

Capturing the Essence: Development of Regulatory Concept Maps

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Step Two of the Regulation 2030 study is described here and concerns the gathering of experts and the development of concept maps. In this step, the 25 emergent trends identified in Step One of this study were formalized into actionable items that represent future possibilities (both positive and negative). Interpreting these trends for the future and their implications was relegated to experts from around the world. These experts projected what needs to be in place to deliver the trends and identified the impact these trends may have on regulation and the associated health care system.

Regulation 2030 Summit

Regulation 2030 was a 2-day summit that brought regulators and health care leaders from across the United States and around the world to Chicago to envision the future of regulation. The attendees were carefully selected for their knowledge of nursing, regulation, and health care; their diversity; and their leadership. Eighty individuals attended the summit, and represented 8 countries, 17 U.S. states, the District of Columbia, and 2 U.S. territories.

Participants were assigned to eight work groups. Table assignments were made to ensure there were varying expertise and viewpoints in each of the work groups, providing a balanced perspective as attendees familiarized themselves with the 25 emergent trends and became accustomed to the format of the later exercises. After the first few segments, attendees were free to select new work groups in order to explore different subject matter and collaborate synergistically with a new group of people, generating continually fresh ideas. Although an attendee might have been a subject matter expert in a particular area, the format of the summit was designed to ensure that all attendees had the opportunity to contribute their expertise and insights to the development of regulatory concept maps.

In the days following the summit, discussion leaders from the eight small work groups each reviewed the completed maps on which they had led a discussion. Map notes (or the maps themselves) were reorganized and consolidated to provide a clear and accurate depiction of each group's discussion and their thoughts for the future.

The efforts put forth by the summit participants and small-group leaders established the foundation for the next groundbreaking step in this process: to analyze the actual content of the 25 concept maps. The following section discusses Step Three—Analysis and priorities: Developing a modern, effective regulatory framework.

Regulation 2030: Concept Maps

Using Visio software, the 25 completed concept maps were transcribed into a digital format. The software permitted map notes to be moved around to better cluster ideas and visualize connections. Once maps had been reformatted in this manner, the small-group leaders were asked to identify higher-order themes by drawing a green box around clusters of notes. The higher-order theme that best captured

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Figure 1: A diagram illustrating the relationship between a nurse and a patient. It features three boxes: a top box with a nurse icon and '&', a bottom-left box with a patient icon and '<', and a bottom-right box with a nurse icon and '>'. Arrows indicate interactions between these elements.

Figure 2: A vertical diagram showing a nurse icon at the top, a downward arrow, and a large white rectangular box below it, all on a light green background.

