

# MINC Toolkit

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# Background

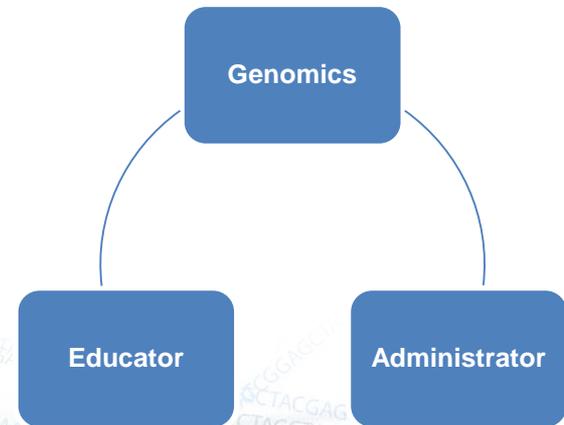
- The “*Method of Introducing a New Competency*” (MINC) model was used in developing and implementing strategies to raise awareness, and to prepare practicing nurses to be competent in caring for patients undergoing genetic/genomic testing and treatments.

# Toolkit to Facilitate Integration of Genomics



The screenshot shows the website 'Integrating Genomics into Healthcare Organizations'. The header includes the MINC Genomics logo and navigation links: Home, Browse Resources, Background, For Administrators, and For Educators. The main content area is titled 'Toolkit' and features a vertical list of seven dropdown menus: 'Why Genomics?', '1 Where to begin?', '2 What needs to be done?', '3 What Strategies could be used?', '4 How do we assess if we are making a difference?', '5 How do I make it last?', '6 How to overcome bottlenecks?', and '7 Where do I find help?'. To the right, there is a section 'Stories From the Trenches' with two video thumbnails, each showing a person's silhouette and a play button. Below the thumbnails is the text 'Jane Doe tells how Florida Brethren Hospital started the Nursing Genomics program'. Further down is a 'Getting Started' section with the text: 'If you are a nurse or other healthcare professional who wants to integrate the science of genomics into your practice and you aren't sure how to do that, this is the site for you.' and 'Three ways to get started: \* Dive into the toolkit \* Browse the resources by type \* Learn about the organizations that developed the toolkit'.

- Promote genomic practice
- Capture dyad expertise and processes
- Collect resources



# Status of the Website

- Alpha testing completed
- Beta testing planned
- Requesting your perspectives today
  1. What is your general impression of the site?
  2. Is the purpose of the site clear?
  3. Is the look and feel of the site: poor, fair, good, excellent (pick one)? Any suggestions for improvement?
  4. Is there any content that should be added?
  5. Any content that should be deleted?
  6. Other comments:

# Home Page



HOME

BROWSE RESOURCES

BACKGROUND

FOR ADMINISTRATORS

FOR EDUCATORS

## TOOLKIT

Why Genomics? >

Where to begin? >

What needs to be done? >

What strategies could be used? >

How do we assess if we are making a difference? >

How do I make it last? >

How to overcome bottlenecks? >

Where do I find help? >

## Stories from the Trenches



*Cole Edmonson DNP, RN, FACHE, NEA-BC  
Chief Nursing Officer, Administration  
Texas Health Presbyterian Hospital  
Dallas, Texas*



*Pamela Edwards EdD, MSN, RN-BC, CNE  
Associate Chief Nursing Officer, Education  
Duke University Hospital  
Durham, North Carolina*

## Getting Started

# Home Page Continued

Dallas, Texas

Charlotte, North Carolina

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## Getting Started

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**The purpose** of this Toolkit is to assist those interested in integrating genomics into practice. The creation of the toolkit was recommended by leaders, just like you, who wanted to apply new scientific discoveries in patient care. Read more about options that could work in your clinical setting too!

Three ways to get started:

- ★ Are you an administrator or educator?

---Choose appropriate button at upper right on page to explore options of how to use the toolkit---

- ★ Seeking answers to questions about what's involved in applying new competencies in practice?

---Click on each of the items to the left to learn more---

- ★ Want to go right to the resources?

