (2001). Human patient simulators in nursing education: An overview. *Simulation and Gaming*, 32, 194-204.
- Nelson, E. A., Batalden, P. B., & Godfrey, M. M. (2007). *Quality by design: A clinical microsystems approach*. San Francisco, CA: Jossey-Bass.
- Pesut, J. (2001). Clinical judgment: foreground/background. *Journal of Professional Nursing*, 17(5), 215.
- Puchalski, C. (2006). Spiritual assessment in clinical practice. *Psychiatric Annals*, 36 (3), 150.
- Quad Council of Public Health Nursing Organizations. (2004). Public health nursing competencies. *Public Health Nursing*, 21(5), 443-452.
- Rindfleisch, T. (1997). *Privacy, information technology and healthcare*. New York: ACM Press
- Rothschild, J. M., Hurley, A.C., Landrigan, C. P., Cronin, J.W., et al. (2006,). Recovering from medical errors: The critical care nursing safety net. *Joint Commission Journal on Quality and Patient Safety*, 32(2), 63-72.
- Simmons, B., Lanuza, D., Fonteyn, M., & Hicks, F. (2003). Clinical reasoning in experienced nurses. *Western Journal of Nursing Research*, 25,701-719.
- Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(2), 117.
- U.S. Census Bureau (2008). *State and county quick facts*. Retrieved August 18, 2008, from <http://quickfacts.census.gov/qfd/states/00000.html>

U.S. Department of Health and Human Services. (2000a, November). *Healthy People 2010* (2nd ed.). (Vols. 1-2). Washington, DC: U.S. Government Printing Office.

U.S. Department of Health and Human Services (2000b). *Plain language: A promising strategy for clearly communicating health information and improving health literacy*. Retrieved August 18, 2008, from <http://www.health.gov/communication/literacy/plainlanguage/PlainLanguage.htm>

World Health Organization (2008). *Core health indicators*. Retrieved August 18, 2008, from [http://www.who.int/whosis/database/core/core\\_select\\_process.cfm](http://www.who.int/whosis/database/core/core_select_process.cfm)

## APPENDIX A

### Task Force on the Revision of *The Essentials of Baccalaureate Education for Professional Nursing*

Patricia Martin, PhD, RN *chair*  
Dean, Wright State University  
College of Nursing and Health

Carol A. Ashton, PhD, RN  
Associate Dean and Director,  
Idaho State University  
School of Nursing

Derryl Block, PhD, MPH, RN  
Chair, University of Wisconsin-Green  
Bay  
Professional Program in Nursing

Daisy Cruz-Richman, PhD, RN  
Dean, SUNY Downstate Medical Center  
College of Nursing

Teri Murray, PhD, RN  
Dean, Saint Louis University  
School of Nursing

Linda Niedringhaus, PhD, RN, *faculty  
representative*  
Elmhurst College  
Deicke Center for Nursing Education

Donald "Chip" Bailey, PhD, RN, *faculty  
representative*  
Duke University  
School of Nursing

Jean W. Lange, PhD, RN, CNL, *faculty  
representative*  
Fairfield University  
School of Nursing

Roxanne A. Moutafis, MS, RN, BC,  
*faculty representative*  
The University of Arizona  
College of Nursing

Judith Sands, EdD, RN, *faculty  
representative*  
University of Virginia  
School of Nursing

Karen Drenkard, PhD, RN, NEA-BC,  
*practice representative*  
Chief Nurse Executive,  
INOVA Health Systems

Polly Bednash, PhD, RN, FAAN, *staff  
liaison*  
Executive Director

Kathy McGuinn, MSN, RN, CPHQ, *staff  
liaison*  
Director of Special Projects

Joan Stanley, PhD, RN, FAAN, *staff  
liaison*  
Senior Director of Education Policy

Horacio Oliveira, *staff liaison*  
Education Policy and Special Projects  
Assistant

