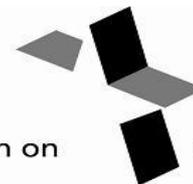


# Commission on Collegiate Nursing Education

Presentation for  
Accreditation Council on Pharmacy Education  
Invitational Meeting  
September 13, 2012

Heidi Taylor, PhD, RN  
Co-chair, CCNE Standards Committee 2011-2012  
Associate Professor of Nursing  
West Texas A&M University



Commission on

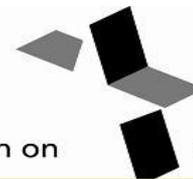
Collegiate Nursing Education

# Intent for Today

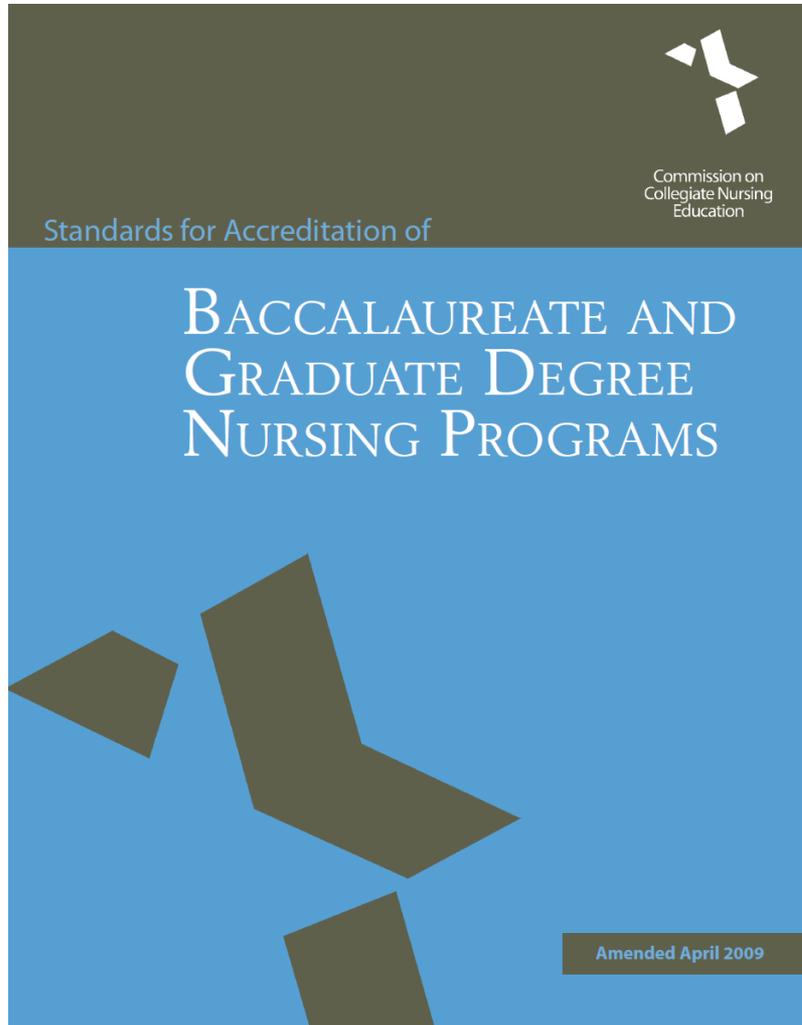
- Share CCNE's experiences, challenges, and future directions in:
  - Evaluating baccalaureate and graduate nursing programs' interprofessional education activities
  - Assessing of student nurse competencies at the program level and throughout CCNE deliberations.

