



Competency-Based Education: Paving the Path Forward

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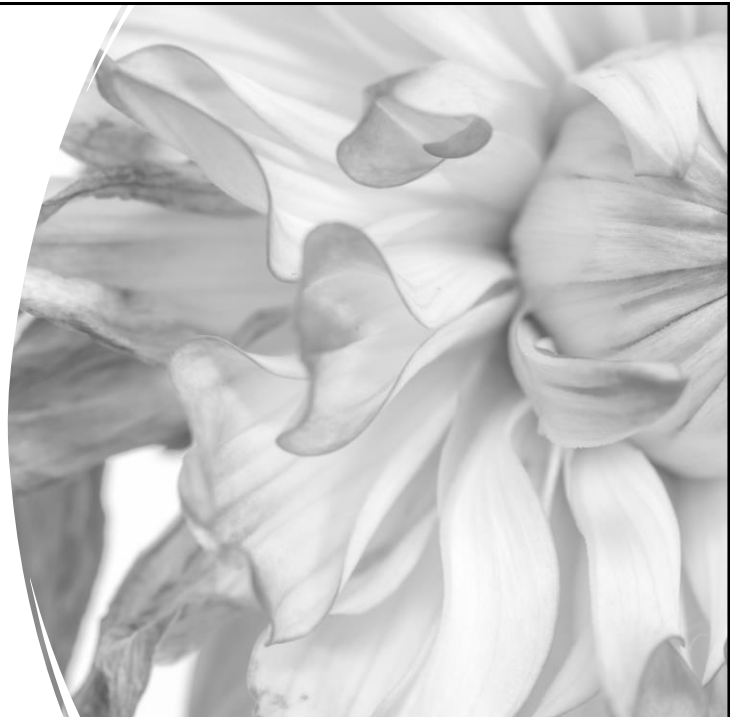
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Conflict of Interest

The presenter has no known
conflict of interest.

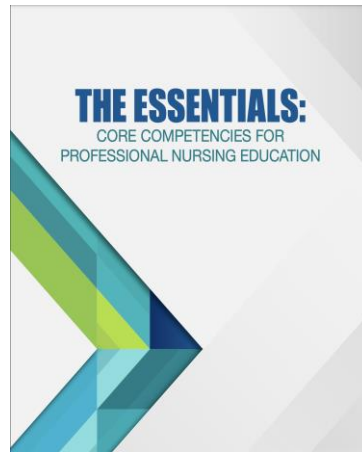


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Background

Adopted Spring 2021 by AANC member deans with ~3-year implementation timeline

“Give me 6 hours to cut down a tree, and will spend the first four sharpening the axe.”
Abraham Lincoln



Focus of the Session



Developing a competency-based mindset



Competency-based education principles and the connection to concepts



Competency-based assessment and evaluation



Faculty Development

Developing a competency-based mindset

Expectations, Encouragement, Engagement

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Expectations



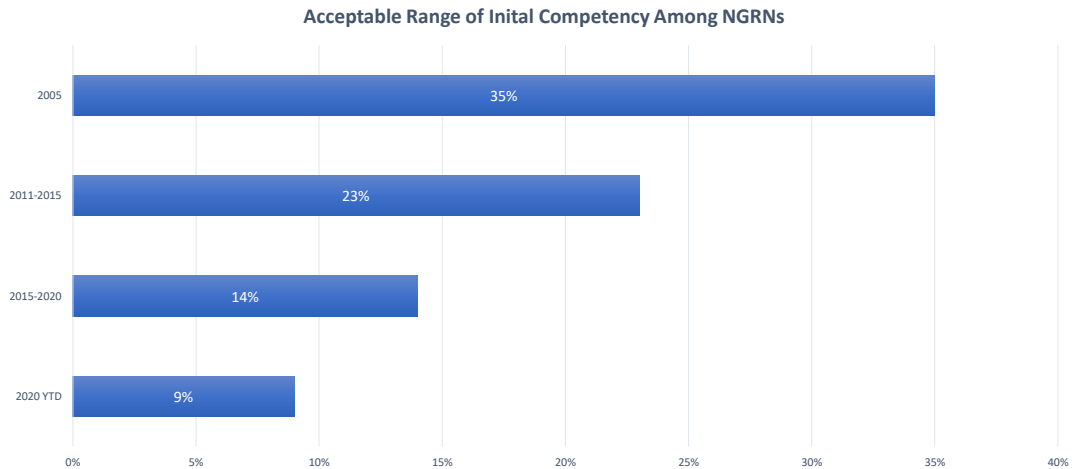
Selling the why....why are we doing this?

