

## **Portfolio – Electronic**

This student assignment tasks students with researching Interprofessional Collaboration and creating a PowerPoint presentation explaining what it is, the benefits of interprofessional collaboration, and presenting their PowerPoint to faculty and their student peers during class. The World Health Organization defines interprofessional collaboration as “a practice in which multiple healthcare professionals work with each other, share goals, have clear roles and responsibilities, and demonstrate effective teamwork, communication, and shared decision-making” (Zenani et al., 2023, p. 2).

### ***Related AACN Essentials***

#### **Domain 6: Interprofessional Partnerships**

This assignment meets the competencies of communicating in a manner that facilitates a partnership approach to quality care delivery, effectively performing different team roles, and using team dynamics. It also promotes using knowledge of nursing and other professions for healthcare needs (*AACN Essentials*, n.d.).

#### **Domain 9: Professionalism**

Demonstrates the professional identity of nursing, and employs a participatory approach to nursing care (*AACN Essentials*, n.d.).

### ***Related NLN Competencies***

Demonstrates professional identity and a spirit of inquiry (*Competencies for Graduates of Nursing Programs*, n.d.).

### **Role Play**

The evaluation strategy is a role-playing activity in which small groups of students take predetermined patient-care scenarios and each play a role. According to Jasemi et al. (2021)

“Role-playing is a simulation technique in which participants implement healthcare methods and communicate with the simulated patient without the concern over possible threats to the patient safety” (p. 123).

### ***Related AACN Essentials***

#### Domain 1: Knowledge for Nursing Practice

This activity will allow students to show their understanding of the nursing perspective and how other perspectives affect the nursing process. It will also demonstrate clinical judgment that is based on broad knowledge obtained in nursing classes and clinicals (*AACN Essentials*, n.d.).

#### Domain 2: Person-Centered Care

Patient-care role-play scenarios require students to show competency in establishing caring relationships, communicating effectively, develop and follow a plan of care, show accountability for care delivery, and provide care coordination (*AACN Essentials*, n.d.).

### ***Related NLN Competencies***

Each of the four competencies can be demonstrated in this patient-care role play scenario. Human flourishing is facilitated with person-centered nursing care. The student’s development of nursing judgments is on display during the role play scenario. The student can exhibit professional identity and the spirit of inquiry during the role play interactions (*Competencies for Graduates of Nursing Programs*, n.d.).

### **Reflection**

Reflection using a reflective writing assignment after a clinical assignment can help students begin to build on their classroom learning and clinical experiences to develop clinical judgment skills. According to Smith (2020) “Reflective writing as an assessment, provides

faculty with an inside look at students' thought processes and clinical judgment development” (p. 242).

### ***Related AACN Essentials***

#### Domain 1: Knowledge for Nursing Practice

Students develop their knowledge of the nursing perspective and apply theory and research-based knowledge, as they reflect on the clinical judgements made during their clinical day.

#### Domain 3: Population Health

The reflection involved in writing after a clinical assignment assists the student to consider the socioeconomic impact of healthcare delivery and to consider ways to demonstrate advocacy strategies (*AACN Essentials*, n.d.).

### ***Related NLN Competencies***

Reflective writing helps a student to develop their professional identity and nursing judgment skills, and to expand their thought processes about what constitutes human flourishing all while engaging with the spirit of inquiry (*Competencies for Graduates of Nursing Programs*, n.d.).

### **Paper**

Writing an evidence-based paper about nursing leadership develops research skills, scholarly investigation, awareness of systems-based thinking in nursing, and professional development. “Nurse leaders are known to take risks, explore new and alternative ways of thinking outside the box, and invite and ignite those around them to influence positive change” (Frazer & Sullivan, 2024, p. 46).

### ***Related AACN Essentials***

#### Domain 4: Scholarship for the Nursing Discipline

Researching nursing literature allows a student to develop their understanding of using scholarly sources, best evidence, and ethical conduct in scholarly activities

#### Domain 7: Systems-Based Practice

When nursing students delve into leadership literature, they can begin to understand the need to shift out of silo-based practices and into systems-based practices which better serve the patient population and produce more cost-effective care.

#### Domain 10: Personal, Professional, and Leadership Development

All nurses have the potential to become leaders. Writing a paper about leadership in nursing will help to develop a capacity for leadership (*AACN Essentials*, n.d.).

