Evaluating Nurse Practitioner Student Progress

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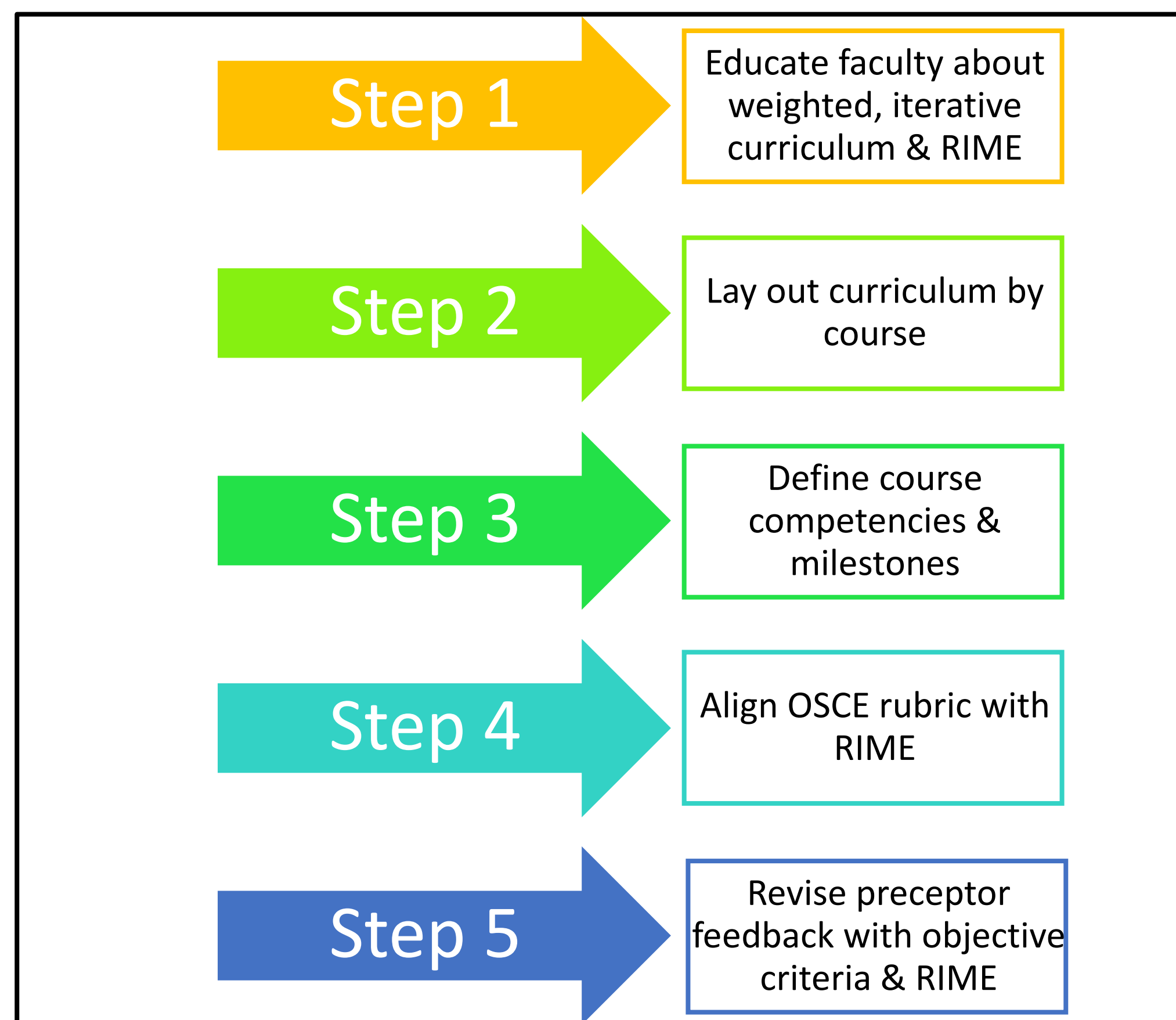
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INTRODUCTION

Nurse practitioner programs prepare students to meet role and population- specific competencies

- Evaluating clinical progress is an enigma
- Targeted remediation remains elusive
- Preceptor evaluation inflation remains a problem

PURPOSE/STEPWISE APPROACH

Develop valid, reliable evaluation methods
- Align competencies, simulation and clinical language
- Pinpoint deficits to target remediation

Step	Description
Step 1	Educate faculty about weighted, iterative curriculum & RIME
Step 2	Lay out curriculum by course
Step 3	Define course competencies & milestones
Step 4	Align OSCE rubric with RIME
Step 5	Revise preceptor feedback with objective criteria & RIME