- Culture of competence; Link to expectations of practice partners
- Competence starts with faculty; change the expectations of educational approaches.
- Crisis in Competency – A defining moment in nursing education. (Kavahagh and Sharpnack, 2021)

“Without the acceptance and support of teachers themselves, CBME will not survive.” (Lobst, 2010)

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Initial Competency Performance NGRNs



Kavanagh J, Sharpnack P. (2021). Crisis in competency: A defining moment in nursing education. *Online J Issues Nurs*, 26(1).

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Encouragement



- Overall tone of permission and forgiveness. It will take time, and it will be messy.
- Life-long learning applies to faculty; an obligation to become “competent” in assessment.
- Frequent, repetitive and positive messaging. Reinforce nomenclature.
- Acknowledge the work.

“... the rate-limiting step to evolving to CBE is faculty development” (Holmboe, et al., 2011)

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Engagement



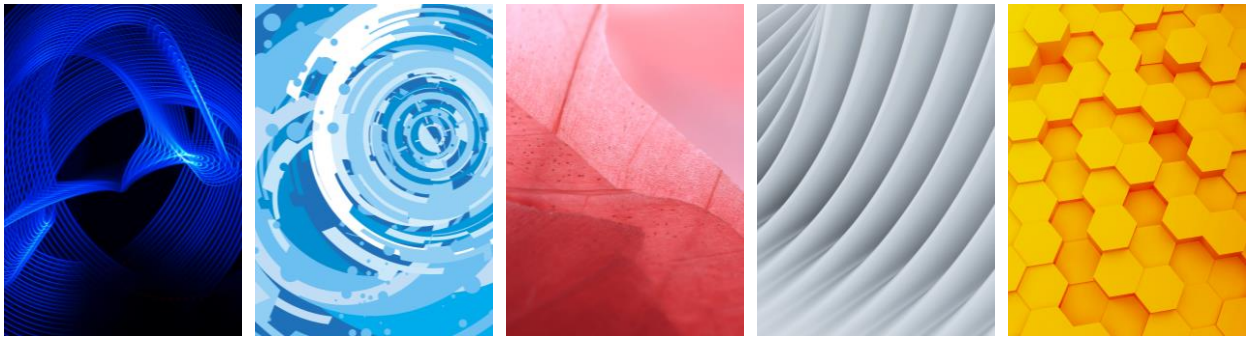
- All faculty, academic support staff; all committees.
- Practice partners/advisory council – we can learn so much from them!
- Faculty scholarship: What works; quality improvement. Educational research to show effect on patient outcomes.

This is a school-wide endeavor.

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Competency-based education principles and the connection to concepts

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Competency-based education can be applied within a variety of curricular designs.

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Core elements of the competency-based approach

“An outcomes-based approach to the design, implementation, assessment, and evaluation of medical education programs, using an organizing framework of competencies.” (Frank, Snell, Cate et al., 2010, p 641).


Learner engagement

Support individual needs of learners

Common expectations for learners

Rigorous assessment

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What is the difference between a concept and a domain?

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Essentials Framework
8 Concepts ----- 10 Domains



Represent an overarching idea/principle,
provides structure or framework for learning.