## **APPENDIX B**

### **Consensus Process to Revise the *Essentials of Baccalaureate Education for Professional Nursing Practice***

In 2006, the AACN Board of Directors established a task force and charged this group to revise and update the 1998 *Essentials* document. This task force was comprised of individuals representing an array of experts in baccalaureate nursing education, including deans and faculty representatives. Additionally, a chief nurse executive represented the practice setting on the committee (see Appendix A). The task force began their work by reviewing the literature and considering the changes occurring in health care, higher education, and health professions education. In February 2007, the task force convened a group of 20 stakeholders representing leaders from higher education, professional nursing, and interprofessional education; in June 2007, three additional stakeholders met with the task force (see Appendix C). These leaders were asked to identify, from their own perspectives, the anticipated role of the professional nurse in the future healthcare system and the critical competencies needed to function in this role. These wide-ranging and lively discussions served as the basis for the development of a draft document that was then shared with nursing professionals on the AACN Web site in August 2007, prior to the beginning of the next phase of the revision process.

The next phase consisted of a series of five regional meetings from September 2007 to April 2008. The purpose of these meetings was to gather feedback and to build consensus about the *Essentials* draft document. Participants, including nurse educators, clinicians, administrators, and researchers representing a range of nursing programs, specialties, and organizations, discussed, debated, and made recommendations regarding the draft document. Over 700 individuals, representing all 50 states and the District of Columbia, participated in the consensus-building process. In addition, 329 schools of nursing, 11 professional organizations, and 13 healthcare delivery systems were represented (see Appendices D, E, & F). To ensure a broad base of nursing input, the task force sought the participation of a wide range of nursing organizations and many of these organizations such as the American Academy of Nursing, Sigma Theta Tau, and American Organization of Nurse Executives sent written feedback to the task force. Nursing administrators and clinicians were specifically asked to participate to ensure that the recommendations for nursing education would address future healthcare practice. Participants in the regional meetings were asked to focus on the rationale supporting each Essential and a list of end of program outcomes. In addition, the participants provided input into the development of supporting documents including a list of integrative learning strategies, quality indicators, and clinical learning environments. The process was iterative and following each of the regional meetings, an updated document was posted on the AACN Web site for review and comment. AACN member schools and the nursing community at large were able to provide ongoing feedback.

On July 19, 2008, the AACN Board unanimously approved the revised *Essentials of Baccalaureate Nursing Education*.

**Appendix C**  
**Participants who attended Stakeholder Meetings (N=23)**

**Amy Berman**

John A. Hartford Foundation, Inc.  
Program Officer  
New York, NY

**Linda Cronenwett**

Quality and Safety Education for Nurses  
(QSEN)  
Chapel Hill, NC

**Lisa Day**

The Carnegie Foundation for the  
Advancement of Teaching  
San Francisco, CA

**Jerry Gaff**

Association of American Colleges &  
Universities (AAC&U)  
Senior Fellow  
Washington, DC

**Jody Gandy**

Interprofessional Professionalism Group,  
American Physical Therapy Association  
(APTA)  
Director, Physical Therapy Education  
Alexandria, VA

**Pam Hagan**

American Nurses Association (ANA)  
Chief Programs Officer  
Silver Spring, MD

**Janie E. Heath**

American Association of Critical-Care  
Nurses (AACN)  
Past Board Member  
Aliso Viejo, CA

**Jean Jenkins**

Advisory Group for Genetics and Genomics  
National Institutes of Health (NIH), National  
Human Genome Research Institute  
(NHGRI)  
Senior Clinical Advisor  
Bethesda, MD

**Linda Olson Keller**

Association of State and Territorial  
Directors of Nursing (ASTDN)  
Project Director  
Arlington, VA

**Darrell Kirch**

Association of American Medical Colleges  
(AAMC)  
President  
Washington, DC

**Ellen Kurtzman**

National Quality Forum (NQF)  
Senior Program Director  
Washington, DC

**Pam Malloy**

End-of-Life Nursing Education Consortium  
(ELNEC)  
Project Director, AACN  
Washington, DC