---Click on Browse Resources---

# Browse Resources

## Browse Resources

Displaying 1-14 of 200 Resources

Resource Title	Type	Cost
<a href="#">Learn About Genomics</a>	Online Course	Free
<a href="#">Genetics &amp; Your Life</a>	Article	\$150
<a href="#">Go Genetics!</a>	Poster	Free
<a href="#">Funding Genetics</a>	Budget	\$3000
<a href="#">Learn About Genomics</a>	Online Course	Free
<a href="#">Genetics &amp; Your Life</a>	Article	\$150
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<a href="#">Go Genetics!</a>	Poster	Free
<a href="#">Funding Genetics</a>	Budget	\$3000

# Background

As genomic competencies have been delineated for all nurses, this presented an opportunity to provide support to nurse leaders to become aware of, plan for, and begin to incorporate genomics into practice.

## Goal

The primary aim of this Method for Introducing a New Competency into Nursing Practice (MINC) study was to develop, implement, and evaluate a year-long genomic education intervention that trained, supported, and supervised institutional administrator and educator Dyads (Champions) to increase nursing capacity to integrate genetics and genomics into practice. Assessments of program satisfaction and institutional achieved outcomes helped them measure progress. Read more about this study at [\[Link to publications\]](#).

Nurses can become Champions in their own workplace to enhance safe personalized healthcare. Champions as designers of delivery systems can accelerate the process of practice innovation by preparing their workforce and creating policies that assure delivery of responsible, effective, and accountable care that includes new competencies.

This toolkit has been developed based on innovative MINC Champion experiences, resources used, strategies tried, and outcomes achieved. They all expressed the need for such a toolkit when beginning their journey. Now based on their efforts, they provide options for you to try in your clinical setting.

The toolkit is structured in a question and answer format. The sections are not linear and may have some overlap. It is designed that way so that if you choose to go to the section of most interest to you, you will find what you need. Suggested resources are available for you to choose what would work best for you and your clinical setting. Finally, video testimonials are provided so that you can hear from those just like you who have taken on the challenge to overcome barriers to change and to accelerate genomics competency integration.

## How this Toolkit was Created

**Funding:** The National Human Genome Research Institute provided funding for development of this website. Working with the contractor, d'Vinci Interactive of Hagerstown, MD, the format and structure for this site were created.

Following completion of the Method for Introducing a New Competency into Nursing Practice (MINC) project, study participants suggested that we utilize their experiences and identified resources to create a toolkit for others looking to integrate genomics in their healthcare settings. The first step we took was to convene a small Advisory Panel from within the champion dyads [\[see attached list\]](#) and they attended a planning meeting June 15, 2015 to conceptualize the Genomic Nursing Toolkit. Based on their experiences, the outline for the toolkit was created and refined by the Advisory Group. The Champions assisted with the content write-up, provided resources of value to them, and helped review the toolkit contents prior to making it available to you. (2016)

## JOURNAL ARTICLES

Badzek, L., Calzone, K., Jenkins, J., Culp, S., & Bonham, V. (2013). Nursing leaders hold the key to translating genomics into practice. *American Nurse Today*. Dec, 8(12).

Calzone, K., Culp, S., Jenkins, et. al. Test/retest reliability of the genetics and genomics in nursing practice survey instrument. (accepted, 20142016). *Journal of Nursing Measurement*. 24(1):54-68 PMID:27103245. Calzone, K., Jenkins, J., Culp, S., Caskey, S., & Badzek, L. (2014). Expanding RN Scope of Practice: A Method for Introducing a New Competency into Nursing Practice. *Journal of Nursing Regulation*. 5(1), 40-47 PMID:25343056.

Jenkins, J., Calzone, K., Caskey, S., Culp, S., Weiner, M., & Badzek, L. Methods of Genomic Competency Integration in Practice. (2015). *Journal of Nursing Scholarship*. 47(3):200-210 PMID:25808828.