#### ***Related NLN Competencies***

Increasing a student's knowledge of leadership in nursing helps them to see their own potential as a nurse leader which leads them to a spirit of inquiry and allows them to dream about their potential to flourish as a nurse leader in the future (*Competencies for Graduates of Nursing Programs*, n.d.).

#### **Essays**

Short essay assignments can be completed during class time. To help nursing students focus on their personal health and well-being the prompt might be: How does a busy nursing student show commitment to their personal health and well-being while maintaining excellent study habits? Please describe three practices that promote health and well-being that a nursing student could engage in.

#### ***Related AACN Essentials***

#### Domain 5: Quality and Safety

Promoting self-care in nursing students helps them to understand how they will function better with appropriate self-care practices in place. Teaching this skill during nursing school can help promote patient safety in the future. According to Weaver et al. (2024) “Nurses and organizations need to adopt fatigue countermeasures, including health-promoting strategies, to minimize fatigue, to ensure nurses' health and safety, along with their ability to provide optimal patient care” (p. 18).

#### Domain 10: Personal, Professional, and Leadership Development

Demonstrates a commitment to personal health and well-being (*AACN Essentials*, n.d.).

##### ***Related NLN Competencies***

Promotes human flourishing, and better nursing judgment (*Competencies for Graduates of Nursing Programs*, n.d.).

##### **Oral Questioning**

An assignment of this type could be an in-class questioning scenario between pairs of students who are assigned opposite sides of an argument - as in a debate setting. The topic could be related to HIPAA regulations and the proper use of information technologies and private medical information. “While students enrolled in pre-health programs have patient facing experiences or complete relevant simulations, most undergraduates do not receive formal HIPAA training and few have the opportunity to practice HIPAA-compliant communication” (Gajwani et al., 2022, p. 531).

##### ***Related AACN Essentials***

#### Domain 8: Informatics and Healthcare Technologies

“Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the deliver of care” (*AACN Essentials*, n.d.).

### ***Related NLN Competencies***

Human flourishing with the assurance of privacy of health information. Use of nursing judgment to keep patient information protected, maintain professional identity by following HIPPA guidelines (*Competencies for Graduates of Nursing Programs*, n.d.).

### **Concept Mapping**

“The integration of concept mapping into nursing education represents a pivotal strategy...This educational tool's role in stimulating students' analytical abilities and motivation towards critical thinking has become increasingly relevant in preparing nursing professionals for the dynamic challenges of their field” (Dirgar et al., 2024, abstract sect.).

### ***Related AACN Essentials***

#### Domain 1: Knowledge for Nursing Practice

Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences. Demonstrate clinical judgement founded on a broad knowledge base.

#### Domain 3: Population Health

Consider the socioeconomic impact of the delivery of health care services. Manage population health. Advance equitable population health policy.

#### Domain 5: Quality and Safety

Apply quality improvement principles in care delivery. Contribute to a culture of patient, provider, and work safety (*AACN Essentials*, n.d.).

### ***Related NLN Competencies***

Spirit of inquiry and professional identity as the student delves into the structure and function of health care entities (*Competencies for Graduates of Nursing Programs*, n.d.).

### **Audio and Video Recording**

This assignment requires students to practice basic life support skills on a mannequin while recording video on a digital camera. Immediately after the exercise, students in the experimental group received a copy of the video with recorded feedback. Those in the experimental group appeared to retain the information and perform better one month after the experiment than the control group did. “Providing feedback to students via personalized video appears to have a greater impact on students' knowledge and skills regarding BCLS than providing in-person feedback alone” (Mohsenzadeh et al., 2025, conclusion sect.).

### ***Related AACN Essentials***

Domain 5: Quality and Safety

Contribute to a culture of patient safety by increasing competency of nursing skills through use of video recording.

Domain 8: Informatics and Healthcare Technologies

Use of the simulation mannequin and recorded feedback describe the use of information and communication technology tools for the care of patients (*AACN Essentials*, n.d.).

### ***Related NLN Competencies***

Demonstrate the spirit of inquiry by participating in healthcare research as a student.  
Human flourishing elevated by increasing competence of basic life support skills (*Competencies for Graduates of Nursing Programs*, n.d.).

### **Patient Simulation**

According to Morena-Camara et al. (2024) “The literature demonstrates that clinical simulation is a valuable educational tool, yielding excellent results in reinforcing the integration of theory and practice and deepening acquired knowledge, while also contributing to the practical training of future nursing professionals” (p. 1038).