**Jeanne Matthews**

Quad Council of Public Health Nursing  
Organizations  
Chair-elect, APHA Public Health Nursing  
(PHN) Section for the Quad Council  
Washington, DC

**Leyla McCurdy**

National Environmental Education &  
Training Foundation (NEETF)  
Senior Director  
Washington, DC

**Dula Pacquiao**

AACN Cultural Advisory Group,  
Associate Professor and Director School of  
Nursing  
University of Medicine & Dentistry of NJ  
Newark, NJ



**Patricia Rutherford**

Institute for Health Care Improvement (IHI)  
Vice President  
Cambridge, MA

**Douglas Scheckelhoff**

American Society of Health-System  
Pharmacists (ASHP)  
Director, Pharmacy Practice Sections  
Bethesda, MD

**Nancy Spector**

National Council of State Boards of Nursing  
(NCSBN)  
Director of Education  
Chicago, IL

**Molly Sutphen**

The Carnegie Foundation for the  
Advancement of Teaching  
Research Scholar  
Stanford, CA

**Todd Uhlmann**

National Student Nurses Association  
(NSNA)  
President  
Brooklyn, NY

**Tener Veneema**

Disaster Preparedness Expert  
Associate Professor of Clinical Nursing  
University of Rochester  
Rochester, NY

**Mary Wakefield**

Institute of Medicine (IOM) Chair of  
Quality Chasm Series  
Health Care Services Board,  
Associate Dean for Rural Health,  
University of North Dakota  
Washington, DC

**Julia Watkins**

Council on Social Work Education  
Executive Director  
Alexandria, VA

## APPENDIX D

### Schools of Nursing that Participated in the Regional Meetings (N=329)

Adelphi University Garden City, NY	Baylor University Dallas, TX
Arizona State University Phoenix, AZ	Becker College Worcester, MA
Arkansas State University State University, AR	Bemidji State University Bemidji, MN
Armstrong Atlantic State University Savannah, GA	Bethune-Cookman University Daytona Beach, FL
Ashland University Ashland, OH	Binghamton University Binghamton, NY
Auburn University Auburn, AL	Biola University La Mirada, CA
Auburn University at Montgomery Montgomery, AL	Boise State University Boise, ID
Avila University Kansas City, MO	Boston College Chestnut Hill, MA
Azusa Pacific University Azusa, CA	Bradley University Peoria, IL
Baker University Topeka, KS	Brenau University Gainesville, GA
Ball State University Muncie, IN	Brigham Young University Provo, UT
Baptist Memorial College of Health Sciences Memphis, TN	BryanLGH College of Health Sciences Lincoln, NE
Barnes-Jewish College of Nursing St. Louis, MO	California Baptist University Riverside, CA
Barry University Miami Shores, FL	California State University Channel Islands Camarillo, CA