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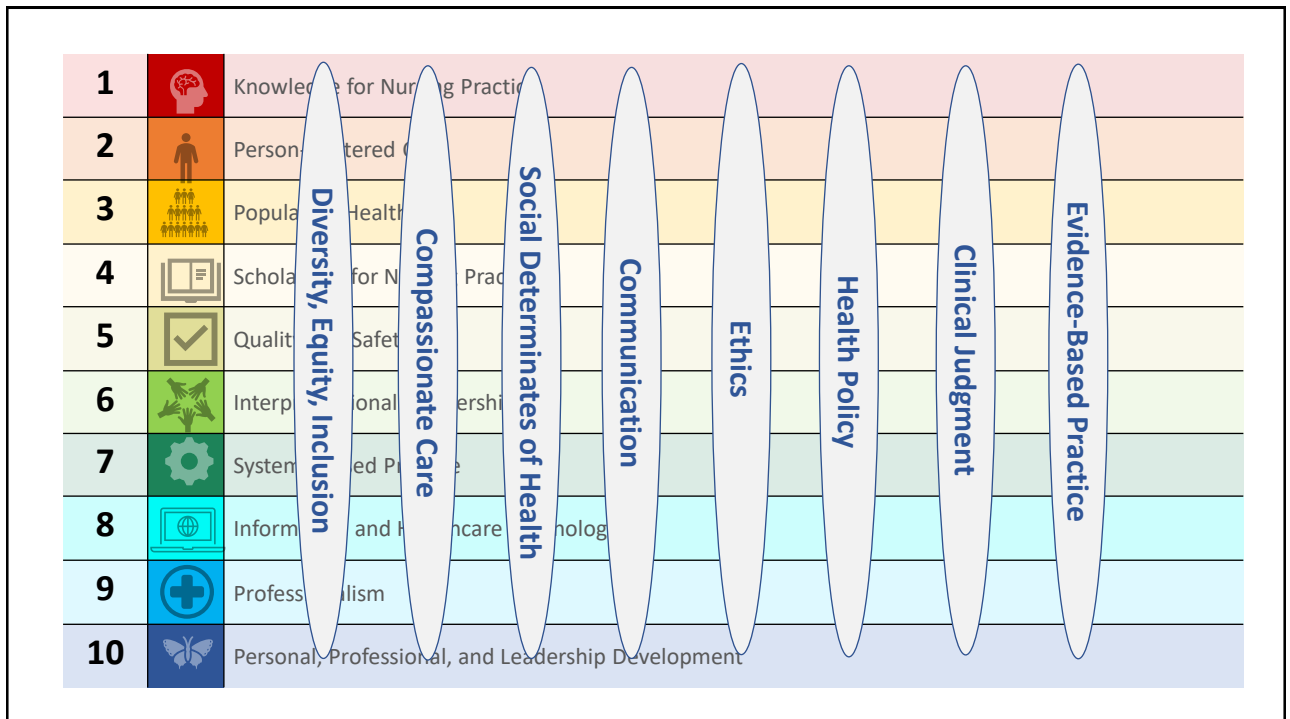
Essentials Framework

8 Concepts ----- 10 Domains

Concepts
Clinical Judgment
Communication
Compassionate Care
Diversity, Equity, Inclusion
Ethics
Evidence-based Practice
Health Policy
Social Determinants of Health



Domains
Knowledge for Nsg Practice
Person Centered Care
Population Health
Scholarship Nsg Practice
Quality & Safety
Interprofessional Partnerships
Systems-Based Practice
Informatics & Technologies
Professionalism
Personal, Professional, Leadership Develop



What is the difference between a concept and a competency?

