



A Toolkit for Integrating Competency-Based Leadership Education into Entry-Level Registered
Nursing Programs

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Purpose and Goals of the Toolkit:

The purpose of this Toolkit is to provide curricular mapping of leadership content in undergraduate nursing programs in the state of Ohio.

The SIP 4 project goal is to increase nursing representation on Ohio boards to enhance nurses' ability to lead change in advancing health. One of the action steps needed for preparing the registered nurse (RN) to take a leadership role is to provide a clear method for curricular mapping of leadership content in undergraduate nursing programs. The workgroup decided to expand the original undergraduate-nursing program to include RN entry at a master's degree level as well.

Ohio Action Coalition (OAC):

The Ohio Action Coalition is one of 50 state-based coalitions working to implement recommendations from the Institute of Medicine's 2010 report, *The Future of Nursing: Leading Change, Advancing Health*. The Ohio Action Coalition is co-led by the Ohio League for Nursing, a constituent of the National League for Nursing, and the Ohio Hospital Association, representing the more than 220 hospitals and health systems across Ohio. Several other health care organizations and individuals, each committed to the strength and success of nursing serve on the OAC's steering committee and workgroups.

History:

In 2010, the Robert Wood Johnson Foundation (RWJF), the country's largest philanthropy devoted to health, joined American Association for Retired People (AARP) Foundation and AARP, the nation's largest nonprofit, nonpartisan organization dedicated to empowering Americans 50 and older, to create The Future of Nursing: Campaign for Action to improve America's health through nursing. The Campaign is coordinated through the Center to Champion Nursing in America, also an initiative of AARP Foundation, AARP, and RWJF.

The Campaign for Action works on seven major, interrelated issues that together contribute to a healthier America through nursing. They are: improving access to care, fostering interprofessional collaboration, promoting nursing leadership, transforming nursing education, increasing diversity in nursing, collecting workforce data, and building healthier communities.

Action Coalitions were formed in every state and Washington, D.C., to carry out the work of the Campaign at the local, regional, and state levels. Advocates from the community including representatives from health organizations, businesses, education, and more are building healthier communities through nursing.

The Ohio Action Coalition, led by the Ohio League for Nursing and the Ohio Hospital Association, is working to create innovative solutions where nurses are leading the way to address Ohio's health challenges.

Mission:

OAC's overall mission is to improve the health of Ohioans by maximizing the role of nurses in support of the recommendations of the IOM report.

Leadership Definition:

What is Leadership and Why is it Important?

In today's complex health care world, every nurse is called upon to be a leader. Leadership is action, not a position. And every nurse must be a leader and advocate for patient care.

The Institute of Medicine in its "Future of Nursing" report clearly calls for nurses to be able to shape their own future and lead change to improve our nation's health. Two of the eight recommendations emphasize the need for the development of future nurse leaders: to expand opportunities for nurses to lead and diffuse collaborative improvement efforts, and to prepare and enable nurses to lead change to advance health (Institute of Medicine, 2010). Transforming the way health care is delivered will produce challenges and nurses can be pivotal agents to facilitate change by way of influence and transformational leadership. These remodeling measures can assist with ensuring patient care that is effective, efficient and safe. Leadership knowledge, attitude and skills can be taught within the academic settings.

Current Registered Nurse Entry Level Programs in Ohio:

According to the Ohio Board of Nursing, in the state of Ohio there are:

- 46 Associate degree programs
- 46 Baccalaureate degree programs
- 13 Diploma programs
- 4 Direct-Entry Master's programs.

Please refer to the following website for a list of educational programs:

<http://www.nursing.ohio.gov/Education.htm>

Leadership and Professionalism Competency GAP Analysis:

Ohio Action Coalition teams from three Ohio regions, Central, Northeast and Northwest, conducted Gap Analyses for nursing education in Ohio, using the Ohio Nurse Competency Model and QSEN as references for competency evaluation.