# Left Side Navigation



## BACKGROUND

Goal >

How this Toolkit was Created >

JOURNAL ARTICLES >

Hear From Our Champions >

MINC Participating Site List >

## TOOLKIT

Jump to... ▾

# Magnet Sites

## MINC Participating Site List

**Akron Children's Hospital**  
One Perkins Square  
Akron, Ohio 44308

**Jersey City Medical Center**  
355 Grand Street  
Jersey City, NJ 07302

**Avera McKennan Behavioral Health Hospital**  
4400 W 69th Street  
Sioux Falls, SD 57108

**Michael E. DeBakey VA Medical Center**  
2002 Holcombe Blvd  
Houston, TX 77030

**Baptist Hospital of Miami**  
8900 N. Kendall Drive  
Miami, FL 33176

**Northwestern Memorial Hospital**  
251 E. Huron St., Feinberg 4-504A  
Chicago, IL 60611

**Baptist Hospitals of Southeast Texas, Beaumont Hospital**  
3080 College Street  
Beaumont, TX 77704

**OSF Saint Anthony Medical Center**  
5666 East State Street  
Rockford, IL 61108

**Beaumont Health System**  
3601 West 13 Mile Road  
Royal Oak, MI 48073

**Providence St. Vincent Medical Center**  
9205 SW Barnes Road  
Portland, OR 97225

**Central DuPage Hospital**  
25 North Winfield Road  
Winfield, IL 60103

**South Shore Hospital**  
55 Fogg Road  
South Weymouth, MA 2190

**Children's National Medical Center**  
111 Michigan Ave NW  
Washington, DC 20010

**Texas Health Harris Methodist Hospital Fort Worth**  
1301 Pennsylvania Avenue  
Forth Worth, TX 76104

**Duke University Hospital**  
Box 3543, DUMC  
Durham, NC 27710

**Texas Health Presbyterian Hospital Dallas**  
8200 Walnut Hill Lane  
Dallas, TX 75231

**Fox Chase Cancer Center**  
333 Cottman Avenue  
Philadelphia, PA 19111-2497

**The University of Kansas Hospital**  
3901 Rainbow Blvd.  
Kansas City, KS 66160

**Hunterdon Healthcare System**  
2100 Wescott Dr.  
Flemington, NJ 08822

# Top Buttons

## For Administrators

Administrator Business Case



Administrator Pro Forma Instructions



Administrator Example Pro Forma



Genetics/Genomic Education Action Plan for Nursing



List of Consultants



# Top Right Continued

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## For Educators

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Educator Letter



Educators - Getting Started



Integrating Genetics & Genomics Education into Nursing Workforce Clinical Practice



Genetics/Genomic Education Action Plan for Nursing



List of Consultants



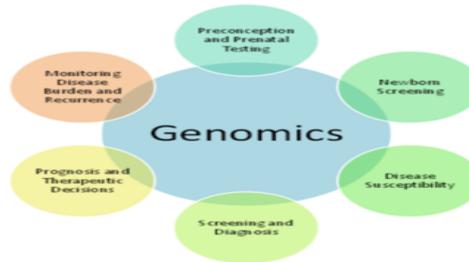
# Left Side Categories

## • Why Genomics ?

### What is Genomics?

Genomics is the study of the entirety of an organism's genes – called the genome. Variations that affect health, disease, or drug response in humans are being identified by researchers searching through the 3 billion units of DNA and across 23,000 genes. Genomic-based healthcare involves use of this genomic information about an individual as part of their clinical decisions (i.e., for diagnostic or therapeutic decision-making) and consideration of implications of that use.

### Genomics is relevant to the practice of all nurses.



\*\*\*Include patient story here\*\*\*

### We Need to Develop Genomic Knowledge Competency NOW!

There is a great opportunity to develop genomic knowledge competency for practicing healthcare providers:

- ★ to bring new discoveries to patients needing them now,
- ★ considered in the context of a rapidly changing healthcare environment,
- ★ spurred by technology and new scientific discoveries, and
- ★ resulting in healthcare information that impacts public welfare, patient safety, and cost containment.

Expanding nursing competency is critical to growing the healthcare system's ability to translate new information into practice to make a difference for patients, their families, and communities. The challenge is how to introduce a complex competency, such as genomics, into the nursing scope of practice with ramifications for:

- ★ clinical systems,
- ★ policies, and
- ★ workforce preparation.

This toolkit provides you with suggestions of where to begin, how to move forward, opportunities and challenges to consider including recommended competencies for genomics nursing.

### Genomic Competencies

Recommendations for genomic competencies are now available for multiple healthcare providers and are available at: <http://g-2-c-2.org/competency>. Reviewing these documents will provide you with a snapshot of what is recommended for minimum preparation of healthcare providers to deliver competent genetic- and genomic-focused care.

Nurses have identified competencies for all nurses. Those identified in the document, **ESSENTIALS OF GENETIC AND GENOMIC NURSING: COMPETENCIES, CURRICULA GUIDELINES, AND OUTCOME INDICATORS (2009)**, are integral to the practice of all registered nurses regardless of academic preparation, practice setting, role, or specialty.