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Concept

Overarching idea/principle

Outcomes of conceptual learning:

- know what the concept is
- recognize the concept in clinical practice, and
- take appropriate action

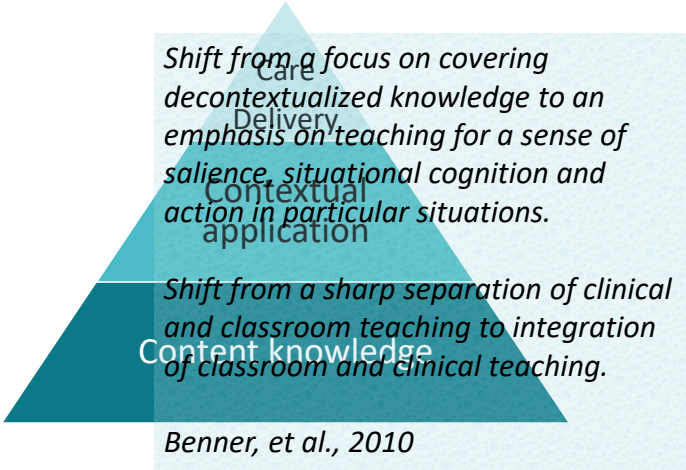
Competency

An outcome statement of what learners can do with what they know.

Competency statements are organized within concepts / domains.

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Ensure learning opportunities for competency attainment



Shift from a focus on covering decontextualized knowledge to an emphasis on teaching for a sense of salience, situational cognition and action in particular situations.

Shift from a sharp separation of clinical and classroom teaching to integration of classroom and clinical teaching.

Benner, et al., 2010

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“Make the unfamiliar, familiar”



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Table Talk

- Discuss elements and process needed to make coffee?
- How would you evaluate someone's competence to make coffee?
- What are some examples of coffee fails?

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Coffee Making Concepts and Competencies



WATER



COFFEE



BREWING

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Coffee Fails.....

Water

- Poor water quality
- Water not hot enough

Coffee

- Incorrect grinding method
- Using beans ground long time
- Stale beans – improper storage.
- Old grounds in filter basket

Brewing

- Forget to add coffee
- Forget to add water
- Not knowing proper brewing method
- Mismeasurement – wrong coffee to water ratio
- Forget to turn on machine
- Forget to empty cannister before brewing coffee
- Forgetting to put collection container under brewing



Coffee Skills Program

Knowledge for Every Stage of Your Career

The SCA's Coffee Skills Program consists of education in the following specialties within the coffee industry:

Modules and Levels

The Coffee Skills Program consists of six different modules: Introduction to Coffee, which is available at one level, and five specialist modules; Barista Skills, Brewing, Green Coffee, Roasting and Sensory Skills.

Each of the specialist modules is available at three different levels, with points attached at every stage. You may choose the modules that fit your interests and needs. Once you have achieved 100 points, you will be awarded the SCA Coffee Skills Diploma.

6 Modules

- + Introduction to Coffee: 10 Points
- + Barista Skills Module
- + Brewing Module
- + Green Coffee Module
- + Roasting Module
- + Sensory Skills Module

3 Levels

- + Foundation Level: 5 Points
- + Intermediate Level: 10 Points
- + Professional Level: 25 Points