# About CCNE

- Autonomous accrediting agency
- Parent organization is American Association of Colleges of Nursing (AACN)
- Ensures quality and integrity of baccalaureate and graduate programs, and post-baccalaureate residency programs in nursing
- Accredits more than 1,000 baccalaureate, graduate, and nurse residency programs in diverse institutions in the United States and its territories



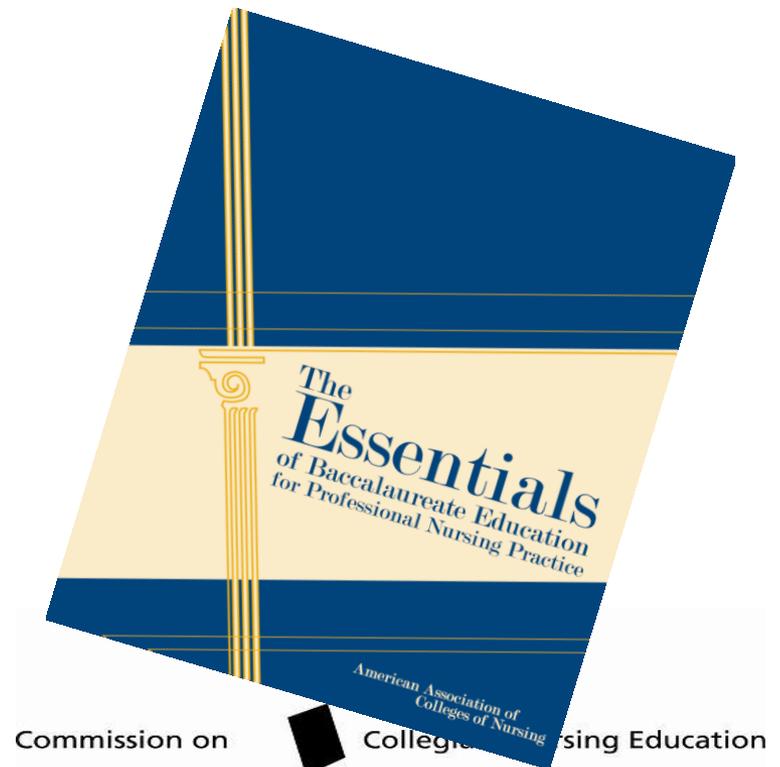
# CCNE Standards for Accreditation



# CCNE's Expectations for Interprofessional Education

Informed by AACN "Essentials":

- The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)
- The Essentials of Master's Education for Advanced Practice Nursing (AACN 1996)
  - Revised in 2011 "The Essentials of Master's Education in Nursing"
- The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006)



# CCNE's Expectations for Interprofessional Education

Informed by various communities of interest:



**INSTITUTE OF MEDICINE**  
*OF THE NATIONAL ACADEMIES*



**IPEC**

**Interprofessional Education Collaborative**

*Connecting health professions for better care*



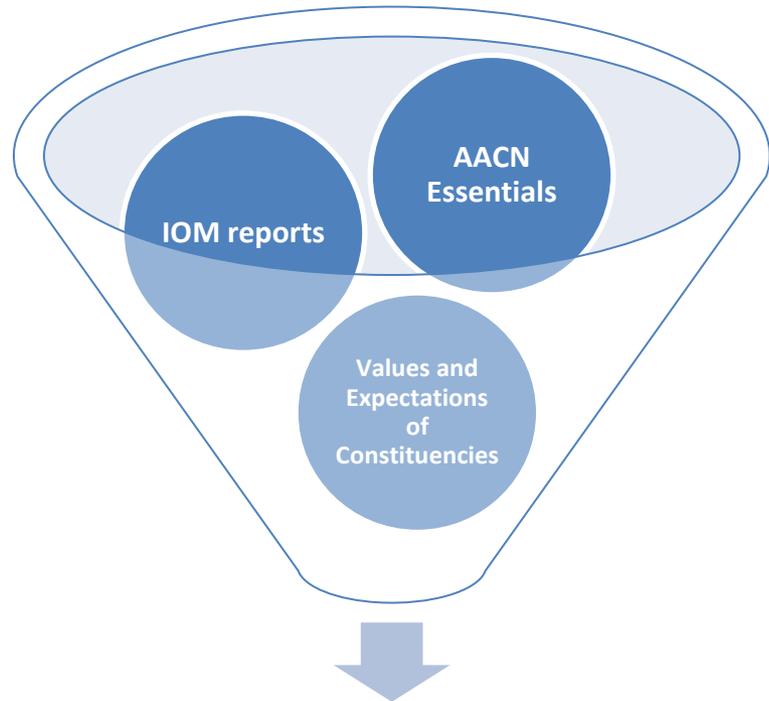
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Collegiate Nursing Education