California State University-Bakersfield  
Bakersfield, CA

California State University-Chico  
Chico, CA

California State University-Dominguez  
Hills  
Carson, CA

California State University-East Bay  
Hayward, CA

California State University-Fullerton  
Fullerton, CA

California State University-Long Beach  
Long Beach, CA

California State University-Los Angeles  
Los Angeles, CA

California State University-San  
Bernardino  
San Bernardino, CA

California State University-San Marcos  
San Marcos, CA

California State University-Stanislaus  
Turlock, CA

Capital University  
Columbus, OH

Carlow University  
Pittsburgh, PA

Carson-Newman College  
Jefferson City, TN

Cedar Crest College  
Allentown, PA

Central Connecticut State University  
New Britain, CT

Chamberlain College of Nursing  
Columbus, OH

Charleston Southern University  
Charleston, SC

Clayton State University  
Morro, GA

Clemson University  
Clemson, SC

Coe College  
Cedar Rapids, IA

Colby-Sawyer College  
New London, NH

College of Saint Catherine  
St. Paul, MN

Creighton University  
Omaha, NE

Cumberland University  
Lebanon, TN

Curry College  
Milton, MA

Drexel University  
Philadelphia, PA

Duke University  
Durham, NC

Duquesne University  
Pittsburgh, PA

East Carolina University  
Greenville, NC

East Tennessee State University  
Johnson City, TN

Eastern Illinois University  
Charleston, IL

Eastern Kentucky University  
Richmond, KY

Eastern Mennonite University  
Harrisonburg, VA

Eastern Michigan University  
Ypsilanti, MI

Elmhurst College  
Elmhurst, IL

Elms College  
Chicopee, MA

Emmanuel College  
Boston, MA

Emory University  
Atlanta, GA

Excelsior College  
Albany, NY

Fairfield University  
Fairfield, CT

Fairleigh Dickinson University  
Teaneck, NJ

Fairmont State University  
Fairmont, WV

Felician College  
Lodi, NJ

Florida A&M University  
Tallahassee, FL

Florida Atlantic University  
Boca Raton, FL

Florida International University  
Miami, FL

Florida Southern College  
Lakeland, FL

Fort Hays State University  
Hays, KS

Francis Marion University  
Florence, SC

George Mason University  
Fairfax, VA

Georgetown University  
Washington, DC

Georgia College & State University  
Milledgeville, GA

Georgia Southern University  
Statesboro, GA

Georgia State University  
Atlanta, GA

Gonzaga University  
Spokane, WA

Governors State University  
University Park, IL

Grand Valley State University  
Grand Rapids, MI

Grand View College  
Des Moines, IA

Hope College  
Holland, MI

Hunter College of CUNY  
New York, NY

Huntington University  
Huntington, IN

Husson College  
Bangor, ME

Idaho State University  
Pocatello, ID

Illinois Wesleyan University  
Bloomington, IL

Indiana University Bloomington  
Bloomington, IL

Indiana University Northwest  
Gary, IN

Indiana University South Bend  
South Bend, IN

Indiana University Southeast  
New Albany, IN

Indiana Wesleyan University  
Marion, IN

Jacksonville State University  
Jacksonville, AL

Jacksonville University  
Jacksonville, FL

James Madison University  
Harrisonburg, VA

Johns Hopkins University  
Baltimore, MD

Kaplan University  
Chicago, IL

Kean University  
Union, NJ

Kennesaw State University  
Kennesaw, GA

Keuka College  
Keuka Park, NY

Lakeview College of Nursing  
Danville, IL

Lamar University  
Beaumont, TX

Le Moyne College  
Syracuse, NY

Linfield College  
Portland, OR

Loma Linda University  
Loma Linda, CA

Louisiana College  
Pineville, LA

Louisiana State University Health  
Sciences Ctr  
New Orleans, LA

Lourdes College  
Sylvania, OH

Luther College  
Decorah, IA

Lycoming College  
Williamsport, PA

Lynchburg College  
Lynchburg, VA

Macon State College  
Macon, GA

Madonna University  
Livonia, MI

Martin Methodist College  
Pulaski, TN

Maryville University-Saint Louis  
St. Louis, MO

Massachusetts College of Pharmacy and  
Allied Health Sciences  
Boston, MA

McKendree College  
Lebanon, IL

McNeese State University  
Lake Charles, LA

Medcenter One College of Nursing  
Bismarck, ND

MedCentral College of Nursing  
Mansfield, OH

Medical College of Georgia  
Augusta, GA

Medical University of South Carolina  
Charleston, SC

Mercy College  
Dobbs Ferry, NY

Metropolitan State University  
St. Paul, MN

MGH Institute of Health Professions  
Boston, MA

Michigan State University  
East Lansing, MI

Milwaukee School of Engineering  
Milwaukee, WI

Minnesota Intercollegiate Nursing  
Consortium  
Northfield, MN

Minnesota State University Mankato  
Mankato, MN

Mississippi College  
Clinton, MS

Mississippi University for Women  
Columbus, MS

Missouri Western State University  
St. Joseph, MO

Montana State University- Bozeman  
Bozeman, MT

Moravian College  
Bethlehem, PA

Mount Carmel College of Nursing  
Columbus, OH

Mount Mercy College  
Cedar Rapids, IA

Mount Saint Mary's College  
Los Angeles, Ca

Muskingum College  
New Concord, OH

National University  
La Jolla, CA

Neumann College  
Aston, PA

New Jersey City University  
Jersey City, NJ

New Mexico Highlands University  
Las Vegas, NM

New York University  
New York, NY

Nicholls State University  
Thibodaux, LA

North Park University  
Chicago, IL

Northeastern University  
Boston, Mass.