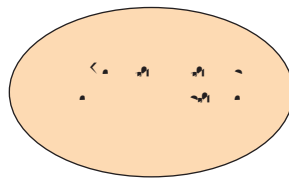
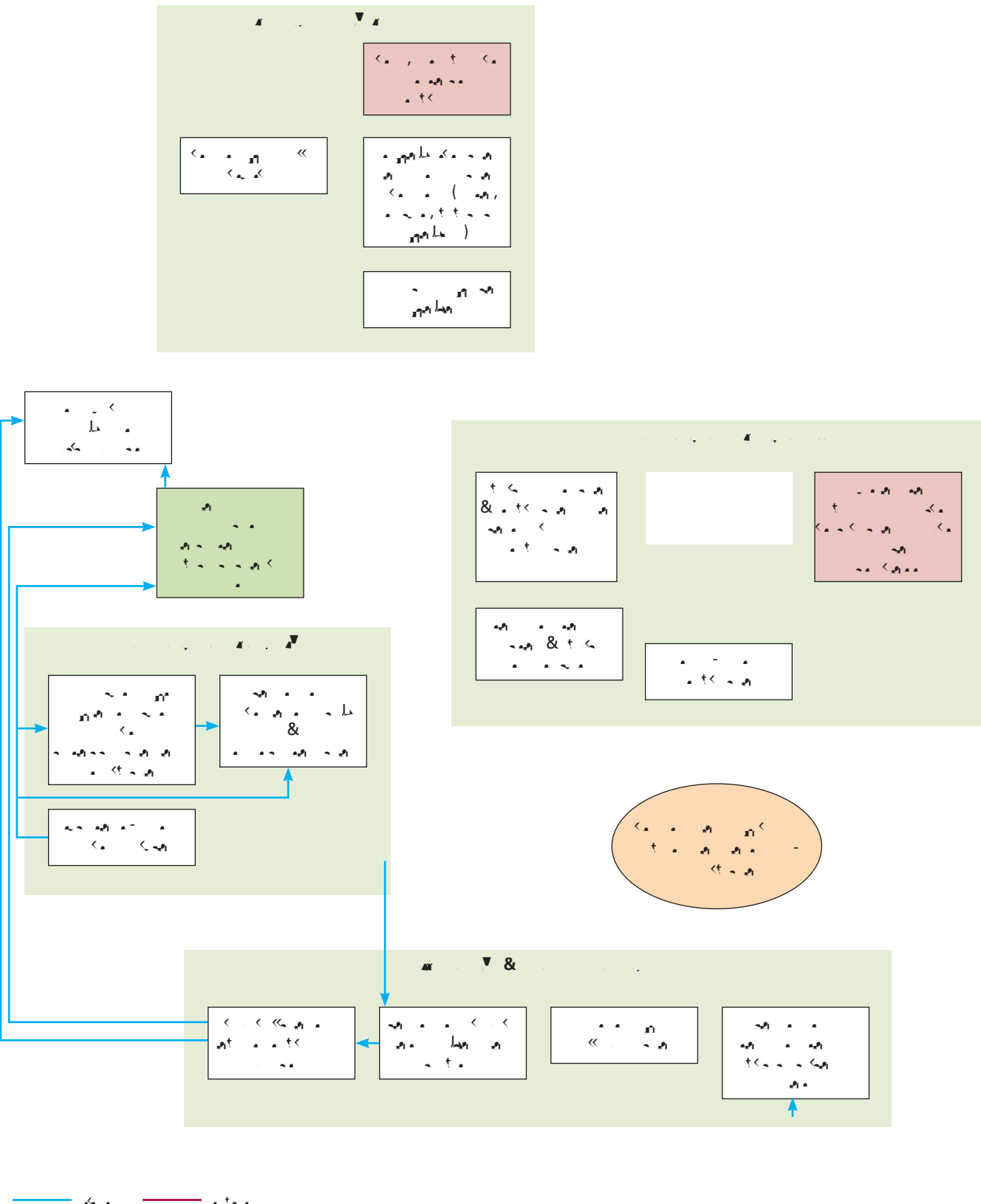


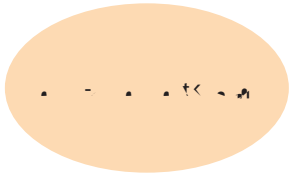
Figure 3: A diagram with three boxes. The top-left box shows a nurse icon, '<', and '>'. The top-right box shows a nurse icon, '<', '>', and '&'. The bottom box shows a nurse icon, '<', and '>'.

Figure 4: A 2x3 grid of boxes. The top-middle box is highlighted in red and contains a complex diagram with a nurse icon, '<', '>', '&', and '&'. The other boxes contain various combinations of nurse icons, '<', '>', and '&' symbols.

Figure 1. A flowchart illustrating the process of identifying and classifying nursing interventions. The process starts with a list of interventions (A) and moves through a series of steps (B, C, D, E, F) to identify and classify them. The interventions are categorized into different types (e.g., assessment, diagnosis, planning, implementation, evaluation) and then grouped into different categories (e.g., assessment, diagnosis, planning, implementation, evaluation). The flowchart is divided into several sections, each containing a list of interventions and their corresponding classification. The interventions are listed in a box, and the classification is shown in a separate box. The flowchart is divided into several sections, each containing a list of interventions and their corresponding classification. The interventions are listed in a box, and the classification is shown in a separate box. The flowchart is divided into several sections, each containing a list of interventions and their corresponding classification. The interventions are listed in a box, and the classification is shown in a separate box.