Additional Concepts for Coffee Shop

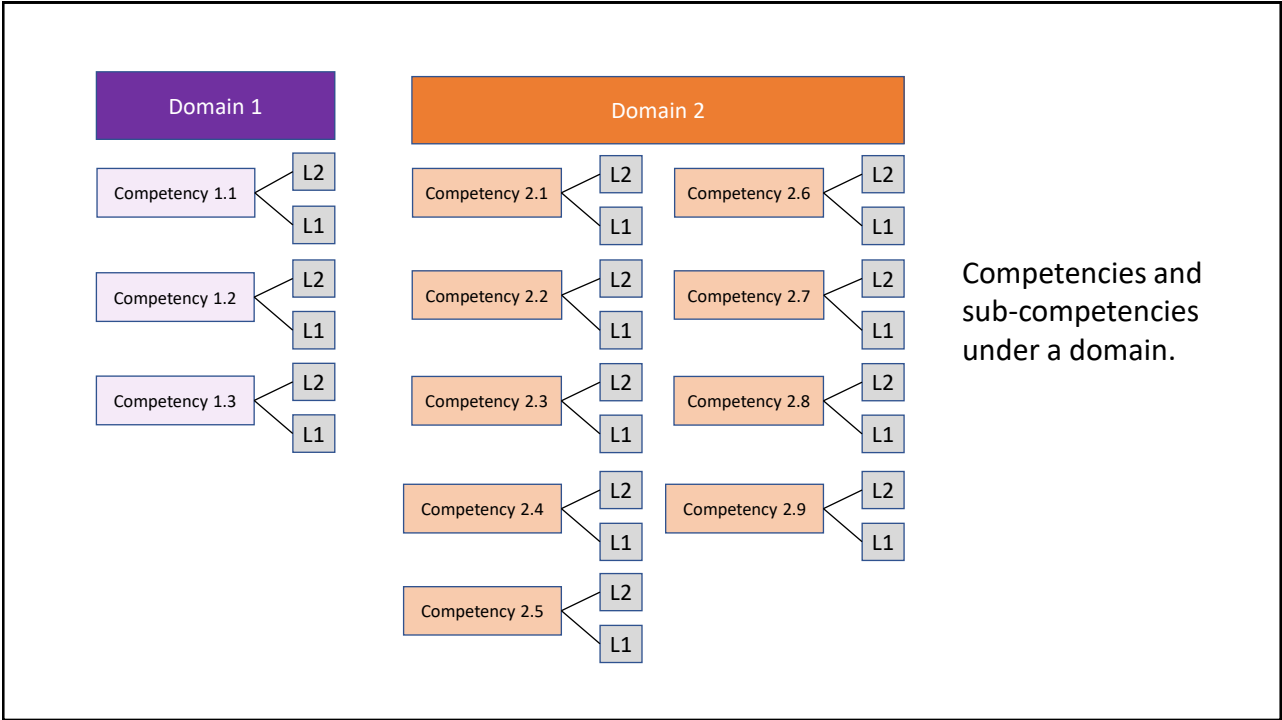
- Water
- Coffee
- Brewing
- **Coffee Drinks**
- **Customer Service**
- **Resource Efficiency**



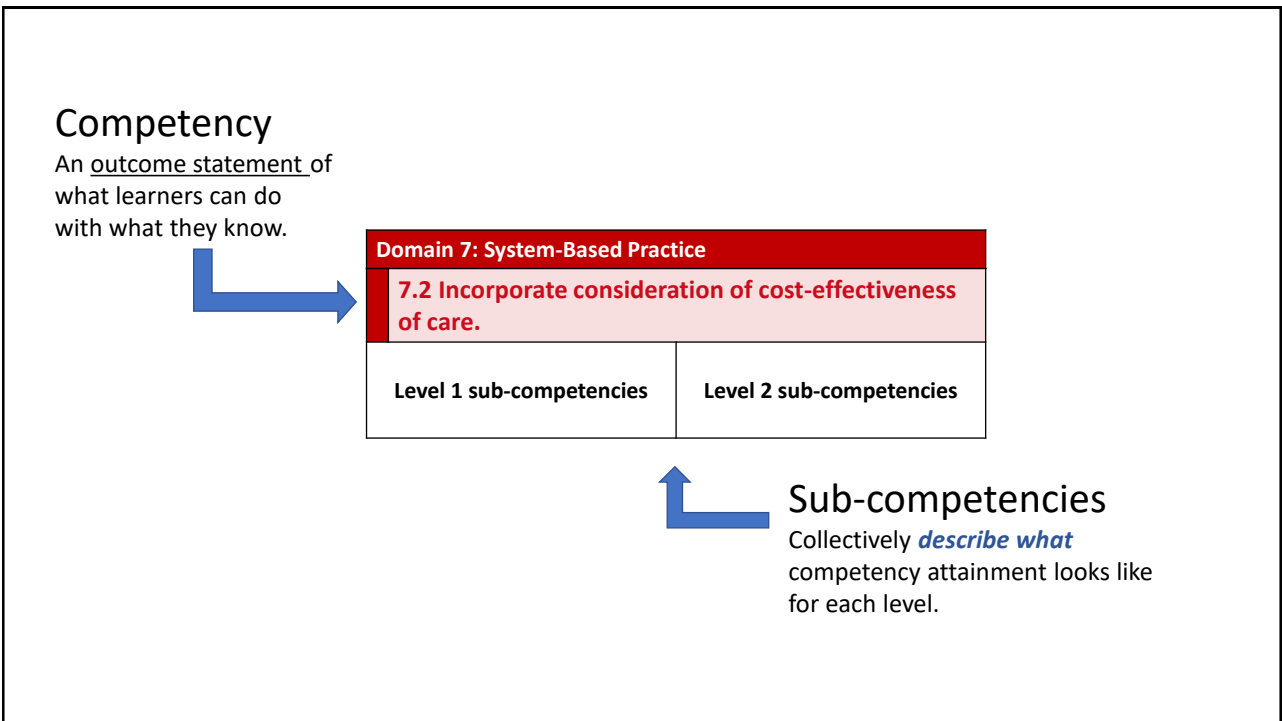
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Competency-based
assessment and evaluation