Northern Arizona University  
Flagstaff, AZ

Northern Illinois University  
DeKalb, IL

Northwest University  
Kirkland, WA

Notre Dame College  
South Euclid, OH

Oakland University  
Rochester, MI

Old Dominion University  
Norfolk, VA

Oregon Health and Science University  
Portland, OR

Otterbein College  
Westerville, OH

Pace University  
New York, NY

Patty Hanks Shelton School of Nursing  
Abilene, TX

Piedmont College  
Demorest, GA

Platt College  
Aurora, Co

Point Loma Nazarene University  
San Diego, CA

Purdue University  
West Lafayette, IN

Queens University of Charlotte  
Charlotte, NC

Research College of Nursing  
Kansas City, MO

Regis College  
Weston, MA

Rhode Island College  
Providence, RI

Rivier College  
Nashua, NH

Robert Morris University  
Moon Township, PA

Rutgers, The State University of New  
Jersey  
Camden, NJ

Sacred Heart University  
Fairfield, CT

Saginaw Valley State University  
University Center, MI

Saint Ambrose University  
Davenport, IA

Saint Anselm College  
Manchester, NH

Saint Anthony College of Nursing  
Rockford, IL

Saint Francis Medical Center College of  
Nursing  
Peoria, IL

Saint John Fisher College  
Rochester, NY

Saint Joseph's College of Maine  
Standish, ME

Saint Louis University  
Saint Louis, MO

Saint Luke's College of Nursing  
Kansas City, MO

Saint Xavier University  
Chicago, IL

Samford University  
Birmingham, AL

Samuel Merritt College  
Oakland, CA

San Diego State University  
San Diego, CA

San Francisco State University  
San Francisco, CA

Seattle Pacific University  
Seattle, WA

Seattle University  
Seattle, WA

Shenandoah University  
Winchester, VA

Simmons College  
Boston, MA

South Dakota State University  
Brookings, SD

Southeast Missouri State University  
Cape Girardeau, MO

Southern Illinois University  
Edwardsville  
Edwardsville, IL

Southern Nazarene University  
Bethany, OK

Southern Utah University  
Cedar City, UT

Stony Brook University  
Stony Brook, NY

SUNY Downstate Medical Center  
Brooklyn, NY

SUNY Institute of Technology at  
Utica/Rome  
Utica, NY

SUNY Plattsburgh  
Plattsburgh, NY

SUNY Upstate Medical University  
Syracuse, NY

Temple University  
Philadelphia, PA

Tennessee Technological University  
Cookeville, TN

Tennessee Wesleyan College  
Knoxville, TN

Texas A&M Health Science Center  
College Station, TX

Texas A&M University-Corpus Christi  
Corpus Christi, TX

Texas Christian University  
Fort Worth, TX

Texas Tech University Health Sciences  
Center



Lubbock, TX	University of Alabama at Birmingham Birmingham, AL
