

Aligning Clinical Courses With Competency-Based Education: Use of Multiple Methods, Assessors, and Contexts to Transform Student Evaluation

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Introduction

- American Association of Colleges of Nursing (AACN, 2021b) Essentials
- Emphasis on **behavioral** competencies (AACN, 2021a)
- Role of clinical courses in **demonstration** of knowledge, attitudes, and skills (AACN, 2021a)



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Introduction

- **Lack of competence** (Kavanagh & Sharpnack, 2021)
- Move to **competency-based education (CBE)** (AACN, 2021a)

Background

- 12 month Accelerated BSN program
 - Second Degree and Veteran to BSN tracks
 - 7 sites
- Curriculum evaluation and crosswalk performed **prior** to release of updated AACN (2021b) Essentials
 - Effective, but **room for growth**
 - **Major** curriculum revision

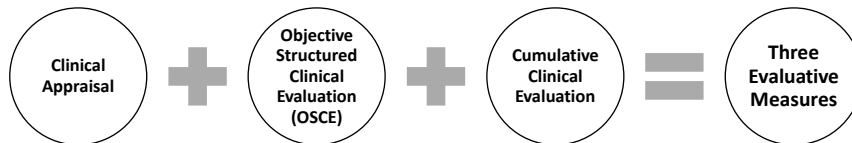
Purpose

A purpose of this curriculum re-design was to align clinical courses with the basic principle of CBE that competencies should be **visibly demonstrated** and **assessed over time** through the use of **multiple methods, assessors, and contexts** (AACN, 2021a).

Methods

- Curriculum reimagined
 - **One** clinical course per semester
 - **Use of simulation** as formal evaluative means
- Emphasis on a **multi-method, coaching** approach to competency evaluation (AACN, 2021a)

Methods



*Each includes a formative and summative component

Methods

- Clinical Appraisal
 - Conducted based on an encounter with an **actual** patient in the **hospital** setting
 - Evaluated by a **clinical faculty**



Methods

- OSCE
 - Conducted based on an encounter with a **standardized** patient in the **simulation** setting
 - Evaluated by a **clinical faculty**



Methods

- Cumulative Clinical Evaluation
 - Conducted based on broader performance in the **hospital** setting
 - Informed by student's **coach** (assigned nurse on the unit) and evaluated by a **clinical faculty**



Results



- **Diverse** insight into abilities
- **New** coaching opportunities
- Students valued opportunity to **demonstrate** what they have learned and receive **feedback** in both settings

Lessons Learned

- Multi-method approaches are **complex** to develop and execute
 - Time, cost, and other resources
- **Scaffolding** each evaluative means by semester
- Balance between **unnecessary** and **meaningful** repetition
- Value of both **standardization** and **variability**

Moving Forward

Continually
assess and
modify
approach

Reevaluate
scaffolding to
lay the
foundation and
grow from it

Consider
opportunities
for **time**
variance

Conclusion

- **Rich** and **varied** methods consistent with CBE
- **Individualized** learning
- **Practice-ready** nurses



References

American Association of Colleges of Nursing. (2021a). *Competency-based education (CBE)*.
<https://www.aacnnursing.org/Portals/42/Downloads/Essentials/CBE-Draft.pdf>

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Thank You

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