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Competencies and sub-competencies under a domain.



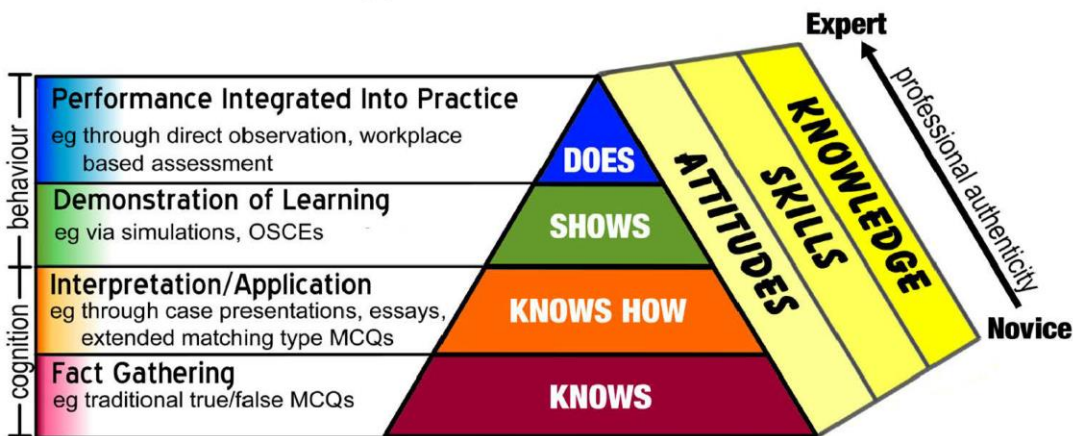
Assessment

- Cognitive assessments
- Clinical / practice-based assessments with feedback for performance improvement
- Critical assessments as part of the curriculum plan – consider these in different stages of curriculum
- Documentation of assessments; track progress over time

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MILLER'S PRISM OF CLINICAL COMPETENCE (aka Miller's Pyramid)

it is only in the "does" triangle that the doctor truly performs



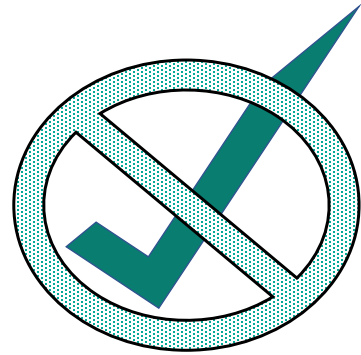
Based on work by Miller GE, *The Assessment of Clinical Skills/Competence/Performance*; Acad. Med. 1990; 65(9): 63-67
Adapted by Drs. R. Mehay & R. Burns, UK (Jan 2009)

From Uniformed Services University (nd).

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Assess sub-competencies to determine achievement of the *parent* competency.