Texas Woman's University Denton, TX	University of Alabama in Huntsville Huntsville, AL
The Catholic University of America Washington, DC	University of Alaska Anchorage Anchorage, AK
The College of St. Scholastica Duluth, MN	University of Arizona Tuscon, AZ
The Ohio State University Columbus, OH	University of Arkansas for Medical Sciences Little Rock, AR
The Sage Colleges Troy, NY	University of Arkansas-Fayetteville Fayetteville, AR
The University of Alabama Tuscaloosa, AL	University of California- Davis Davis, CA
The University of Alabama in Huntsville Huntsville, AL	University of California-Los Angeles Los Angeles, CA
The University of Louisiana at Lafayette Lafayette, LA	University of Central Arkansas Conway, AR
The University of Louisiana at Monroe Monroe, LA	University of Cincinnati Cincinnati, OH
The University of North Carolina- Chapel Hill Chapel Hill, NC	University of Colorado at Colorado Springs Colorado Springs, CO
Thomas Jefferson University Philadelphia, PA	University of Colorado Denver Aurora, CO
Touro University Henderson, NV	University of Connecticut Storrs, CT
Tuskegee University Tuskegee, AL	University of Delaware Newark, DE
University at Buffalo Buffalo, NY	University of Detroit Mercy Detroit, MI

University of Florida  
Gainesville, FL  
University of Hawaii at Manoa  
Honolulu, HI  
University of Illinois at Chicago  
Chicago, IL  
University of Iowa  
Iowa City, IA  
University of Kansas  
Kansas City, KS  
University of Louisiana at Monroe  
Monroe, LA  
University of Louisville  
Louisville, KY  
University of Mary  
Bismark, ND  
University of Maryland  
Baltimore, MD  
University of Massachusetts-Amherst  
Amherst, MA  
University of Massachusetts-Lowell  
Lowell, MA  
University of Medicine & Dentistry of  
New Jersey  
Newark, NJ  
University of Memphis  
Memphis, TN  
University of Michigan  
Ann Arbor, MI  
University of Minnesota  
Minneapolis, MN

University of Mississippi Medical  
Center  
Jackson, MS  
University of Missouri-Columbia  
Columbia, MO  
University of Missouri-Kansas City  
Kansas City, MO  
University of Missouri-Saint Louis  
St. Louis, MO  
University of Nevada-Las Vegas  
Las Vegas, NV  
University of Nevada-Reno  
Reno, NV  
University of New Hampshire  
Durham, NH  
University of New Mexico  
Albuquerque, NM  
University of North Carolina at  
Greensboro  
Greensboro, NC  
University of North Carolina-Charlotte  
Charlotte, NC  
University of North Dakota  
Grand Forks, ND  
University of North Florida  
Jacksonville, FL  
University of Northern Colorado  
Greeley, CO  
University of Oklahoma  
Oklahoma City, OK  
University of Pennsylvania  
Philadelphia, PA