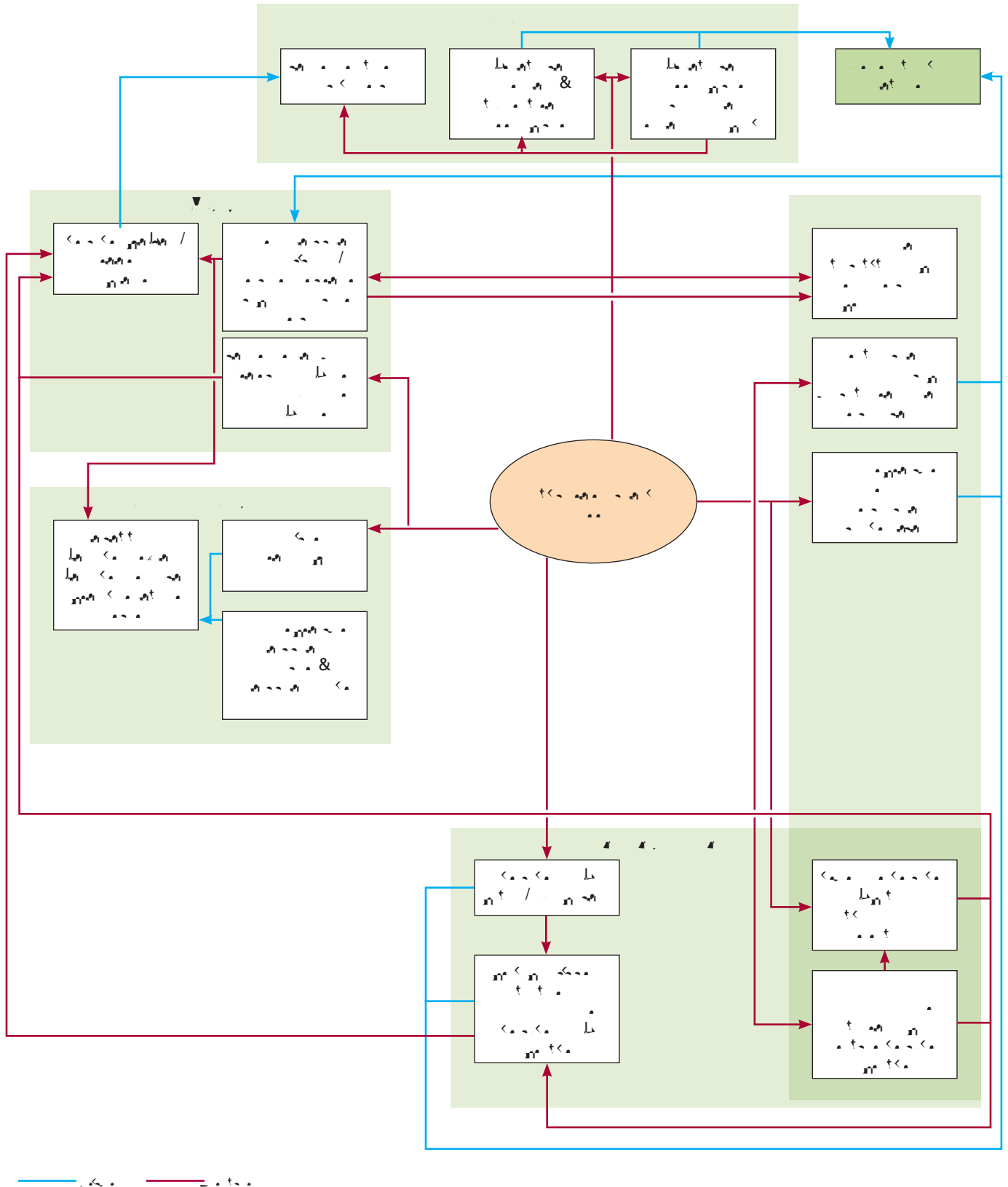


▶ **Table 1**
Table with 2 columns: **Category** and **Percentage**.