To complete this analysis, faculty completed the OAC Nurse Competency model chart evaluating how many opportunities students had to meet those objectives within their curriculum. The OAC Nurse Competencies, which addressed knowledge, skills, and attitudes, and which were derived from QSEN and Nurses of the Future frameworks, included:

- 1) patient centered care
- 2) evidence-based practice
- 3) quality improvement and safety
- 4) informatics and technology

- 5) communication, team work, and collaboration
- 6) leadership and professionalism
- 7) system-based practice

Both RN to BSN and AD programs identified the following gaps (area not emphasized) in relation to the Leadership/ Professionalism Competency

- Describes factors essential to the promotion of professional development
- Describes the role of a professional organization shaping the practice of nursing
- Understands the concept of autonomy and self-regulation in nursing practice
- Understands responsibilities inherent in being a member of the nursing profession
- Recognizes the relationship between personal health, self-renewal and the ability to deliver sustained quality care
- Recognizes the relationship between civic and social responsibility and volunteerism with the advancement of one's own practice and the profession of nursing
- Integrates leadership skills of systems thinking, communication, and facilitating change in meeting patients' needs
- Models effective communication and promotes cooperative behaviors
- Shows tolerance for different viewpoints
- Anticipates consequences, plans ahead, and changes approaches to get best results
- Participates in the change process to improve patient care, the work environment, and patient and staff satisfaction
- Recognizes and acts upon breaches of law relating to nursing practice and professional codes of conduct
- Demonstrates professional comportment
- Provides and receives constructive feedback to/from peers
- Seeks appropriate mentors
- Clarifies biases, inclinations, strengths, and self-limitations
- Acts as an effective role model and resource for students and support staff
- Demonstrates ability to stand up for beliefs and does not avoid challenges
- Demonstrates ability for reflection in action, reflection for action, and reflection on action
- Seeks ways to advocate for nursing's role, professional autonomy, accountability, and self-regulation
- Promotes and maintains a positive image of nursing
- Identifies and responds to ethical concerns, issues, and dilemmas that affect nursing practice
- Enlists system resources and participates in efforts to resolve ethical issues in daily practice
- Recognizes moral distress and seeks resources for resolution
- Incorporates professional nursing standards and accountability into practice
- Advocates for professional standards of practice using organizational and political processes
- Articulates to the public the values of the profession as they relate to patient welfare
- Advocates for the role of the professional nurse as a member of the interdisciplinary health care team
- Develops personal goals for professional development

- Assumes social and civic responsibility through participation in community volunteer activities
- Assumes professional responsibility through participation in professional nursing organizations
- Values the mentoring relationship for professional development
- Values and is committed to being a reflective practitioner
- Recognizes the limits of one's own role and competence and, where necessary, consults with other health professionals with the appropriate competencies
- Values fairness and open mindedness
- Values an environment encouraging creative thinking and innovations
- Values courage as a leadership skill
- Values and upholds altruistic and humanistic principles

AD programs identified the following gaps (area not emphasized) in relation to the Leadership/ Professionalism Competency

- Understands the culture of nursing and the health care system
- Implements change to improve patient care
- Understands limits to one's scope of practice and adheres to licensure law and regulations
- Participates in life-long learning
- Adapts to stressful situations
- Understands the history and philosophy of the nursing profession
- Recognizes that personal attitudes, beliefs and experiences influence one's leadership style

Additional notes

- In 2015 Ohio's AD programs were required to reduce their credit hours. This analysis provided insight into how the programs can complement each other in order to best meet the competencies.
- Regarding the Leadership and Professionalism competency: AD programs emphasized professionalism as where the RN to BSN program emphasized leadership.
- Overall: Gaps were identified in the leadership and professionalism competency. Typically, knowledge and skills were easier to identify, but attitude was an area that was difficult to measure. The AD program could address this in the clinical setting and the RN to BSN program can emphasize the overall concept of how leadership and professionalism play a role within the health care environment.
- Narrative feedback from AD programs included:
 - Leadership viewed as a separate entity from professionalism
 - Highly prioritizing professional behavior as a means to understanding nursing
 - Leadership is introduced conceptually as students learn how to function within a healthcare team
 - Most AD programs did not currently have a service learning opportunity

Opportunities for enhancing leadership skills for future nurses may exist at both associate and baccalaureate nursing programs. While not inclusive of the data from the state of Ohio in its entirety, the purpose of this submission is to act as a needs assessment / gap analysis for creating a Leadership Toolkit.

Links to the Ohio Action Coalition Teams' Gap Analyses:

<http://www.ohioleaguefornursing.org/page/OACSIP2GapAnaly>

Competency Based Education:

Nurses have a duty to the individuals, families, and communities they serve to provide safe patient care. This duty is described in the nurse practice act. Providing safe care entails more than knowledge of diseases, interventions and how to complete tasks, it also means being able to advocate for individual, family, and community - it requires leadership skills.

