

Competency – Based Nurse Practitioner Education: An Overview for the Preceptor

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- Learning objectives:
 - At the conclusion of this session the participant will:
 - Name at least 2 reasons for the shift from content-based learning to competency based learning.
 - Identify at least 5 strategies for success in competency- based clinical learning experiences.
- The author, Kerry S. Risco is employed at The Pennsylvania State University College of Nursing as an Assistant Teaching Professor

Competency-based education frameworks

- Outcomes- based approach to the design, implementation, assessment and evaluation of an educational program
- Uses an organizing framework of competencies

National factors driving the paradigm shift from traditional curriculum design to a competency-based approach

- 2010 report, *Future of Nursing: Focus on Education*
- Push for interprofessional practice and education (IPE)
- Nursing organizations
 - NONPF
 - GAPNA
 - NAPNAP
- Accrediting organizations
 - CCNE

Terms

- Competency
- Outcome
- Major Competency
- Program Outcome
- Minor Course Level Competency (Course Objective)
- Course- Related Student Outcome

Competency-based curriculum development begins with knowing the endpoint

- The precepted clinical experience is crucial in moving the student toward that endpoint
- It is important for preceptors to be aware of the trend toward competency-based educational design and competency-based frameworks used in the educational program
- Preceptors should receive a purposeful orientation to competency-based curricular design

Competency-based curriculum explained

- An organized system of instruction, assessment, grading, and reporting that is based on building blocks of competencies
- Reflect students demonstrating knowledge learned or the skill expected as they progress through a program
- Should include “levels” or “milestones” to demonstrate achievements

Clinical learning is the essence of NP education and the preceptor is perhaps the most critical member of the educational team

Faculty should assume the responsibility for educating students and preceptors regarding competency-based education

In a competency- based curriculum there is an intentional emphasis on the NP preceptor as:

- Population expert
- Demonstrator of documented specific expected student competencies

Preceptors serve as facilitators of student learning

- Specific course competencies are used to guide learning in a general, yet focused way
 - Competency statements provide the foundation and directional drivers for student precepted experiences regardless of type of complaint (chronic or acute) or specific disease process

Successful student competency achievement is dependent on strong and cohesive relationships between preceptors and academic programs

We Are Sigma

Preceptor checklist for
success in competency
based learning



Before accepting a student for a precepted experience

- Review program competencies and assess for match with clinical environment
- Communicate any questions, concerns, or clarifications needed regarding competencies and evaluation methods with program representative

After student acceptance for a precepted experience and before first clinical day

- Notify the student of review and understanding of competencies and learner expectations
- Consider soliciting student self-assessed gap analysis of competency strengths and weaknesses
- Prioritize competencies for learning with student

First clinical day

- Assure onsite access to competencies if needed for review
- Design patient exposure for best competency learning and performance fit

After first clinical day before midterm

- Ongoing design and strategy implementation for focus on prioritized competencies
- Solicit student self-assessment of competency performance
- Provide feedback to student regarding competency achievement
- Share personalized experiences and styles of success used to perform the course competencies as an expert

Midterm

- Utilize program driven final and/or midterm evaluation tools to assess student progress of competency achievement
- Communicate status of competency achievement to student's clinical faculty

After midterm and before final clinical day

- Solicit another student self-assessment of competency performance and provide feedback
- Prioritize experiences for competency achievement

End of preceptor/student experience

- Complete formal program evaluation and tool of student competency achievement
- Provide recommendations for further growth in achieved competencies
- Provide feedback to competency language, successes, and challenges for learning in your environment to program representative

Preceptor resources

AANP

- Preceptor toolkit
- Information about 5 minute preceptor

NONPF

- List of competencies

Conclusion

- Successful student competency achievement depends on strong and cohesive relationships between preceptors and academic programs
- Before agreeing to precept a NP student, preceptors should be familiar with the student's program and be provided with a faculty contact person for questions

Conclusion

- Preceptors should be encouraged to preview specific course competencies and examine whether or not their skills and site are a match to facilitate student achievement as requested for a given course

References

- AANP – American Association of Nurse Practitioners
– www.aanp.org
- NONPF – National Organization of Nurse Practitioner Faculties
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- Schumacher, G. & Risco, K. (2017). Nurse practitioner program curriculum development: a competency-based approach. *Journal for nurse practitioners*, 13(2), e75-e81.



Questions ???

Thank you

Teşekkür ederim תודה Hvala
ขอบคุณ Ευχαριστώ منشكرم Dankon Хвала
Tak Gracias Grazie 謝謝 شكرا لك
Sağol Danke Thank you Merci 感謝
Tack Spasibo Obrigado 감사합니다
Köszönöm Dank u Spasibi 有り難う 谢谢
Благодаря Asante धन्यवाद ありがとう
Terima kasih Mulțumesc Dank u
شكرا Kiitos Dziękuję

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Love



Courage



Honor