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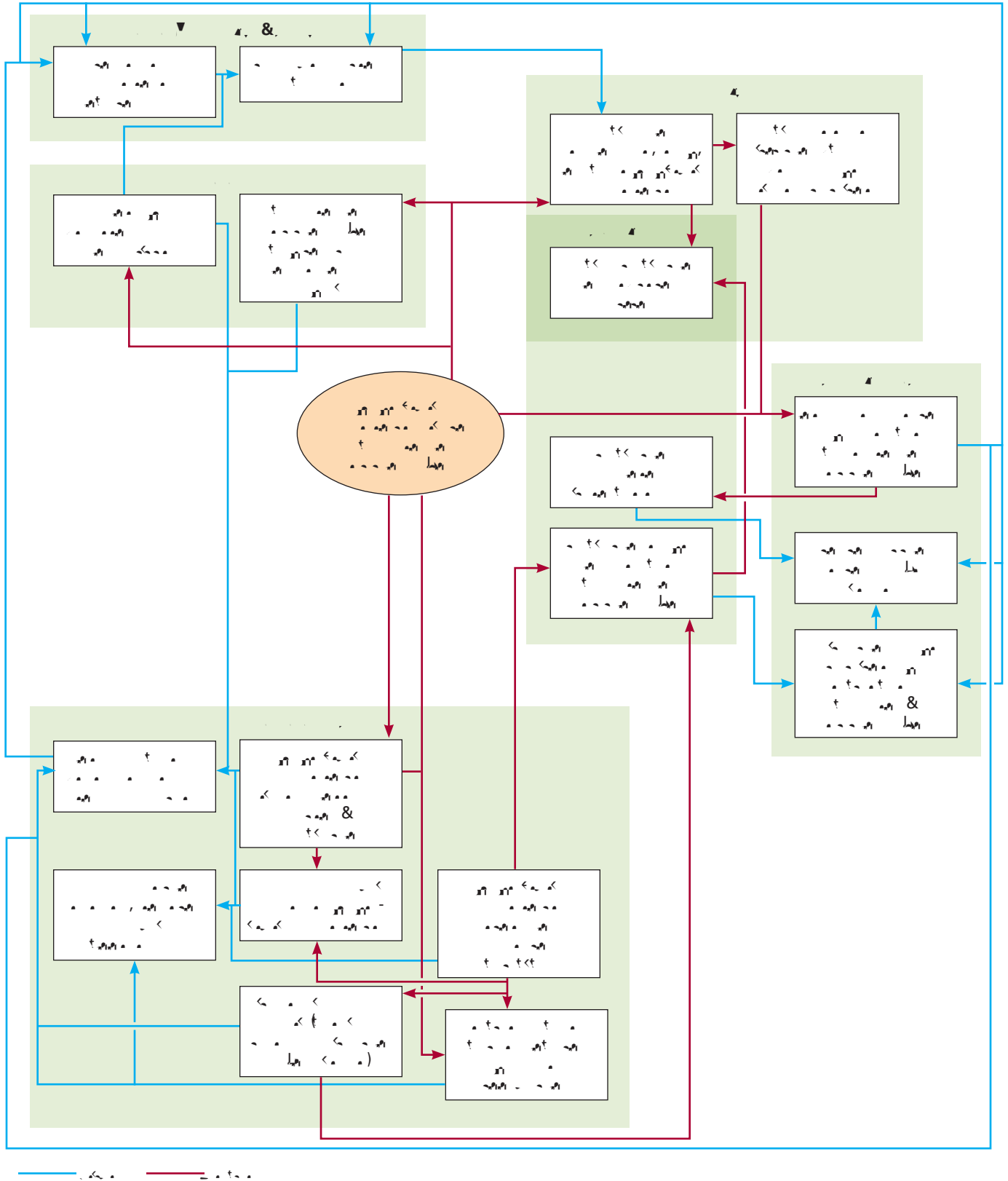