The pedagogy in nursing education has moved towards more competency based education. Students are in class learning but the strategies have changed to encourage more hands-on learning with outcome measure by application to a clinical setting or situation.

Competency education emphasizes the mastery of discrete concepts, knowledge, and skills allowing the individual to show how well they can apply the identified competencies to the “real world.”

According to Klein-Collins (2012), competencies are:

- At a higher categorical level requiring students to process learning in a way that enable them to apply it in a variety of situations;
- Are assessed at different levels depending on education level of the student; and,
- Are considered more objectively measureable. (p9)

Klein-Collins, R. (2012). Competency-based degree programs in the U.S.: Postsecondary credentials for measurable student learning and performance. The Council on Adult and Experiential Learning.

This discussion fits well with the development of the Ohio Nurse Competency Model that is inclusive of the Quality and Safety Education for Nurses (QSEN) and the Massachusetts Nurse of the Future (NOF-MA) models.

During statewide meetings, leaders from nursing education and practice reached consensus that the focus for Ohio would be to develop a competency-based curriculum model. The OAC recognized that within its goals and objectives was the critical need to develop a nurse competency model that addressed the needs of client/patients and the systems in which nurses practice. Patient-centered care was at the core of the model, supported by competencies required to safely practice in today's complex health care settings. The need to identify and reduce incongruence between graduate nurse proficiencies and expected competencies was central to the work of the OAC.

Discussions among the various levels of nursing education-associate degree (ADN), diploma, and baccalaureate (BSN) program –and clinical practice were critical to developing a set of competencies that met the needs of the health care community. The result was the Ohio Nurse

Competency Model, created by key stakeholders based on Quality and Safety Education for Nurses (QSEN) and Nurses of the Future (NOF) models (Cronenwett et al., 2007; Sroczynski, Gravlin, Route, Hoffart and Creelman, 2011)

The use of competencies creates a smooth articulation between ADN, diploma and BSN programs, thereby increasing the probability that a nurse will continue his or her education. The integration of the competencies into practice facilitates a smooth transition for new graduate and allows education and practice to better coordinate learning activities. The competencies help create a common language between academic and practice settings that is essential for clear communication (p. 243-244).

Sharpnack, P.A, Drennen. C., Bowles, W., Koffel, K., Salvador, D., & Didion, J., (2017) Pathways to BSN education: Teamwork in Ohio. *Nursing Education Perspectives*. 38(5) 243-249.

OHIO NURSE COMPETENCY MODEL

Based on the QSEN & NOF Models



https://c.ymcdn.com/sites/oln.site-ym.com/resource/resmgr/ohio_action_coalition/OHIO_NURSE_COMPETENCY_Diagra.pdf

Ohio Action Coalition
 Work Group: Increasing # BSN Prepared Nurses in Ohio
 (IOM: 80% by 2020)
 Ohio Nurse Competency Model

Leadership & Professionalism (NOF-MA)		
Definition: Influences the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals; and demonstrates accountability for the delivery of standard-based nursing care consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.		
Knowledge	Skills	Attitudes
K1: Identifies leadership skills essential to the practice of nursing	S1a: Integrates leadership skills of systems thinking, communication, and facilitating change in meeting patients' needs	A1a: Recognizes the role of nurse as leader
K2: Understands critical thinking and problem-solving processes	S2a: Uses systematic approaches in problem solving S2b: Demonstrates purposeful, informed, outcome-oriented thinking	A2a: Values critical thinking processes in the management of clinical situations A2b: Values efficiency, effectiveness, and innovation in the practice environment.
K3a: Understands human behavior, mental processes, and individual and group performance K3b: Identifies the roles and skills of the health care team	S3a: Demonstrates ability to effectively participate in Interprofessional teams S3b: Promotes a productive culture by valuing individuals and their contributions S3c: Models effective communication and promotes cooperative behaviors S3d: Shows tolerance for different viewpoints	A3a: Recognizes the centrality of an interprofessional team approach to patient care A3b: Values the perspectives and expertise of each member of the health care team