### ***Related AACN Essentials***

#### Domain 1: Knowledge for Nursing Practice

Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.

#### Domain 2: Person-Centered Care

Demonstrate accountability for care delivery (*AACN Essentials*, n.d.).

### ***Related NLN Competencies***

Demonstrates development of professional identity and develops nursing judgement (*Competencies for Graduates of Nursing Programs*, n.d.).

### **Service Learning**

“Benefits of service learning to students include developing skills in communication, critical thinking, and collaboration; a community perspective and commitment to health promotion and health equity in the community; [and] a deeper awareness of diversity and cultural influences on health; and leadership abilities” (Oermann et al., 2023, p. 39).

### ***Related AACN Essentials***

#### Domain 2: Person-Centered Care

Students engage with individuals in an environment more familiar to the patient, establish caring relationships, and provide care coordination.

#### Domain 10:

Demonstrate a spirit of inquiry that fosters flexibility and professional maturity (*AACN Essentials*, n.d.).

***Related AACN Essentials***

Contributes to human flourishing through meeting patients in their community setting and increasing their access to health care. Adds dimension to professional identity as a nurse (*Competencies for Graduates of Nursing Programs*, n.d.).

## References

*AACN Essentials*. (n.d.). <https://www.aacnnursing.org/essentials>

*Competencies for graduates of nursing programs*. (n.d.). Default.

<https://www.nln.org/education/nursing-education-competencies/competencies-for-graduates-of-nursing-programs>

Dirgar, E., Berşe, S., Bor, N. A., & Tosun, B. (2024). The effect of concept mapping in nursing education on critical thinking motivation: A path analysis. *Nurse Education Today*, *143*, 106386. <https://doi.org/10.1016/j.nedt.2024.106386>

Frazer, C., & Sullivan, D. (2024). The nuts & bolts of being a nursing leader. Part 1: Leadership in nursing series. *Teaching and Learning in Nursing*. <https://doi.org/10.1016/j.teln.2024.09.005>

Gajwani, A., Shah, A., Patil, R., Gucer, D., & Osier, N. (2022). Training undergraduate students in HIPAA compliance. *Accountability in Research*, *30*(7), 530–541. <https://doi.org/10.1080/08989621.2022.2037428>

Jasemi, M., Goli, R., Zabihi, R. E., & Khalkhali, H. (2021). Educating ethics codes by lecture or role-play; which one improves nursing students' ethical sensitivity and ethical performance more? A quasi-experimental study. *Journal of Professional Nursing*, *40*, 122–129. <https://doi.org/10.1016/j.profnurs.2021.11.002>

Mohsenzadeh, H., Farsi, Z., & Afaghi, E. (2025). The effects of personalized video feedback of basic cardiac life support on knowledge and skills levels in undergraduate nursing students: A randomized controlled trial. *BMC Medical Education*, *25*(1). <https://doi.org/10.1186/s12909-025-06935-z>

Moreno-Cámara, S., Da-Silva-Domingues, H., Parra-Anguita, L., & Gutiérrez-Sánchez, B.

(2024). Evaluating satisfaction and self-confidence among nursing students in clinical simulation learning. *Nursing Reports*, 14(2), 1037–1048.

<https://doi.org/10.3390/nursrep14020078>

Oermann, M. H. O., Shellenbarger, T., & Gaberson, K. (2023). *Clinical Teaching Strategies in Nursing, Sixth Edition*. Springer Publishing Company LLC.

Smith, T. (2020). Guided reflective writing as a teaching strategy to develop nursing student clinical judgment. *Nursing Forum*, 56(2), 241–248. <https://doi.org/10.1111/nuf.1252>

Weaver, S. H., Camiling-Burke, A., Marcus-Aiyeku, U., Phillips, M., & Wurmser, T. A. (2024). Snooze for safety. *Nursing Management*, 55(11), 17–21.

<https://doi.org/10.1097/nmg.0000000000000185>

Zenani, N. E., Sehularo, L. A., Gause, G., & Chukwuere, P. C. (2023). The contribution of interprofessional education in developing competent undergraduate nursing students: Integrative literature review. *BMC Nursing*, 22(315), 1-12.

<https://doi.org/10.1186/s12912-023-01482-8>