The **ESSENTIALS OF GENETIC AND GENOMIC NURSING: COMPETENCIES FOR NURSES WITH GRADUATE DEGREES (2011)** apply to anyone functioning at the graduate level in nursing, including but not limited to advanced practice registered nurses (APRNs), clinical nurse leaders, nurse educators, nurse administrators, and nurse scientists.

# Where to begin?

## Action Plan for Your Organization

It is critical that you establish a plan of action for your organization. Items to include:

- who is part of the planning or “Champion Team” ,
- what are the planning team members learning needs,
- what are the current institutional assets (i.e., people, genetic specialists, funds, systems such as electronic health record documentation),
- are there competing challenges within the organization that may interfere with progress,
- what are the learning needs of those in your organization, and
- is the organization/workforce “ready” to embrace this initiative.

## Steps in the Process

### Step 1: Identifying the “Champion Team”

Champions are those in your organization that have the respect of others to lead change. They often recognize the value of a new innovation and have the vision of what is needed to help others learn about, value, and adopt the innovation in their environment. Administrators and educators in a practice setting often assume this leadership role. However, others at the local unit level, and even interdisciplinary team members may help facilitate this process and can be a member of the “Champion Team”. Identify champions who have the experience and perceived level of influence within your organization that will enable them to successfully begin this change initiative. It is helpful if they are knowledgeable about genetics but not a requirement.

Reference: Andrews, V., Tonkin, E., Lancaster, D., Kirk, M. (2014). Identifying the characteristics of nurse opinion leaders to aid the integration of genetics in nursing practice. *Journal of Advanced Nursing* 70(11), 2598–2611 PMID: 24773467).

The passion and commitment of team members to make this process happen can accelerate this change process in your organization. It is important to establish the “Champion Team” early on so that an action plan and timeline can be determined.

There are some key things to consider as you begin identifying Champion Team members:

- Who are the key stakeholders for integrating new genomic competencies that currently exist within your organization?
- Who are those individuals with the background or knowledge of genetics and genomics that could be included?
- What type of expertise and decision making will be necessary to develop an implementation plan and strategy for your organization?
- What are the goals and objectives you are trying to achieve?
- What is the timeline to achieve your goals and objectives?
- Who will be the lead project manager and lead the initiative?

# Continued

- who will be the lead project manager and lead the initiative

## Step 2: Personal Assessment and Learning Needs of the Champion Team

Once the Team has been established, the next step is to have the Team complete a personal assessment of their own genetics and genomics learning needs. A [sample assessment](#) is included here. Those with identified learning needs will want to utilize resources and opportunities to close their knowledge gaps. Your organization may want to reach out to experts in your area to provide workshops, offer grand rounds and inservices, or provide consultative services. There are [educational resources](#) available to help you close these gaps.

## Step 3: Institutional Assessment and Learning Needs

There are several facets of an organization that need to be assessed when beginning an initiative such as this.

### First, the infrastructure:

- Type of organization (i.e., academic, community, pediatric)
- Types of patients seen and interventions provided (i.e., acute, surgical, medical)
- Diversity of your service area
  - Age
  - Ethnicity
  - Socio-economic status
  - Population served
- Scope of services ( i.e., inpatient, outpatient)
- Specialty services provided (i.e., mental health, cancer)
- Workforce to be included in initiative (i.e., nurses only, interprofessional)
- Current genomics in practice
- Existing genetic services and expertise

### Second, the assessment of current organizational assets (fiscal and human)

- Communication pathways
- Economic Plan and Budget (read more about this on the Administrator pages –link)
- Existing policies that support genomics competency integration
- Continuing education infrastructure
- Existing educational initiatives
- Technology availability (i.e., IT infrastructure and access)
- Electronic healthcare record (EHR) infrastructure

**Third, determine the scope for inclusion and exclusion criteria for this initiative (will this service be available for everyone? If not, which staff will be included?)**

# What needs to be done?

## Pull Together Your Team

Teamwork can assure that others in your organization understand the relevancy and importance of integrating genomics into practice, and how you plan to get there.