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<p>K4: Explains the importance, necessity, and process of change</p>	<p>S4a: Implements change to improve patient care</p> <p>S4b: Anticipates consequences, plans ahead, and changes approaches to get best results</p> <p>S4c: Participates in the change process to improve patient care, the work environment, and patient and staff satisfaction</p>	<p>A4a: Recognizes one's own reaction to change and strives to remain open to new ideas and approaches</p> <p>A4b: Values new ideas and interventions to improve patient care</p>
<p>K5: Understands the principles of accountability and delegation</p>	<p>S5a: Demonstrates accountability for own nursing practice.</p> <p>S5b: Exercises critical thinking within standards of practice</p> <p>S5c: Assigns, directs, and supervises ancillary personnel and support staff in carrying out particular roles/functions aimed at achieving patient care goals</p>	<p>A5a: Accepts accountability and responsibility for one's own professional judgment and actions</p> <p>A5b: Recognizes the value of delegation</p> <p>A5c: Shows commitment to provision of high quality, safe, and effective patient care</p> <p>A5d: Accepts accountability for nursing care given by self and delegated to others</p>
<p>K6: Describes legal and regulatory factors that apply to nursing practice</p>	<p>S6a: Uses recognized professional standards of practice</p> <p>S6b: Implements plan of care within legal, ethical, and regulatory framework of nursing practice</p> <p>S6c: Complies with safety and regulatory standards and includes mandated reporting regulations</p>	<p>A6a: Values professional standards of practice</p> <p>A6b: Values and upholds legal and regulatory principles and standards</p>

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	<p>S6d: Recognizes and acts upon breaches of law relating to nursing practice and professional codes of conduct</p> <p>S6e: Understands limits to one's scope of practice and adheres to licensure law and regulations</p> <p>.....</p>	
<p>K7: Understands the professional standards of practice, the evaluation of that practice, and the responsibility and accountability for the outcome of practice</p>	<p>S7a: Demonstrates professional comportment</p> <p>S7b: Provides and receives constructive feedback to/from peers</p>	<p>A7a: Recognizes personal capabilities, knowledge base, and areas for development</p> <p>A7b: Values collegiality, openness to critique, and peer review</p>
<p>K9a: Describes factors essential to the promotion of professional development</p> <p>K9b: Describes the role of a professional organization shaping the practice of nursing</p>	<p>S9a: Participates in life-long learning</p>	<p>A9a: Committed to life-long learning</p>

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<p>K10: Understands the importance of reflection to advancing practice and improving outcomes of care</p>	<p>S10a: Seeks appropriate mentors</p> <p>S10b: Clarifies biases, inclinations, strengths, and self-limitations</p> <p>S10c: Adapts to stressful situations</p> <p>S10d: Acts as an effective role model and resource for students and support staff</p> <p>S10e: Demonstrates ability to stand up for beliefs and does not avoid challenges</p> <p>S10f: Demonstrates ability for reflection in action, reflection for action, and reflection on action</p>	<p>A10a: Values the mentoring relationship for professional development</p> <p>A10b: Values and is committed to being a reflective practitioner</p> <p>A10c: Recognizes that personal attitudes, beliefs and experiences influence one's leadership style</p> <p>A10d: Recognizes the limits of one's own role and competence and, where necessary, consults with other health professionals with the appropriate competencies</p> <p>A10e: Values fairness and open mindedness</p> <p>A10f: Values an environment encouraging creative thinking and innovations</p> <p>A10g: Values courage as a leadership skill</p>
<p>K11a: Understands the concept of autonomy and self-regulation in nursing practice</p> <p>K11b: Understands the culture of nursing and the health care system</p>	<p>S11a: Seeks ways to advocate for nursing's role, professional autonomy, accountability, and self-regulation</p> <p>S11b: Promotes and maintains a positive image of nursing</p>	<p>A11a: Recognizes the responsibility to function within acceptable behavioral norms appropriate to the discipline of nursing and the health care organization</p>
<p>K12: Understands role and responsibilities as patient advocate</p>	<p>S12a: Serves as a patient advocate</p>	<p>A12a: Values role and responsibilities as a patient advocate</p>