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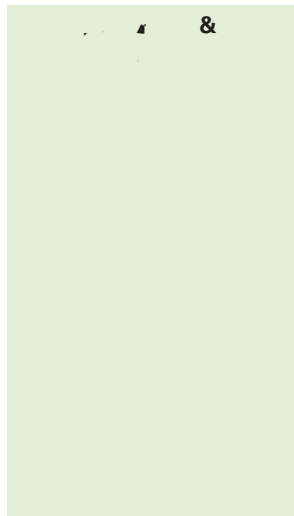
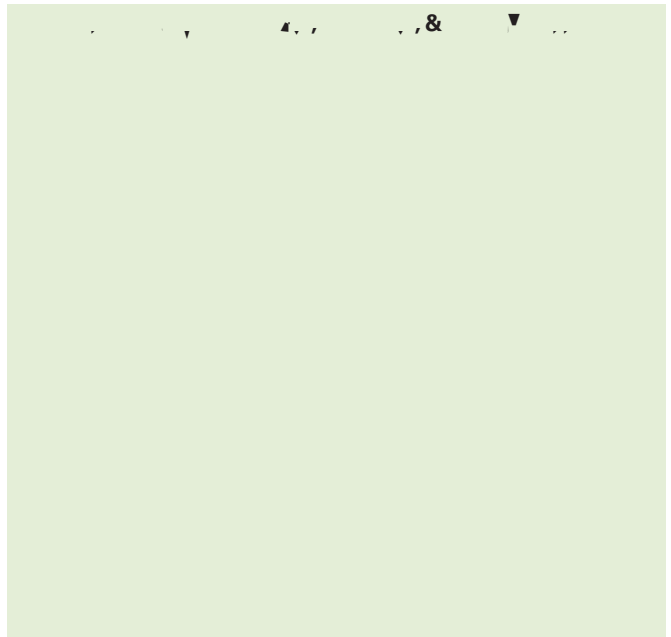
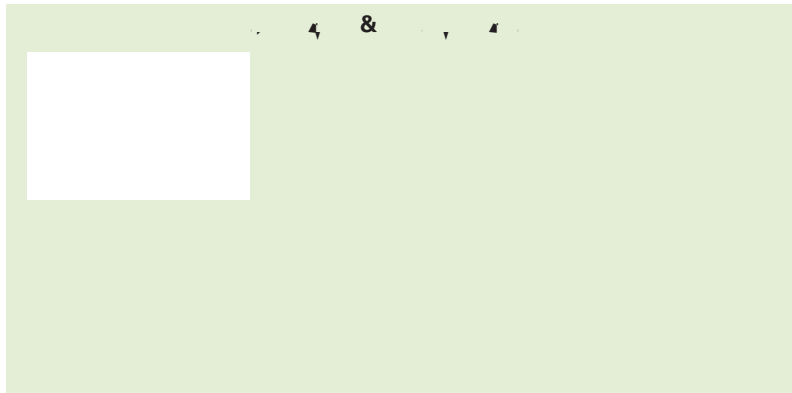
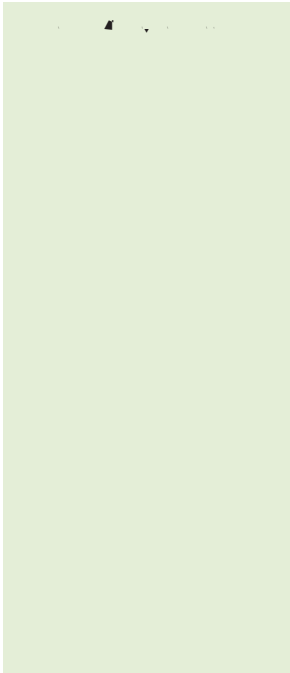
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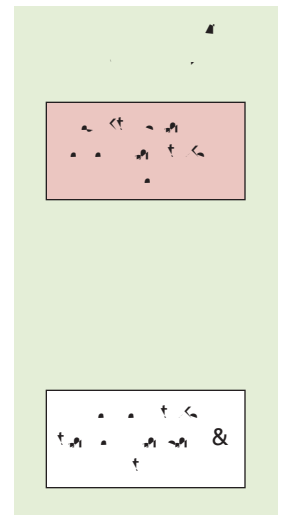
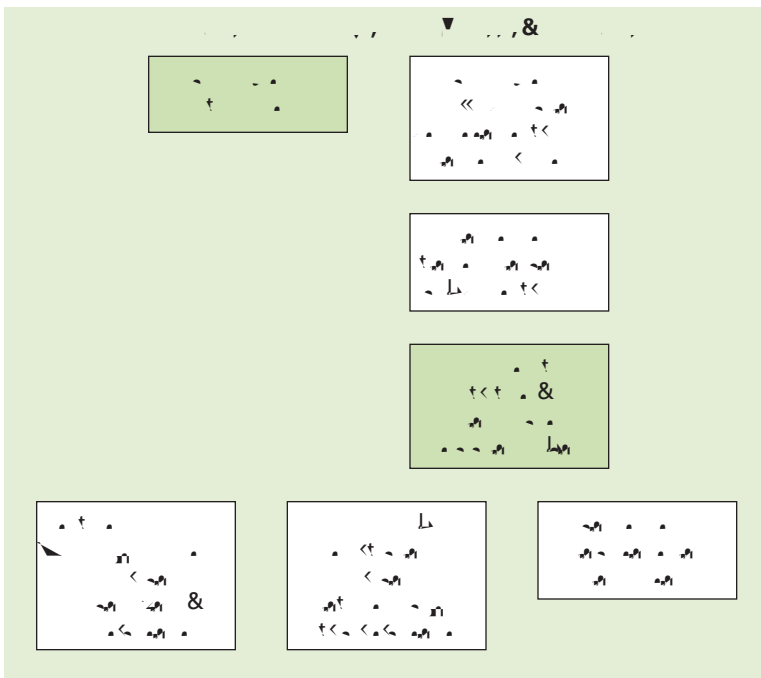
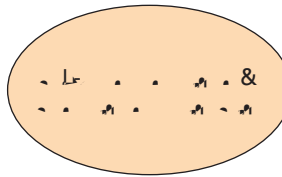
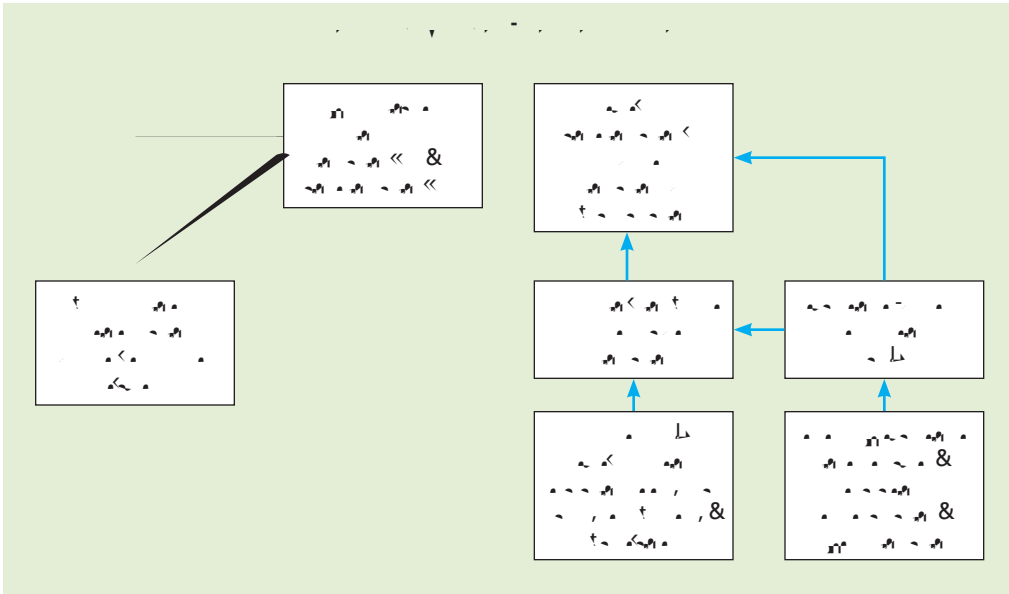
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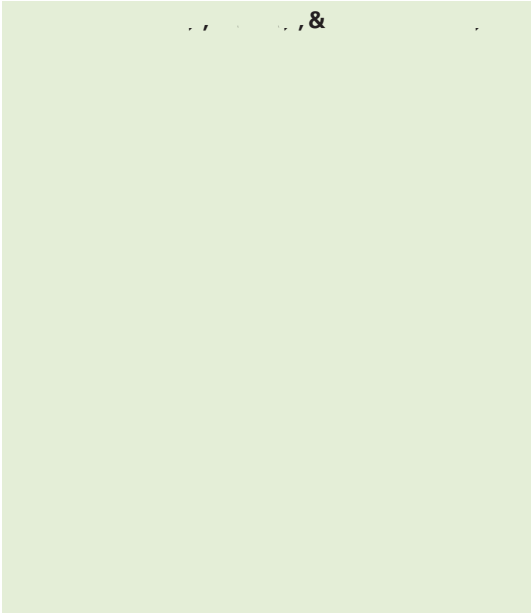
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▶ **Level 21**

▶ **Level 21** is a complex level of the game, involving multiple levels of abstraction and recursion. It is characterized by a high degree of complexity and a focus on the relationship between the player and the game itself.



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