1. Obtain support from Senior leadership (link to Educator Resource Integrating Genetics & Genomics Education into Nursing Workforce Clinical Practice) When staff see that leadership value this initiative it emphasizes the relevancy for them.
2. Review results from the baseline organizational needs assessment related to:
  - a. knowledgebase/competency (link to GGNPS survey)
  - b. resources (link to resource list when available)
3. Form a steering committee (individuals to consider)
  - a. Clinical Nurse Specialist/Educators
  - b. Shared decision making council members
  - c. Nurse Practitioner
  - d. Genetic Counselor (s)
  - e. CNO
  - f. Physician champions
  - g. School of nursing representative
  - h. IT computer services representative
  - i. Pharmacists
  - j. Staff nurses
4. Develop an education competency plan based on needs identified: [Action Plan Form](#) and [Action Plan Instruction](#)

## Establish Your Action Plan

There are a minimum of seven areas to consider in establishing an action plan for the integration of genetics and genomics into policy and practice. It is recommended the entire scope of nursing colleagues including clinical staff, clinical leaders, policy systems, researchers, educators, and hospital administrators are considered. Realize strategic partnerships are required to assure success of the Plan.

Areas to include when setting goals and how you will measure success:

- o Personal Development
- o Genetics/Genomics in Practice Assessment
- o Policy Genetic/Genomic Content Assessment
- o Staff Genetic/Genomic Knowledge Needs Assessment
- o Staff Development
- o Plans for Genetic/Genomic Integration
- o Anticipated Obstacles and Challenges

## Update Your Action Plan Quarterly

It is valuable to have the team update progress made and challenges encountered on the Action Plan at least quarterly. This can be achieved by adding a few extra columns on the Action Plan to document an [Activities Update](#) since the last report and [Reviewer Comments](#) to document any recommended changes. The Reviewer Comments column allows documentation of any issues encountered, problem solving, modifications made to goals or timeline, and attainment of goals. Discussion with Leadership about the Action Plan updates can facilitate ongoing support, assure that everyone is in agreement with plans, knows when success is achieved, or can problem solve before issues create bottlenecks.

RESOURCES

# What strategies could be used?

## Build Strategies Based on Strengths Within Your Organization

Institutional-specific intervention methods or strategies used by Champion Teams to increase nursing awareness, competency, integration and utilization of genomic information in nursing healthcare delivery are recommended. Because assets and needs are so unique to each setting, not all strategies work equally well. Designing the intervention for your organization requires consideration of potential options that will build on the strengths within your institutional environment.

In this section, let's look at:

- Items to Consider
- Examples of what other organizations have done
- Implementation of strategies

### 1. Items to Consider

- a. Scope of intervention-how big or small is the target audience for the intervention?
- b. Targeted audience-what is the knowledge level and gaps within your audience?
- c. Existing resources-are there resources already available or does your team have the capacity to create something specific to your organization's needs?
- d. Potential themes for guiding plans-are there special months (i.e., colon cancer awareness day) or special topics your organization already celebrates and could add genetic and genomic information to those educational events?
- e. Potential incentives-are there ways your organization could recognize staff participation in the intervention encouraging them to participate?

There are varied staff development options for your consideration that were successfully utilized by educators and administrators involved in the Method for Introducing a New Competency into Nursing Practice (MINC) study.(1)

# Example Strategies

## 2. Examples include:

- a. Journal Clubs: gather for reviews of articles focused on genetic or genomic topics
- b. Poster Fair: hold a contest for the best poster focused on a special theme.
  - i. DNA DAY-celebration: [National DNA Day](#) is a unique day when students, teachers and the public can learn more about genetics and genomics! The day commemorates the completion of the Human Genome Project in April 2003, and the discovery of DNA's double helix in 1953.
  - ii. DNA Cookies or gummy bears-provide specialty foods to increase awareness of interventions
  - iii. Create a time for the initiative such as Year of the Gene or Nurses Week
  - iv. February Heart Health Poster
  - v. National Family History Day
  - vi. National Stroke Month
- c. Offer Mandatory or Optional Educational Offerings using varied methodologies
  - i. Webcasts
  - ii. Inservices
  - iii. Grand Rounds
  - iv. Health Stream/Halogen
  - v. CE Offerings-classes
  - vi. Lectures/symposiums
- d. Include in Annual Competencies Events
  - i. Competency Fairs
- e. Incorporate genetic and genomic topics into Conference Presentations
  - i. Evidence Based Practice
  - ii. Ethics
  - iii. Quality Improvement
  - iv. Research