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<p>K13: Understands ethical principles, values, concepts, and decision making that apply to nursing and patient care</p>	<p>-----</p> <p>S13a: Applies and incorporates ANA professional nursing code of ethics and professional guidelines into daily clinical practice</p> <p>S13b: Utilizes an ethical decision-making framework in clinical situations</p> <p>S13c: Identifies and responds to ethical concerns, issues, and dilemmas that affect nursing practice</p> <p>S13d: Enlists system resources and participates in efforts to resolve ethical issues in daily practice</p> <p>S13e: Recognizes moral distress and seeks resources for resolution</p>	<p>A13a: Values the application of ethical principles in daily practice</p> <p>A13b: Values acting in accordance with codes of ethics and accepted standards of practice</p> <p>A13c: Clarifies personal and professional values and recognizes their impact on decision making and professional behavior</p>
<p>K14a: Understands responsibilities inherent in being a member of the nursing profession</p> <p>K14b: Recognizes the relationship between personal health, self-renewal and the ability to deliver sustained quality care</p> <p>K14c: Recognizes the relationship between civic and social responsibility and volunteerism with the advancement of one's own practice and the profession of nursing</p>	<p>S14a: Understands the history and philosophy of the nursing profession</p> <p>S14b: Incorporates professional nursing standards and accountability into practice</p> <p>S14c: Advocates for professional standards of practice using organizational and political processes</p>	<p>A14a: Recognizes need for personal and professional behaviors that promote the profession of nursing</p> <p>A14b: Values and upholds altruistic and humanistic principles</p>

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	<p>S14c: Articulates to the public the values of the profession as they relate to patient welfare</p> <p>S14d: Advocates for the role of the professional nurse as a member of the interdisciplinary health care team</p> <p>S14e: Develops personal goals for professional development</p> <p>S14f: Assumes social and civic responsibility through participation in community volunteer activities</p> <p>S14g: Assumes professional responsibility through participation in professional nursing organizations</p>	
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Curricular Standards and Resources

Regulating Bodies

Name of Organization	Mission/Purpose
Accreditation Commission for Education in Nursing http://www.acennursing.org	<p><i>Mission</i></p> <p>The Accreditation Commission for Education in Nursing (ACEN) supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. Accreditation is a voluntary, peer-review, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved. The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules and to the oversight of preparation for work in the profession.</p>
American Association of Colleges of Nursing http://www.aacn.org	<p><i>Vision</i></p> <p>Nurses are leading efforts to transform health care and improve health.</p> <p><i>Mission</i></p> <p>As the collective voice for academic nursing, AACN serves as the catalyst for excellence and innovation in nursing education, research, and practice</p> <p><i>Values</i></p> <p>Leadership, innovation, collaboration, integrity, and agility.</p>
Commission for Nursing Education Accreditation http://www.nln.org	<p><i>Mission</i></p> <p>The National League for Nursing Commission for Nursing Education Accreditation promotes excellence and integrity in nursing education globally through an accreditation process that respects the diversity of program mission, curricula, students, and faculty; emphasizes a culture of</p>

	continuous quality improvement; and influences the preparation of a caring and competent nursing workforce.
Ohio Board of Nursing http://www.nursing.ohio.gov ORC Chapter 4723 – Nurse Practice Act ORC Chapter 4723- 5 – Nursing Education Programs	<i>Mission</i> The mission of the Ohio Board of Nursing is to actively safeguard the health of the public through the effective regulation of nursing care.

Curricular Resources

Name of Organization	Mission/Purpose
Assessment Technologies Institute https://www.atitest.com	ATI Nursing Education is what nurse educators need to do their jobs and do them really well. As the nation’s preeminent e-learning provider, ATI offers programs that are instrumental in improving faculty, student, and program outcomes. With the programs, educators have the power to augment curriculum, revamp courses and faculty development, improve student test outcomes and lower attrition rates.
HESI http://evolve.elsevier.com/education/hesi	Provides the tools and data needed to make curriculum decisions that drive improved program outcomes.
Kaplan https://www.kaptest.com	Teaching nursing students how to think like nurses on test day and in nursing practice.
Massachusetts Nurse of the Future http://www.mass.edu	Establish a formal coalition to create a seamless progression through all levels of nursing that is based on consensus competencies which include transitioning nurses into their practice settings.
National Council of State Boards of Nursing http://www.ncsbn.org	<i>Mission</i> The National Council of State Boards of Nursing (NCSBN) provides education, service, and research through collaborative leadership to promote evidence-based regulatory excellence for patient safety and public protection. <i>Vision</i> Advance regulatory excellence worldwide.
Ohio League for Nursing http://www.ohioleaguefornursing.org	<i>Mission</i> Advances excellence in nursing education that prepares a strong and diverse nursing workforce to advance the nation’s health. <i>Vision</i>

