

# Competency-Based Education for Baccalaureate Nursing

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# What are Competencies?

- Essential cognitive, interpersonal and psychomotor abilities
- Profile of health care capabilities, knowledge and skills, required by practitioners to deliver and influence effective and quality health care
- Expected level of performance that integrates knowledge, critical thinking, skills, abilities and judgments.
  - Knowledge encompasses thinking, understanding of theories, professional standards of practice, and insights gained from context, practical experiences, personal capabilities and leadership performance.
  - Skills include communication, interpersonal and problem solving.
  - Ability is the capacity to act effectively.

# IOM Definition of Professional Competency

- An individual who demonstrates competence is performing at an expected level.
- Habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served (IOM, 2003).

# Professional Imperative for Baccalaureate Competencies

- IOM (2003) recommendations for core knowledge for all health care professionals
- A flexible pedagogical framework that considers the context of a dynamic and complex health care environment.

# Baccalaureate Nursing Competencies

- Start with evidence-based and consensus-determined competencies which are derived thoughtfully by a group of experts in nursing education and service with input from relevant stakeholders including leaders in higher education, and professional and inter professional organizations, health policy and workforce experts and recipients of care.

# Competency Development

- Context is key factor
  - Policy and position statements for health care professionals and requisites for quality health care
  - National and international recommendations
- Based on evidence and consensus
- Based on the expected professional nursing roles
  - Provider of care
  - Coordinator of care
  - Member of the profession

# Provider of Direct and Indirect Care (AACN, 2003)

- Practice with patients, including individuals, families, groups, communities, and populations in and across all environments.
- Provide evidence-based care to patients within
- this changing environment.
- Include health promotion and clinical prevention and population-based health care.

# Coordinator of Care (AACN, 2003)

- Ability to function autonomously and interdependently within the health care team.
- Knowledge and authority to delegate tasks to other healthcare personnel and supervise and evaluate these personnel



# Member of the Profession

(AACN, 2003)

- Knowledge workers with broad knowledge base for practice with strong critical reasoning, clinical judgment, communication, and assessment skills.
- Use of appropriate set of values and ethical framework for practice.
- Advocate for high quality care for all patients.

# Conceptual Themes in Baccalaureate Nursing Competencies

- Patient-centered care
- Inter-professional teams
- Evidence-based practice
- Quality improvement
- Patient safety
- Clinical reasoning/critical thinking
- Global perspective
- Health equity
- Cultural sensitivity
- Professionalism
- Practice across the lifespan
- End of life care
- Genetics and genomics
- Informatics
- Health delivery systems
- Population health
- Innovations in technology

# Competency-Based Education

- Methodology and philosophy
- Curriculum is mapped to a set of expected competencies
- Educational framework that links
  - Student objectives and goals
  - Learning experiences
  - Methods of evaluation
- Emphasis on outcomes

# Features of Competency-Based Education Framework

- Defines the competencies that the learner must demonstrate
- Curriculum, student activities, assessment tools and evaluation processes are structured to achieve the competencies