# Strategies Continued

## 3. Implementation

- a. Once strategies are selected, communication of the plans are important to help all staff to be aware of the opportunity or requirement to participate in the event(s). Take advantage of already existing committees or communication methods to highlight the availability of resources and events.
- b. Several of the MINC Champion Teams utilized awareness campaigns to gain momentum highlighting the value of genomics for patient care. Two teams created a logo to be used as part of their branding of all messages and events sponsored for this initiative.
- c. Mobilize members of the Steering Committee or select others as an implementation team. Consideration of bringing others in for assistance such as the marketing group within your setting may help bring new ideas to the group to improve outreach and attendance. The potential for taping live events for web access if available may help expand the audience reached by all your hard work.
- d. Conduct planned programming. Attention to details such as when, where, and how the educational event will be offered requires organization skills.
- e. Recognition of staff who attend or contribute to planned events or resources may help increase their interest and participation in achieving genomic competency. Consider building the competency expectations into career ladder expectations or award recognition. Such incentives show the value by leadership of this initiative.

## RESOURCES

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(1) Calzone, K., Jenkins, J., Culp, S., Caskey, S., & Badzek, L. (2014). Expanding RN Scope of Practice: A Method for Introducing a New Competency into Nursing Practice. *Journal of Nursing Regulation*. 5(1), 40-47 PMID:25343056

# How do we assess if we are making a difference?

## Measuring Achievement of Goals

Evaluation of an initiative focused on change within an organization may include multiple desired outcomes. It is important at the beginning of the planning to identify methods for measuring successful achievement of identified goals. Options for format, methods, and frequency of measurements might include the following.

### 1. Outcome Evaluation Metrics

If an identified goal is to improve nurses knowledge of genomics, the use of a pre- and post- educational intervention survey may be appropriate.

- **Pre/Post Surveys**

MINC sites used the [Genetics and Genomics in Nursing Practice Survey \(GGNPS\)](#) to:

1. be able to assess the baseline knowledge, attitudes, practices, receptivity, confidence, and competency of nurses in their organization; and
2. determine the impact of the use of their institution's educational intervention on genomic knowledge, attitudes, practices, receptivity, confidence, and competency.

The GGNPS has been administered online or in paper format. The GGNPS is in the public domain and can be used as is or modified. Your institutional IRB may require approval before implementing the survey. For information about previous GGNPS study results, see the listing of journal articles.

The Genetics and Genomics in Nursing Practice Survey Instrument Scoring Manual is available [here](#) or online at: [https://www.genome.gov/pages/health/healthcareprovidersinfo/ggnps\\_instrument\\_instructions.pdf](https://www.genome.gov/pages/health/healthcareprovidersinfo/ggnps_instrument_instructions.pdf).

The Genetics and Genomics in Nursing Practice Survey Instrument is available [here](#) or online at [https://www.genome.gov/Pages/Health/HealthCareProvidersInfo/GGNPSurvey\\_2.5%207-2-2014.pdf](https://www.genome.gov/Pages/Health/HealthCareProvidersInfo/GGNPSurvey_2.5%207-2-2014.pdf)

- **Get Feedback Through Interviews or Forms**

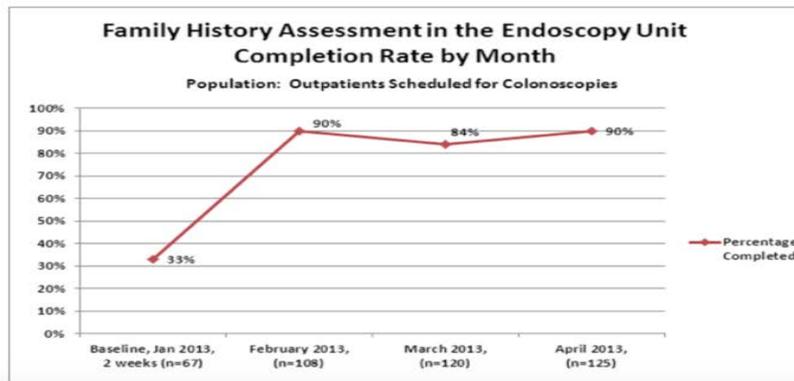
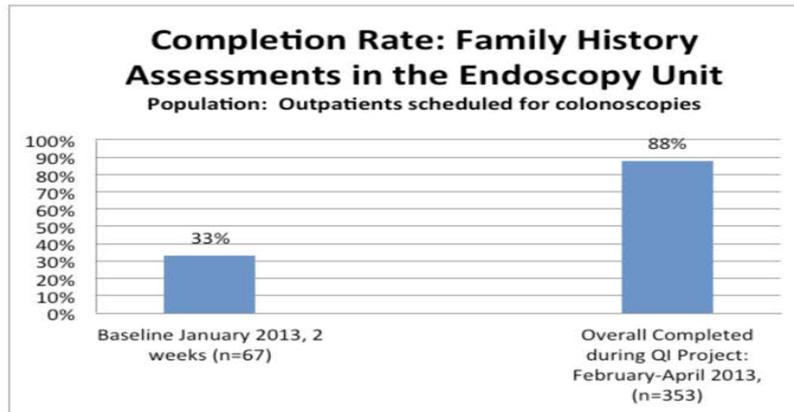
Feedback regarding satisfaction with the educational intervention can be solicited through a number of ways. Interviews with selected staff, collection of evaluation comments from all attendees, or conducting focus groups with staff to determine their perception of the offering could provide valuable comments for consideration. If the intervention is a web offering requesting feedback online can streamline the process of receiving feedback. Or from printed resources, a tear off card may help provide comments to guide suggested modifications.