	Addresses issues facting all nursing education programs through advocacy and leadership.
Ohio Nurses Association http://www.ohnurses.org	<i>Mission</i> To advance professional nursing in Ohio. This will be accomplished through: evolving evidence-based practice, influencing legislarots, promoting education, improving economic and general welfare, and advocation for quality health care in a cost effective and economically stimulating manner.
Quality and Safety Education for Nurses http://www.qsen.org	To prepare and inspire students for success and for thoughtful engagement in the world.

Essential and Recommended Documents

	Essential and Recommended Documents	Faculty	Student
ESSENTIAL DOCUMENTS	ANA Code of Ethics	X	X
	ANA Standards	X	X
	State Nurse Practice Act	X	X
	AACN BSN Essentials	X	
	ACEN Standards and Criteria	X	
	QSEN Pre-Licensure KSAs	X	
	NCSBN NCLEX Blueprint	X	X
	IOM Report: The Future of Nursing:	X	X
	IOM report: Leading Change, Advancing Health	X	X
RECOMMENDED DOCUMENTS	AHRQ - TeamSTEPPS®	X	
	SBAR (Situation, Background, Assessment Review)	X	X
	AONE Leadership Resources	X	X
	WNA & WCN Websites	X	X
	ANA Guidelines on Social Media	X	X

The American Nurses Association Leadership Institute

The American Nurses Association (ANA) is the premier organization representing the interests of the nation's 3.6 million registered nurses. ANA advances the nursing profession by fostering high standards of nursing practice, promoting a safe and ethical work environment, bolstering the health and wellness of nurses, and advocating on health care issues that affect nurses and the public. ANA is at the forefront of improving the quality of health care for all.

Mission Statement: Nurses advancing our profession to improve health for all.

The American Nurses Association's Leadership Institute (ANA LI) embarked on the journey of building, enhancing, and strengthening the leadership competencies of nurses and those working or serving the nursing profession by reflecting on the seminal work of the ANA, foundational elements of the nurse profession, and incorporating evidence-based instructional design and leadership theories and research.

The ANA established the foundational work for the profession through the ANA Leadership Package which consists of three specific documents: Nursing Scope and Standards of Practice, Code of Ethics for Nursing and Nursing's Social Policy Statement. These foundational documents guide the practice of nursing, frame the standards of care and reflect the patterns of professional performance in the dynamic environment of health care.

As stated in the Nursing Scope and Standards of Practice (second edition), the public has the right to expect registered nurses to demonstrate professional competence throughout their careers. This responsibility is shared across a continuum. The registered nurse is individually responsible and accountable for maintaining professional competence. It is the nursing profession's responsibility to shape and guide any process for assuring nurse competence. Regulatory agencies define minimal standards of competence to protect the public. The employer is responsible and accountable to provide a practice environment conducive to competent practice. Assurance of competence is the shared responsibility of the profession, individual nurses, professional organizations, credentialing and certification entities, regulatory agencies, employers, and other key stakeholders (ANA, 2010).

An individual who demonstrates competence is performing at an expected level. The Institute of Medicine (IOM, 2003), defined professional competence as "the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individuals and community being served."

A competency is an expected level of performance that integrates knowledge, skills, abilities, and judgment. The integration of knowledge, skills, abilities, and judgment occurs in formal, informal, and reflective learning experiences.

Knowledge encompasses thinking, understanding of theories, professional standards of practice, and insights gained from context, practical experiences, personal capabilities, and leadership performance.

Skills include communication, interpersonal, and problem-solving skills.

Ability is the capacity to act effectively. It requires listening, integrity, self-awareness, emotional intelligence, and openness to feedback.

Judgment includes critical thinking, problem solving, ethical reasoning, and decision-making.

Transformational leadership includes the competencies required to inspire and stimulate followers to achieve extraordinary outcomes and in the process, develop their own leadership capacity. They help followers grow and develop into leaders by responding to needs, empowering the individual, and aligning the goals and objectives across the span from follower/subordinate to leader to organization.

Formal learning most often occurs in structured, academic, and professional development practice environments, while informal learning can be described as experiential insights gained in work, community, home, and other settings.

