

Competency-Based Education for Practice-Ready Nurse Graduates

INPUTS	STRATEGIES	OUTCOMES		MEASUREMENT	
<ul style="list-style-type: none"> • The Essentials: Core Competencies for Professional Nursing Education • 10 nursing schools and their practice partners • Funding from the RN Initiative • Staff, Experience, Reputation, and Relationships of the site team • AACN membership and reach of 850 schools • Convened Expert Panel 	<ul style="list-style-type: none"> • Select 10 nursing schools to pilot the implementation of two Essentials domains in partnership with practice partners • All 10 schools will be required to focus on Population Health plus one self-selected domain • Selected schools will map their curricula, identify curricular gaps, collaborate on rubric monitoring and curricular alignment, and integrate and implement competency-based assessments • Support participating schools and practice partners with a technical assistance program and Virtual Sharing Collective • Develop an adaptable framework for competency-based education (CBE) that can be applied across academic nursing programs, including developing a mechanism to evaluate adaptation across practice settings • Develop and enhance toolkits, implementation resources, and support mechanisms to enable other schools to adopt the Essentials • Disseminate lessons learned, learning resources, and assessment methods broadly to schools and practice partners. 	<p>1–3 years</p> <ul style="list-style-type: none"> • Effective CBE approaches and Essentials implementation strategies identified • Innovative competency-based learning experiences developed in collaboration with practice partners • Demonstration of integrated learning assessments across the curriculum for two Essentials domains • Virtual learning community established to share best practices • Aggregate data shared broadly as actionable insights across the larger academic community • Competency development assessed in at least one cohort of students at each school who successfully complete at least one year of the revised curriculum • New nurses are prepared to address the social determinants of health and systemic inequities 	<p>3–6 years</p> <ul style="list-style-type: none"> • CBE is a sustainable approach to nursing education • Pilot provides a blueprint for adopting a competency-based approach to nursing education • Additional schools implement the Essentials and CBE, leveraging tools and resources developed through the pilot 	<p>6–10 years</p> <ul style="list-style-type: none"> • The Essentials are the standard for educating nurses at all levels and in all types of settings • Academic Changes: <ul style="list-style-type: none"> • Increased ability to prepare nurses through competency-based education • Increased ability to educate and train new nurses • Practice Changes: <ul style="list-style-type: none"> • Increased readiness for practice • Decreased attrition from profession • Better understanding/expectations for graduates • Patient Changes: <ul style="list-style-type: none"> • Increased quality of care • Increased access to care • Decreased disparities 	<p>Readiness Assessment Tool by each school—a self-assessment and/or external assessment for <i>Essentials</i> implementation (tool TBD).</p> <p>Curricular mapping and gap analysis completed by each school (guidelines TBD).</p> <p>Mechanisms to monitor implementation and evaluate curriculum alignment (TBD by <i>Virtual Sharing Collective</i>)</p> <p>Course evaluations, learning outcomes and course mapping demonstrates faculty effectiveness.</p> <p>Competency-Based Assessment Tools (developed by schools and practice partners) for use in simulation labs, practice sites, and synchronous and asynchronous coursework.</p> <p>Evidence of integrated domains through syllabus review and evaluation of course outcomes.</p> <p>E-Portfolios record academic and practice competency achievement including student and faculty self-reflection for at least one cohort of students completing at least one year of CBE.</p>

External Factors:

Healthcare Environment, Political Climate, Regulatory Climate, Pressures on Academic and Practice Environments