- Multiple assessments over time
- Different contexts and variables
- Increased complexity
- **Criterion-referenced** approach
- Use of rubrics
- Feedback for improvement



Not a check list; Not “one and done”

About Clinical Education....

We have work to do!

For “No studies reported learning outcomes attributed to clinical education models.”

“Studies were commonly self reports of perceptions and confidence, lacking quantitative outcomes.”

“...raises serious questions about nursing education's continued reliance on traditional clinical models and related assessment, evaluation and measurement of clinical outcomes.”

Leighton, Kardong-Edgren, McNelis, Foisy-Doll, Sullo, 2021.

About Clinical Education, Recommendations

More standardized simulation, benchmarking benchmarking competency attainment – the evidence is there!

Develop valid and reliable tools to measure identified outcomes and competencies. Psychometric tool development.

Leighton, Kardong-Edgren, NcNelis, Foisy-Doll, Sullo, 2021.

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Faculty Development

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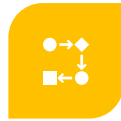
Faculty Development is key to successful implementation



PURPOSE



CONTENT



PROCESS



BARRIERS



ENABLERS

Sirianni, Takahashi & Myers, 2020.

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Content

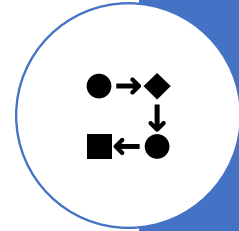
- Fundamental understanding competency-based approach
- Faculty receive intentional training and coaching in teaching, assessment, and providing feedback to learners. Develop skills as a “competency coach”
- Periodic review of progression that will guide professional development.



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Process

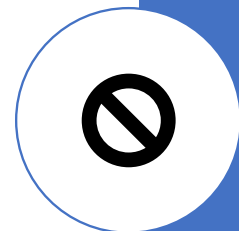
- Longitudinal; repeated learning over time to allow development of skill. (Faculty development is not accomplished in a bolus)
- Multimodal approach (individual, one on one; small group; peer review; structured teaching/evaluation activities)
- Interactive
- Ongoing feedback to faculty



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Barriers

- Lack of time
- Lack of confidence; Lack of commitment to learn;
- Resistance to preserve status quo; must gain buy-in within champions within the organization (tipping point)
- Lack of agreement regarding what constitutes “competence”
- Access to educational resources



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Enablers

- Incentives
- Making an overt commitment to change
- Formation of CBE champions
- Celebrating progress; individual and groups
- Engage all the faculty and wide group of stakeholders
- Develop best-practices in competency assessment



AACN Essentials Resources

- Implementation Task Force led by Dr. Dorothy Dulko
- Meetings, Webinars
- Implementation Tool Kit

The screenshot displays the AACN Essentials website. At the top, there is a navigation bar with links for Resources for, News & Information, Career Center, Donate Now, and Log In. Below this is the AACN logo and a search bar. The main content area features a breadcrumb trail: "You are here: AACN Essentials". The primary section is titled "AACN Essentials" and includes a brief description of the document's purpose, a "Download Free PDF Version" button, and an "Order Copies" button. To the right is a thumbnail for "THE ESSENTIALS". Below this is a "Helpful Links" section with a list of links including "Essentials Implementation Tool Kit", "Understanding the New Essentials: A Roadmap", "Upcoming Training & Program Opportunities", "Executive Summary of the Essentials", "Essentials References", "Frequently Asked Questions", "Press Release", and "Previous Essentials Series". At the bottom left is the "AACN Essentials Marketplace" section, which includes a "Submit Interest Form" button. On the right side of the page, there is a "The Essential Update" section featuring a photo of Dr. Dorothy Dulko and a text block announcing her role as the new Implementation Director of the AACN Essentials.



Other Resources

- Consultants, competency champions
- Journal clubs
- “Tiger team” of experts within school to lead development
- Multidisciplinary meetings, webinars
- Competency assessment tracking

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Q & A

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