Reflective learning represents the recurrent thoughtful personal self-assessment, analysis, and synthesis of strengths and opportunities for improvement. Such insights should lead to the creation of a specific plan for professional development and may become part of one's professional portfolio.

The ANA LI developed a full complement of competency clusters that are organized by three distinct domains: Leading Yourself, Leading Others, and Leading the Organization.

These three domains encompass specific competencies from which the ANA derived the specific competencies for career advancement for the nurse and nursing professional.



American Nurses Association. (2013). ANA leadership institute: Competency model. Accessed from: <https://learn.ana-nursingknowledge.org/catalog?pagename=ANA-Leadership-Institute>

Competency Crosswalk:

	QSEN	AACN	Ohio Nurse Competency Model Nurse of the Future - MA
Leading Yourself	<p>Knowledge:</p> <ul style="list-style-type: none"> Describe own strengths, limitations, and values in functioning as a member of a team Describe impact of own communication style on others <p>Skill:</p> <ul style="list-style-type: none"> Demonstrate awareness of own strengths and limitations as a team member <p>Attitude:</p> <ul style="list-style-type: none"> Acknowledge own potential to contribute to effective team functioning 	<ul style="list-style-type: none"> Use collaborative learning projects to build communication and leadership skills. Provide opportunities to reflect on one's own actions and values to promote ongoing self-assessment and commitment to excellence in practice. Shadow a leader and reflect on the experience. Attend a professional nursing organization meeting and identify personal development opportunities. 	<p>Knowledge:</p> <ul style="list-style-type: none"> Identifies leadership skills essential to the practice of nursing Describes factors essential to the promotion of professional development Understands the concept of autonomy and self-regulation in nursing practice <p>Skills:</p> <ul style="list-style-type: none"> Uses systematic approaches in problem solving Uses recognized professional standards of practice Participates in life-long learning <p>Attitude:</p> <ul style="list-style-type: none"> Recognizes the role of nurse as leader Recognizes one's own reaction to change and strives to remain open to new ideas and approaches Values professional standards of practice Committed to life-long learning

			<ul style="list-style-type: none"> Recognizes that personal attitudes, beliefs and experiences influence one's leadership style
Leading Others	<p>Knowledge:</p> <ul style="list-style-type: none"> Describe strategies for identifying and managing overlaps in team member roles and accountabilities Recognize contributions of other individuals and groups in helping patient/family achieve health goals Discuss effective strategies for communicating and resolving conflict Examine strategies for improving systems to support team functioning <p>Skills:</p> <ul style="list-style-type: none"> Act with integrity, consistency and respect for differing views Assume role of team member or leader based on the situation Clarify roles and accountabilities under conditions of potential overlap in team member functioning Solicit input from other team members to improve individual, as well as team, performance 	<ul style="list-style-type: none"> Participate in interprofessional collaboration (e.g., grand rounds, community coalition meetings). Work in interprofessional and intraprofessional teams on course projects/assignments. Develop interprofessional community projects. 	<p>Knowledge:</p> <ul style="list-style-type: none"> Identifies leadership skills essential to the practice of nursing Understands human behavior, mental processes, and individual and group performance <p>Skills:</p> <ul style="list-style-type: none"> Demonstrates ability to effectively participate in Interprofessional teams Promotes a productive culture by valuing individuals and their contributions Models effective communication and promotes cooperative behaviors Show tolerance for different viewpoints <p>Attitude:</p> <ul style="list-style-type: none"> Values the perspectives and expertise of each member of the health care team

	<p>Attitude:</p> <ul style="list-style-type: none"> • Value the perspectives and expertise of all health team members • Respect the unique attributes that members bring to a team, including variations in professional orientations and accountabilities • Contribute to resolution of conflict and disagreement 		
Leading the Organization	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe examples of the impact of team functioning on safety and quality of care • Identify system barriers and facilitators of effective team functioning <p>Skills:</p> <ul style="list-style-type: none"> • Integrate the contributions of others who play a role in helping patient/family achieve health goals • Demonstrate commitment to team goals • Participate in designing systems that support effective teamwork <p>Attitude:</p> <ul style="list-style-type: none"> • Value the influence of system solutions in achieving effective team functioning 	<ul style="list-style-type: none"> • Engage in practice settings to build communication and leadership skills. • Develop a leadership or quality improvement project that spans several courses (e.g., review literature about a practice problem in one course, propose a practice change based on an evidence-based model in a second course, and then present the practice change to appropriate stakeholders in a third course). • Engage in quality improvement/patient safety activities to promote an understanding of the organizational process, unit application, and evaluation process. • Participate in interprofessional collaboration (e.g., grand 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identifies leadership skills essential to the practice of nursing • Identifies the roles and skills of the health care team • Describes legal and regulatory factors that apply to nursing practice • Understands the culture or nursing and the health care system <p>Skills:</p> <ul style="list-style-type: none"> • Promotes a productive culture by valuing individuals and their contributions • Models effective communication and promotes cooperative behaviors

