Aligning AONE and Quad Council Leadership Competencies in an Online Graduate Nursing Administration Program

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Objectives

At the end of this presentation, participants will be able to:

1. Articulate nursing leadership competencies outlined by AONE and Quad Council
2. Discuss the use of a population and health systems competency-based clinical evaluation tool in an online, MSN Nursing Administration program
Background & Significance

- The Future of Nursing: Leading Change, Advancing Health (Institute of Medicine [IOM], 2010)

- IHI Triple Aim Initiative (Institute for Healthcare Improvement, [IHI], 2007, 2018)

- Essentials of Master’s Education in Nursing, (American Association of Colleges of Nursing,[AACN] 2011)
Core Curriculum Components: Didactic & Clinical

- Quality Improvement and Safety
- Evolving healthcare environment
- Community Dimensions of Practice
- Leadership & Systems-thinking
- Financial Management
Nurse Executive Competencies

Quad Council Competencies

| DOMAIN | 
|--------|---|
| 1. Analytic and Assessment Skills | 
| 2. Policy Development/Program Planning Skills | 
| 3. Communications Skills | 
| 4. Cultural Competency Skills | 
| 5. Community Dimensions of Practice Skills | 
| 6. Public Health Sciences Skills | 
| 7. Financial Management and Planning Skills | 
| 8. Leadership and Systems Thinking Skills | 

Clinical Evaluation Domains

- System Oriented
- Population Focused
- Community Engaged
- Nurse Leader Driven

Progressive Evaluation
(Beginner>Proficiency)
Clinical Partnerships

- Acute Care Inpatient Hospitals & Clinics
- Federally Qualified Rural Health Centers
- Public School Systems
- Faith Based Health Outreach Organization
- Addiction Treatment & Residential Centers
- Rape Crisis & Domestic Violence Centers
- Infection Control & Risk Management
Competency scales:

Domains 1-8: Levels of Proficiency: Beginner...Foundational...Competent...Proficient

1. Beginner: Observation of skill and opportunity to practice components
2. Foundational: Performs skill with supervision
3. Competent: Independently performs skill but must seek guidance at times
4. Proficient: Consistently performs skill independently and able to coach others

Category 9: satisfactory/unsatisfactory

Unsatisfactory: demonstrates one or more of the following behaviors: Incompetence in performance of population focused health care at the level of a graduate nursing student; Inconsistent performance; Inappropriate level of independent, supervised, and guided public health care; Failure of improvement or satisfactory progress in meeting objectives; Inadequate preparation for clinical experiences; Unsafe behaviors; Lack of responsibility and/or accountability; Inability to apply knowledge from courses; Failure to apply the nursing process appropriately in population focused practice and settings.
Competency Progression

• Population Focused Clinical Practice I
  Domains 1, 4, & 5
• Population Focused Clinical Practice II
  + Domains 3 & 6
• Nursing Administration Practicum
  ++ Domains 2, 7, & 8
• Nursing Administration Internship
  +++Domains 1-8
## Sample Evaluation Domain

<table>
<thead>
<tr>
<th>5. Community Dimensions:</th>
<th>Unsatisfactory</th>
<th>Beginner</th>
<th>Foundational</th>
<th>Competent</th>
<th>Proficient</th>
<th>No Opportunity</th>
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<tbody>
<tr>
<td>Partners with groups, communities, populations, health professionals, and stakeholders when conducting assessment.</td>
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<td>Collaborates effectively with key stakeholders and groups in care delivery to communities/populations.</td>
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<td>Uses community assets and resources to promote and deliver care to communities/populations.</td>
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### 7. Financial Planning and Management:

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<th></th>
<th>Unsatisfactory</th>
<th>Beginner</th>
<th>Foundational</th>
<th>Competent</th>
<th>Proficient</th>
<th>No Opportunity</th>
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<td>Assesses the impact of organizational budget priorities on public health nursing programs and practice.</td>
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<td>Designs and implements evaluation plans for population-focused programs.</td>
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<td>Applies basic human relations and conflict management skills in interactions with clients, other professionals, and health care team members.</td>
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<td>Incorporates health care technology and informatics to improve public health program and business operations.</td>
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<td>Describes how cost-effectiveness, cost-benefit, and cost-utility analyses affect decision making.</td>
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Summary

• Promoting systems thinking
• Focusing on population health
• Building leadership capacity
• Enhancing role transition
• Mastering of critical behaviors
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