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Curriculum Overview

	Pedagogy	Exams	Clinical Course	Simulation	Feed-back	Clinical	RIME
1st Year	• Didactic • Simulation • Clinical immersion reinforces concepts	• Straight-forward • Factual • Some cases	AHA	5 Formative 1 Summative	1:1		REPORTER
			Adult/GYN	3 Formative		2 week Adult	
			Peds	3 Formative		2 week Peds	
2nd Year	• Didactic • Seminar • Simulation • Procedural skills • Clinical validates mastery	• More complex • Case-based • Multiple concepts • Board-like questions	Found Ind Practice OB	1 Formative 1 Summative	1:1 x 2-3 cases, quiz for 1 case	9-week immersion x 2	INTERPRETER MANAGER
			Adv Con Ind Prac Adv Care of Women	1 Formative 1 Summative			
3rd Year Phase II site	• Seminar • Clinical	• Quizzes • 2 Practice exams- min pass threshold	NP Pract & Seminar 1, 2 & 3	Remediation as needed		10-wk immersion x 3	EDUCATOR

Sample 1st Year Competencies

1. Conduct comprehensive and focused assessments using advanced communication in adult patients with 1-2 presenting problems under mentored guidance
2. Use patient and clinical data to formulate common healthcare diagnoses in adult patients with 1-2 presenting problems
3. Identify and evaluate appropriate patient-centered, evidence-based diagnostic & therapeutic interventions (pharmacologic and nonpharmacologic) and plans of care for the management of common problems
4. Perform age & risk-appropriate screening, education and anticipatory guidance for adult patients
5. Demonstrate professionalism & communication skills that facilitate an effective exchange of information and collaboration with patients and members of inter-professional healthcare teams

Sample Portion OSCE Elements

	Points Possible	Points Achieved
Diagnosis/Plan		
1. Discusses working diagnosis with patient (accurate diagnosis based on H&P and case scenario)	2	
a. Uses shared decision-making to develop diagnostic plan, tx and f/u options with pt		
2. Discusses differential diagnoses (3 ddx) and rationale for working diagnosis with patient or faculty/preceptor	2	
2. Develops a complete plan of care appropriate for the actual diagnosis and baseline medical conditions	3	
Diagnostics (1), therapeutics (1), referrals/followup (1)		
3. Education/Anticipatory Guidance/Follow-up precautions	1	
Patient Presentation to Faculty/Preceptor		
1. Demographic, pertinent +/-, PE, concise	1	
2. A/P, Ant Guid	1	
Total for Assessment/Plan/Presentation Section	10	

Overall description of student's ability:
☐ **Reporter** Able to gather & report information between patient and preceptor; not yet able to interpret, manage & educate
☐ **Interpreter** Accurately gathers info; able to interpret data, prioritize information & analyze patient problems; inconsistent DDx & plan of care
☐ **Manager** Accurately gathers and interprets data, develops DDx and evidence-based plan of care incorporating patient preferences
☐ **Educator** Has all qualities of reporter, interpreter & manager; consistent knowledge & application of current evidence to each patient. Teaches both patients and staff

DISCUSSION

- Common language across the program
- Iterative competencies reflect expectations
- Clinical
  - Clinical evaluations mirror OSCE performance
  - Reduction of grade inflation
- Simulation (OSCE)
  - Early detection of struggling students
- Improved ability to pinpoint unmet competencies for underperforming learners
- Tailored remediation plans support individual students
- Establishing objective clinical milestones remains a challenge
  - Measuring progress vs measuring progress

Sample Preceptor Feedback Elements

Presentation Skills
☐ Very disorganized; incomplete; deficient; <50% accurate
☐ Generally complete; may lack organization or fail to highlight abnormal findings; needs much prompting; 50-75% accurate
☐ Presentations organized, logical; highlights abnormal findings; some prompting; 75-90% accurate
☐ Consistently organized, logical, complete; does not require assistance; 90- 100% accurate
☐ Not observed

Interpreting Diagnostic & Screening Data
☐ Fails to recognize importance of diagnostic & screening data; interprets data incorrectly; <50% accurate
☐ Recognizes importance of diagnostic & screening data; inconsistently interprets data; 50-75% accurate
☐ Incorporates & interprets diagnostic & screening data; 75-90% accurate
☐ Consistently interprets diagnostic & screening data; 90-100% accurate
☐ Not observed

Data Synthesis & Clinical Reasoning (Differential Diagnosis=DDx)
☐ Rarely able to generate a DDx including most likely and do-not miss. Significant difficulty justifying or demonstrating clinical reasoning. <50% accurate
☐ Occasionally able to generate a DDx including most likely and do-not miss. Difficulty justifying or demonstrating clinical reasoning.; 50-75% accurate
☐ Usually generates at least 3 DDx including most likely and do-not miss. Justifies and demonstrates clinical reasoning when prompted; 75-90% accurate
☐ Consistently generates at least 3 DDx including most likely and do-not miss. Justifies and demonstrates clinical reasoning without prompting; 90-100% accurate
☐ Not observed

Overall description of student's ability at end of current clinical rotation (select one)
☐ Request a call from coordinator or advisor
☐ Reporter Able to gather & report information between patient and preceptor; not yet able to interpret, manage & educate
☐ Interpreter Accurately gathers info; able to interpret data, prioritize information & analyze patient problems; inconsistent DDx & plan of care
☐ Manager Accurately gathers and interprets data, develops DDx and evidence-based plan of care incorporating patient preferences
☐ Educator Has all qualities of reporter, interpreter & manager; consistent knowledge & application of current evidence to each patient. Teaches both patients and staff

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