		rounds, community coalition meetings).	<ul style="list-style-type: none">• Show tolerance for different viewpoints Attitude: <ul style="list-style-type: none">• Values efficiency, effectiveness, and innovation in the practice environment
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Examples of Practical Applications:

These are examples of ways to promote leadership aptitude through lectures followed by seminars or workshops that use problem-based scenarios and application of principles.

Questions for Reflection in Education and Practice:

1. What are some differences and similarities between leadership skills and management in nursing?
2. What are traits of a good leader? What are the traits of a good follower?
3. How can a leader create a motivating climate to work in?
4. What are some challenges nurse leaders may face in today's health care settings?
5. How does a leader promote team building?
6. How can a leader serve to coach others?
7. Compare and contrast the benefits and risks of individual versus group decision making processes.
8. What are the different leadership styles and how can they be used to transform and influence practice?
9. What are the tools needed for leadership success?
10. What are the leadership skills needed to enact decisions, problem solving and changes?
11. What are the attributes a leader needs for coaching, mentoring and guiding others?
12. How do leaders maximize team building, collaboration and conflict resolution?
13. How does shared decision making coincide with shared governance?

Learning Activities in Education:

1. Conduct an interview with a staff nurse involved in a shared governance council; i.e. unit-based practice council.
2. Interview a nurse manager, clinical nurse leader or charge resource nurse with focused questions on strategies to build staff motivation, decision making and a positive working culture.
3. Compare and contrast the benefits and risks associated with having a shared governance model within nursing practice.

Learning Activities in Clinical Practice:

1. Conduct a leadership self-assessment quiz with associated learning units on leadership basics, emotional intelligence and leadership approaches.
http://www.mindtools.com/pages/main/newMN_LDR.htm#ei
2. Spend the day shadowing the unit's charge nurse. Discuss this nurse leader's role and responsibilities in regards to micro and macro level issues. Describe this nurse leader's role and responsibilities in terms of patient safety and quality metrics.
3. Case Studies – Identify unit (micro) or hospital (macro) base level problems unique to your workplace and discuss them in small groups. Review the situation; discuss the issues within the case and how they would recommend solving the problems. Identify the barriers to the resolution of the problem.
4. Work together in teams on a project for the day and then present a briefing of what was accomplished at a staff meeting or a unit-based committee meeting.

5. Conduct team-building exercises that address incivility and then present solutions to correct such behaviors.
6. Review the categories of leadership found within the website, http://www.mindtools.com/pages/main/newMN_LDR.htm#ei.
7. Develop a list of responsibilities and assign a leadership style that may best suit the responsibility. Examples of leadership responsibilities include: staffing model, patient satisfaction, unit dashboard, an organizational initiative, quality improvement, and staff satisfaction.
8. Reflect upon a difficult concept or aspect for leading in nursing today and consider how using a leadership framework may offer a way to reframe a goal or problem as well as offer solutions. Explore resources available on transformational leadership in nursing. Nursing Management: Management and Leadership Styles <https://www.aanac.org/docs/white-papers/2013-nursing-leadership---management-leadership-styles.pdf?sfvrsn=4>

Leadership Competencies: Where Does Your Program Stand?

Using a Gap Analysis to identify the gaps between what is currently being taught and what nursing programs and their clinical partners believe should be taught in order for RN students to learn the ten Nurse of the Future Nursing Core Competencies© by graduation is a valuable tool. The analysis is best coordinated by one faculty member in consultation with other faculty and representative(s) from your practice partner(s). The Gap Analysis Tool can be found on the Department of Higher Education website at:

<http://www.mass.edu/nahi/projects/NofCompetencies.asp>.