# CCNE's Expectations for Interprofessional Education

## *Informed by:*

- AACN's series of "Essentials" documents
- IOM Reports
- Values and Expectations of Constituencies
  - Profession of Nursing
  - Nursing Education Programs
  - Employers of Nurses
  - Others, including the Interprofessional Education Collaborative (IPEC)



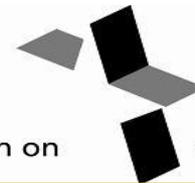
CCNE Expectations for IPE



# “Essentials” Documents and IPE

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

- *Standard VI: Interprofessional Communication and Collaboration for Improving Patient Care Outcomes*
  - The baccalaureate program prepares the graduate to:
    - Compare and contrast roles
    - Use interprofessional communication and collaboration to provide evidence-based care
    - Use effective communication including negotiation and conflict resolution
    - Demonstrate teambuilding and collaborative strategies



# “Essentials” Documents and IPE

The Essentials of Master’s Education for Advanced Practice Nursing (AACN, 1996; revised in 2011)

- *Standard VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes*
  - The master’s degree program prepares the graduate to:
    - Understand other health profession’s scopes of practice and maximize contributions within the health care team
    - Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care
    - Use effective communication strategies to develop, participate, and lead interprofessional teams and partnerships
    - Functions as effective group leader

# “Essentials” Documents and IPE

## The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006)

- *Standard VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes*
  - The DNP program prepares the graduate to:
    - Employ effective communication and collaborative skills in the development and implementation of care models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
    - Lead professional teams in the analysis of complex practice and organizational issues.
    - Employ consultative and leadership skills with intra professional and interprofessional teams to create change in health care and complex healthcare delivery systems

# CCNE and IPE

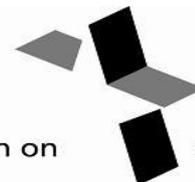
- CCNE requires all nursing programs to use the “Essentials” documents in developing, implementing, and evaluating:
  - mission, goals and expected outcomes (Accreditation Standard I)
  - curricula (Accreditation Standard III)
  - program effectiveness (Accreditation Standard IV)

# Selected CCNE Standards and Key Elements

- Standard I Program Quality: Mission and Governance
  - Key Element I-B
    - The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect professional nursing standards and guidelines and the needs and expectations of the community of interest.

# Selected CCNE Standards and Key Elements

- Standard III Program Quality: Curriculum and Teaching-Learning Practices
  - Key Element III-B
    - Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.

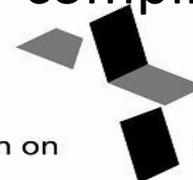


# Selected CCNE Standards and Key Elements

- Standard IV Program Effectiveness: Aggregate Student and Faculty Outcomes
  - All Key Elements are related to the evaluation of outcomes which are based upon the “Essentials”

# How Accreditation Teams Evaluate

- Site visitors look for:
  - Preponderance of evidence
    - Review of documents
    - Interviews with faculty, administrators, students, other constituencies
    - Classroom *and* clinical observation of student learning and performance
    - Review of student works
  - Create a team report in which factual findings support the teams' decision about compliance or compliance concern



# How Accreditation Review Committee Evaluates

- Accreditation Review Committee uses:
  - Program self-study document, team report and program response to team report
  - Make recommendations to the Board of Commissioners about:
    - Standards being met or unmet
    - Compliance or compliance concerns about key elements
    - Period of Accreditation
    - Interim progress reports as appropriate

# How Board of Commissioners Evaluates

- Board of Commissioners uses:
  - Self-Study document
  - Team report
  - Program Response to team report
  - ARC recommendations
- Renders accreditation decision

# Evaluation of Other Student Nurse Competencies

- Managed no differently than IPE.
- Rely on the AACN “Essentials” and any additional professional standards and/or guidelines the program has selected for achievement of their unique mission, goals and expected outcomes.