# QI Outcome Indicators

**If an identified goal is to have a specific practice change, there are several options to consider.**

- **Quality Improvement/Outcome Indicators:**

MINC sites developed quality improvement (QI) indicators based upon individual institution goals and objectives. Below is one example of a family history assessment quality improvement project with pre and post data associated with the goal of improving the collection of family health history information:



# Evaluation Continued

2. Pre- and post-educational intervention data on community outreach programs

## 3. Process Evaluation is another method for assessing the initiative.

For example, addressing the “who, what, when, where” of the genomics program implementation.

- Did you implement the activities required for the genomics initiative?
- Who were the people involved?
- What problems were encountered?
- When was the initiative completed?
- What were the outcomes?
- How In the process, you may have established valuable genomic liaison groups --- an example of a serendipitous process evaluation outcome?

Reference: <http://www.cdc.gov/std/Program/pupestd/Types%20of%20Evaluation.pdf>

## 4. Cost Analysis by Administrators

**Cost analysis projections** by administrators for implementing a genomics competency initiative are recommended in the Administrative Section. Evaluation of the actual costs associated with a new competency initiative, and/or resource costs of integrating new genetic/genomic services, and/or costs of recommended infrastructure support for integrating genomics into practice (i.e., EHR and/or policy revisions) could help the administrator determine if their financial predictions were accurate for introducing genomics at their worksite. Plus, consideration of revenue resulting from changes associate with the new competency initiative may help support future decisions.

# Resources

## RESOURCES

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Genetics and Genomics in Nursing Practice Survey (GGNPS)



GGNPS Online



Genetics and Genomics in Nursing Practice Survey Instrument Scoring Manual



GGNPS Scoring Manual Online



Types of Evaluation



Administrator Proforma Example



# How do I make it last?

## How to Sustain the Progress

The primary aim of this toolkit is to offer potential resource options to utilize in the advancement and adoption of a new competency (genomics). Building on the Magnet Hospital experiences, these tools can also be used in an ongoing way to build on the competency foundation that can be measured through an outcome evaluation. Optimizing sustainability of outcomes of the progress made is essential to assure that the investment of time and resources was valuable leading to longer-term beneficial outcomes.

## Include Genomic Competency Information

For example, genomic competency information has been included in new nurse orientation. Next steps may include looking at how that content is then used in practice.

- Is the content sufficient or does it need to be expanded?
- Has it made a difference to patient outcomes so that ongoing commitment to continue this educational intervention is justified?

Another example, the genomic competency is now an expectation of all nurses in your clinical setting. Leadership has included that expectation in the Nursing Department's strategic plan, clinical ladder expectations, and policy statements. Leadership voices ongoing support, expectation, and recognition of competency achievement.

## Factors Enabling Long-term Sustainability

Factors that influence successful initial program implementation are not necessarily the same as those that enable long-term sustainability. Identified characteristics determined to influence the extent of sustainability of a competency initiative include:

- whether such a program can be modified over time
- a "champion" is present
- the program "fits" with its organization's mission and procedures
- benefits to staff members and/or clients are readily perceived, and
- stakeholders in other organizations provide support

Reference: Scheirer, M.A., Is Sustainability Possible? A Review and Commentary on Empirical Studies of Program Sustainability. American Journal of Evaluation, 2005. 26(3): p. 320-347

## Sustainability Action Plan

It is recommended that a Sustainability [Action Plan](#) be developed that:

- identifies new and continuing target areas,
- allow tracking of progress of identified goals; and
- determine potential new and ongoing challenges that may affect success.