# Basics of Competency Model

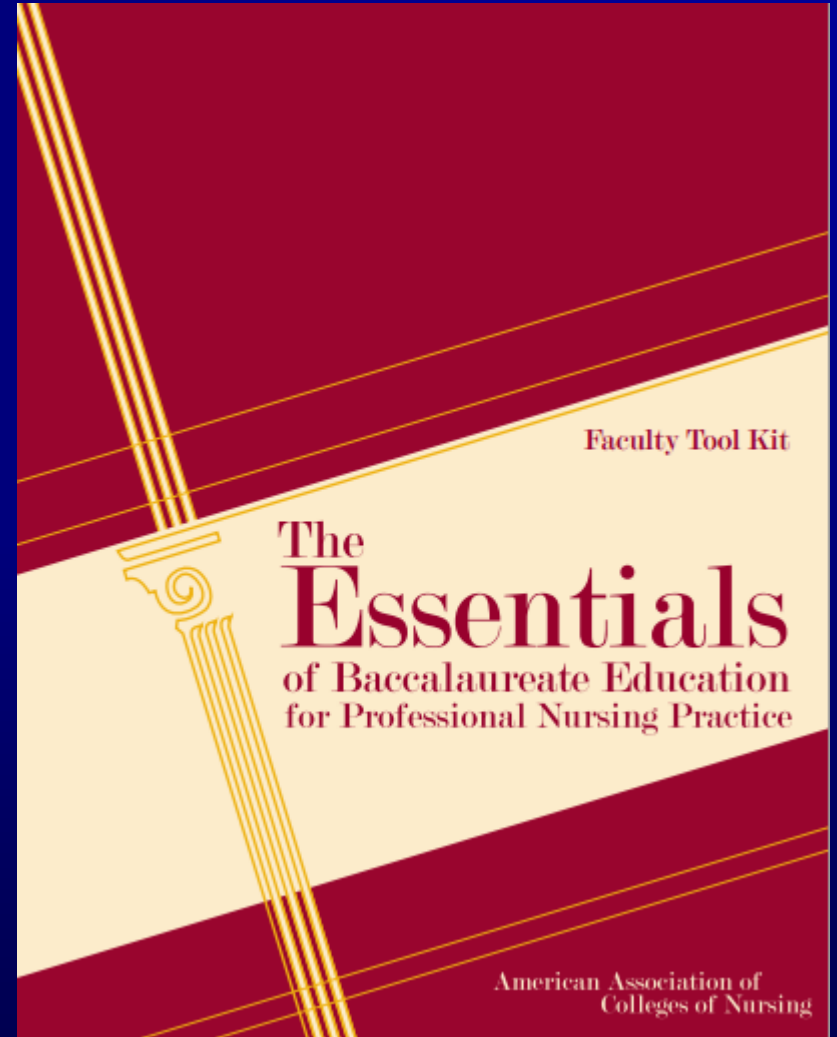
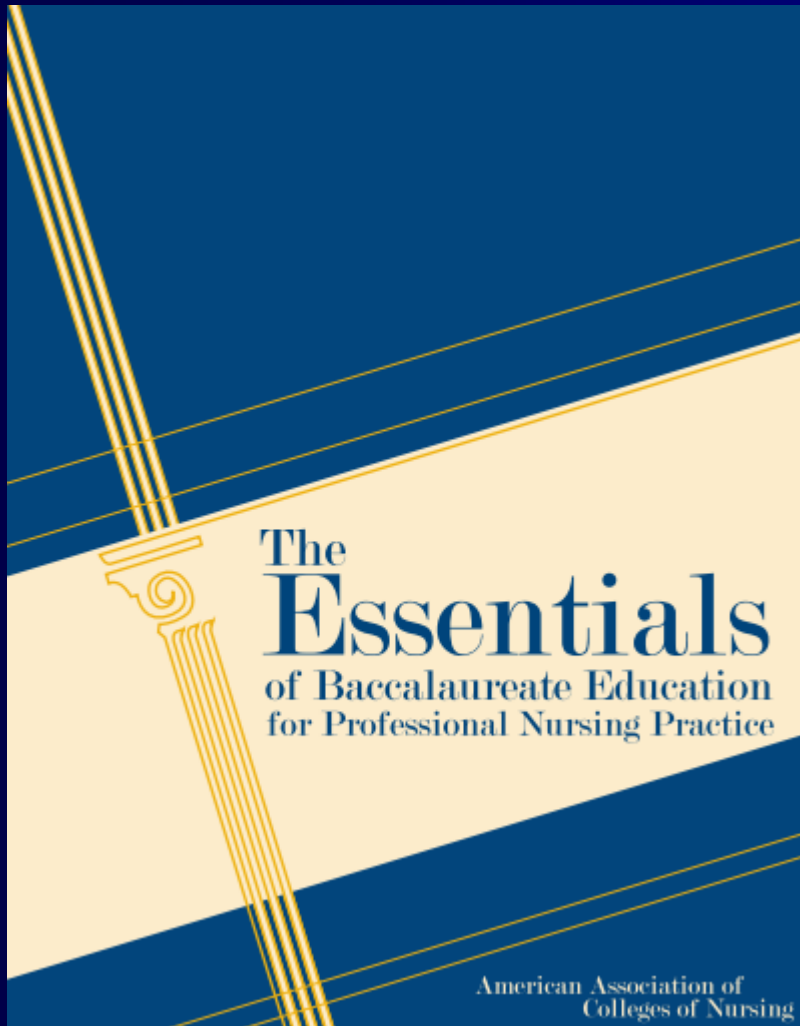
- Application of knowledge
- Analytic and critical approach to care
- Interactive student/teacher
- Emphasis on formative assessment and ongoing feedback
- Assessment tools are objective and measurable

# What are Baccalaureate Competencies?

- Detailed description of the consensus-based competencies
- Clearly articulated
  - Knowledge base
  - Skill sets for this level of practice
  - Previous experience and background
  - Activities and functional roles

# The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)

- Delineate the expected outcomes for baccalaureate nursing program graduates
  - <http://www.aacn.nche.edu/education-resources/baccessentials08.pdf>
  - <http://www.aacn.nche.edu/faculty/faculty-development/faculty-toolkits/BacEssToolkit.pdf>



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# The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
- Essential II: Basic Organizational and Systems Leadership for Quality Care and
- Essential III: Scholarship for Evidence Based Practice
- Essential IV: Information Management and Application of Patient Care Technology
- Essential V: Health Care Policy, Finance, and Regulatory Environments
- Essential VI: Interprofessional Communication and Collaboration for Improving  
Patient Health Outcomes
- Essential VII: Clinical Prevention and Population Health
- Essential VIII: Professionalism and Professional Values
- Essential IX: Baccalaureate Generalist Nursing Practice

# Competency-Based Curriculum Mapping

- Map competencies with courses
  - Course objectives (student focused)
  - Teaching methodology
  - Course content
  - Student formative activities
  - Outcome measures

# Challenges to Competency-Based Education

- Determining the nurse competencies to guide the curriculum
- National nurse competencies?
- National position statements?
- Accreditation recommendations?
- Adapting and/or revising existing nurse competencies
  - Crosswalk existing with adapted version
- Matching the nurse competencies to the local context

# Resources

- The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)
  - <http://www.aacn.nche.edu/education-resources/baccessentials08.pdf>
  - <http://www.aacn.nche.edu/faculty/faculty-development/faculty-toolkits/BacEssToolkit.pdf>

# Resources

- Institute of Medicine. (2011). *The Future of Nursing: Leading Change, Advancing Health*. Washington, DC: National Academies Press.
- Institute of Medicine. (2003). *Health Professions Education: A Bridge to Quality*. Washington, DC: National Academies Press.