



Leveraging Competency-Based Education to Enhance Inclusivity Through a Clinical Evaluation Rubric in Undergraduate Nursing Programs

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Project Purpose

The project's aim is to design a standardized, weekly assessment framework designed to shift nursing education from time-based hours to **demonstrated competence** — supporting every student's growth, success, and retention.

Competency-Based Design

Aligned with AACN (2026) recommendations, the rubric will prioritize achievement of sub-competencies over clinical hours, providing clear expectations and consistent formative feedback.

Trauma-Informed Feedback

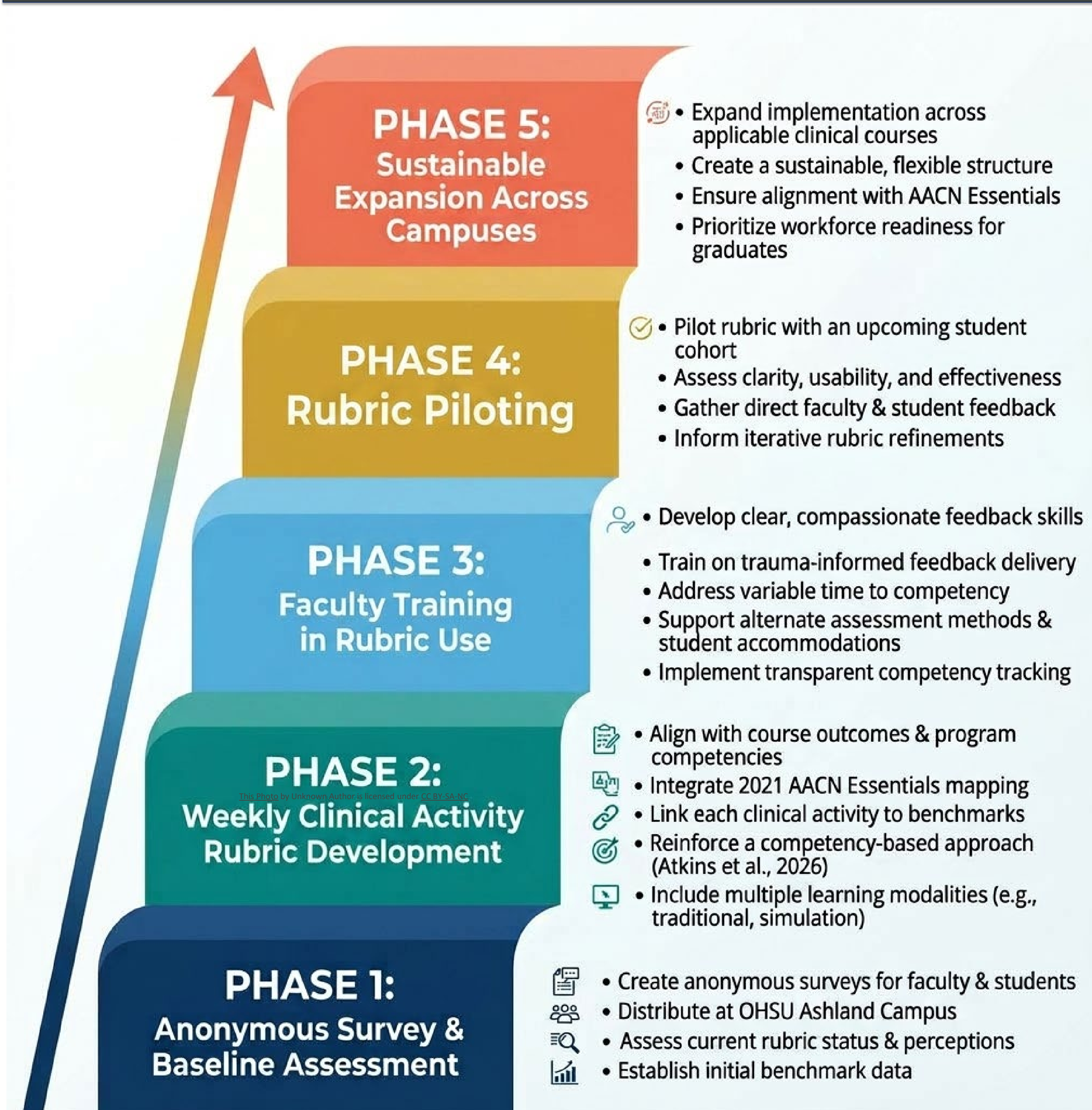
Faculty will be trained to deliver feedback through a trauma-informed lens — fostering psychologically safe pathways for improvement.

Strategic & Inclusive

Directly supports the School of Nursing Strategic Plan by building equitable structures, alternate assessment options, and a culture of student success and retention.



Methods



Evaluation Metrics

Evaluation will include both process and outcome measures. Process metrics include faculty training participation, consistent rubric use, and documentation of benchmark-aligned feedback. Outcome measures include a survey assessing faculty and student perceptions of evaluation processes and LAMP Culture and Climate Survey.

Current Status

Present to the Education Ashland Process Improvement Initiative workgroup to start mapping benchmarks to current activities, and survey deployment started in **mid-May 2026**. Continue mapping over the summer in workgroups that meet 2 times quarterly and present to all faculty at the end of the summer term in **September 2026**. Begin feedback workshop for phase 2. Pilot to implement next spring with full adaptation aimed for Summer **July 2027**.

Expected Outcomes

- Standardized, competency-based evaluation
- Improved clarity and consistency
- Enhanced student learning and success
- Trauma-informed assessment practices
- More equitable and flexible assessment methods
- Faculty alignment and development
- Data-informed continuous improvement
- Program-wide alignment with national standards

Survey Instrument Categories

Faculty Survey Questions

Purpose: to assess usability, consistency, alignment, workload, and confidence in supporting diverse learners.

Clarity and Alignment

Consistency and Fairness

Feedback and Student Support

Trauma-Informed and Inclusive

Practices

Open-Ended Faculty Questions

Student Survey Questions

Purpose: to assess clarity, transparency, feedback quality, psychological safety, and accessibility.

Clarity of Expectations

Feedback and Growth

Consistency and Transparency

Psychological Safety and Support

Accessibility and Individual Needs

Open-Ended Student Questions

Resources

American Association of Colleges of Nursing. (2026). *The Essentials: Core competencies for professional nursing education*. American Association of Colleges of Nursing. <https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>

Atkins, R., Brown, K., & Szanton, S. (2026). Clinical hours and practice readiness: Why nursing education must shift the focus from time to competence. *Nursing Outlook*. <https://doi.org/10.1016/j.outlook.2026.102769>

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Biography

As the Assistant Program Director at OHSU in Ashland, I am inspired by the opportunity to contribute to preparing future nurses through education. This can open doors to financial stability and fulfilling careers. I believe nursing offers a unique blend of compassion and lifelong learning, especially through the powerful lessons we gain from our patients' lived experiences. My research focuses on improving healthcare outcomes for individuals with disabilities and promoting inclusive practices in both education and clinical settings. As a mother of three—one of whom is autistic and another who has ADHD and dyslexia—I bring both professional insight and personal advocacy to my work. I'm committed to creating environments where all individuals, regardless of ability, are seen, heard, and supported.

Contact Information



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