# Sustainability Continued

## Helpful Guidelines for Sustainability

- Specifying additional personal development needs, policy and education strategies, objectives, methods to achieve and/or sustain aims, and timeline allocated to accomplish tasks can help guide ongoing efforts.
- Determine within your organization the frequency and contact person(s) for Action Plan submission and review to guide and receive continued support for the team's plans.
- Depending on what interventions were initially used and accomplishments achieved, determination of next steps may require additional funds, methods, and supporters.
- Competing demands and emerging priorities that require focus and time of the initial Champions may necessitate the gathering of new supporters for ongoing competency efforts.
- Succession planning is key to assuring continued success with genomic competency efforts.

# How to overcome bottlenecks?

Whether you are just beginning to establish an initial plan of action or you are deciding how to keep efforts going, you can expect that you will encounter obstacles and challenges. It is difficult to be able to anticipate what bottlenecks you may encounter, but proactively thinking about it can help in strategizing and preventing issues.

## Challenges and Potential Solutions from the MINC Champions

Challenge identified by MINC Champions	Potential Solutions
Need for administrative backing	Recommended frequent meetings with the CNO to keep them informed and to gain their input Demonstrated leadership support increased staff receptiveness to interventions and supported successful planning
Interprofessional collaborative support	Inform interprofessional colleagues to facilitate receptiveness to planned interventions, early problem solving, and potential for competency collaborations Be prepared to inform them about the justification for initiative and the relevancy of genomics to care
Infrastructure considerations	Begin networking early in the planning and establish partnerships as part of problem solving for genomic competency integration endeavors Consider implications for genetic specialty services and discuss potential outcomes and options for problem solving Think about infrastructure that is needed to enable achievement of care that integrates genomic information (i.e., documentation of family history information in the electronic health record) and plan for how to make that available
Financial support to implement action plan ideas and activities	Consider financial implications of introducing genomics new knowledge and competency and present justification to your administrator for the investment Explore internal and external funding resources
Potential for conflicting priorities and lack of time to focus on genomics	Administrator commitment to mandated time for the champion dyad to be part of this initiative Recognize the potential for competing demands and create a team that can support each other and assist with time management
Life events leading to personnel related issues	Life issues such as personal injury, retirement, and doctoral studies will require some modification and team changes
Technological challenges	Consider security issues related to accessing external educational webinars and meetings Anticipate the need for audiovisual and information technology support for lectures and make IT contacts early Assess EHR ability to incorporate genetic history and information
Other unanticipated challenges	Expect the unexpected (i.e., disasters, mergers, magnet re-designation demands) and work collaboratively to explore options for problem solving

# Where do I find help?

This toolkit provides links to [resources](#) used by others like you wishing to learn more; wanting to offer educational interventions to others, and provides details to help you prioritize those most valued to you.

Often it is helpful to talk to someone who has been there and has experience in what you would like to do. Many of the MINC Champions have agreed to be included in a consultative list providing contact information of how to reach them. You are encouraged to seek them out for guidance and suggestions.

## [MINC Champions Consultative Directory](#)

The following organizations are expert resources with more material.

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American Society of Human Genetics (ASHG)	<a href="http://www.ashg.org/">http://www.ashg.org/</a>	Resources, projects, and policies concerning human genetics
International Society of Nurses in Genetics (ISONG)	<a href="http://www.isong.org/">http://www.isong.org/</a>	Resources to help nurses incorporate new knowledge about human genetics into practice, education, and research
National Society of Genetic Counselors (NSGC)	<a href="http://www.nsgc.org/">http://www.nsgc.org/</a>	Information about genetic counseling, practice guidelines, links to genetic counselors, genetic discrimination resources

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# Evaluation

1. What is your general impression of the site?
2. Is the purpose of the site clear?
3. Is the look and feel of the site: poor, fair, good, excellent (pick one)? Any suggestions for improvement?
4. Is there any content that should be added?
5. Any content that should be deleted?
6. Other comments:

# Thank You!