University of Phoenix  
Phoenix, AZ

University of Pittsburgh  
Pittsburgh, PA

University of Portland  
Portland, OR

University of Rhode Island  
Kingston, RI

University of Saint Francis- Indiana  
Fort Wayne, IN

University of Saint Mary  
Leavenworth, KS

University of San Diego  
San Diego, CA

University of San Francisco  
San Francisco, CA

University of South Alabama  
Mobile, AL

University of South Carolina  
Columbia, SC

University of South Carolina Aiken  
Aiken, SC

University of South Carolina Upstate  
Spartanburg, SC

University of Southern Maine  
Portland, ME

University of Southern Mississippi  
Hattiesburg, MS

University of St. Francis- Illinois  
Joliet, IL

University of Tennessee – Knoxville

Knoxville, TN

University of Tennessee Health Science  
Center  
Memphis, TN

University of Tennessee-Chattanooga  
Chattanooga, TN

University of Texas Health Science  
Center – Houston  
Houston, TX

University of Texas Health Science  
Center-San Antonio  
San Antonio, TX

University of Texas-El Paso  
El Paso, TX

University of Texas-Tyler  
Tyler, TX

University of the Incarnate Word  
San Antonio, TX

University of Toledo  
Toledo, OH

University of Utah  
Salt Lake City, UT

University of Vermont  
Burlington, VT

University of Virginia  
Charlottesville, VA

University of West Georgia  
Carrollton, GA

University of Wisconsin-Eau Claire  
Eau Claire, WI

University of Wisconsin-Green Bay  
Green Bay, WI

University of Wisconsin-Milwaukee  
Milwaukee, WI

University of Wisconsin-Oshkosh  
Oshkosh, WI

University of Wyoming  
Laramie, WY

Upper Iowa University  
Fayette, IA

Ursuline College  
Pepper Pike, OH

Utica College  
Utica, NY

Valdosta State University  
Valdosta, GA

Valparaiso University  
Valparaiso, IN

Vanguard University of Southern  
California  
Costa Mesa, CA

Villa Julie College  
Stevenson, MD

Wagner College  
Staten Island, NY

Washburn University  
Topeka, KS

Washington State University  
Spokane, WA

Waynesburg University  
Waynesburg, PA

West Chester University

West Chester, PA

West Texas A&M University  
Canyon, TX

West Virginia University  
Morgantown, WV

Western Carolina University  
Cullowhee, NC

Western Kentucky University  
Bowling Green, KY

Western Michigan University  
Kalamazoo, MI

Wichita State University  
Wichita, KS

Widener University  
Chester, PA

Wilkes University  
Wilkes-Barre, PA

William Carey University  
Hattiesburg, MS

William Jewell College  
Liberty, MO

William Paterson University  
Wayne, NJ

Wilmington University  
New Castle, DE

Winston-Salem State University  
Winston-Salem, NC

Wisconsin Lutheran College  
Milwaukee, WI

Wright State University  
Dayton, OH

Xavier University  
Cincinnati, OH

York College of Pennsylvania  
York, PA

Yale University  
New Haven, CT

## **APPENDIX E**

### **Professional Organizations that Participated in the Regional Meetings (N=11)**

American Holistic Nurses Association  
Flagstaff, Arizona

American Nurses Association  
Silver Spring, MD

Association of Community Health Nursing Educators  
Wheat Ridge, CO

Association of Perioperative Registered Nurses  
Denver, CO

Association of Rehabilitation Nurses  
Glenview, IL

Commission on Graduates of Foreign Nursing Schools International  
Philadelphia, PA

International Society of Nurses in Genetics  
Pittsburgh, PA

Kentucky Board of Nursing  
Louisville, KY

Minnesota Board of Nursing  
Minneapolis, MN

National Council of State Boards of Nursing  
Chicago, IL

National League for Nursing  
New York, NY

Oncology Nursing Society  
Pittsburgh, PA

Society of Pediatric Nurses  
Pensacola, FL

## APPENDIX F

### Healthcare Systems that Participated in the Regional Meetings (N= 13)

Advocate Christ Medical Center  
Oak Lawn, IL

Baptist Memorial Health Care Corporation  
Memphis, TN

Baptist Memorial Health Care Corporation- DeSoto  
Southaven, MS

Bon Secours Hampton Roads Health System  
Norfolk, VA

Children's Healthcare of Atlanta  
Atlanta, GA

Dartmouth Hitchcock Medical Center  
Lebanon, NH

Hospital Corporation of America  
Nashville, TN

INOVA Health Systems  
Falls Church, VA

Ovations/ Evercare  
Minnetonka, MN

Southeast Health District  
Waycross, GA

St. Mary's Hospital  
Passaic, NJ

UPMC St. Margaret's  
Pittsburgh, PA

Miriam Hospital  
Providence, RI



**American Association of  
Colleges of Nursing**

One Dupont Circle • Suite 530  
Washington, DC 20036

(p) 202.463.6930