

Practical Approaches for Developing a Competency-Based Nursing Curriculum: Faculty Competencies

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You cannot determine if you moving too slow or too fast without first identifying your goal and when you want to arrive.

~Nina Amir

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Presentation Goals

- Describe the knowledge, skills, and abilities faculty must have to implement competency-based education curricula.
- Apply a competency-based education framework to writing course competencies, learning outcomes, and learning objectives.
- Identify examples of summative and formative assessments that assess learners' progression toward competency attainment.
- Discuss faculty attitude as a critical element in the successful implementation of competency-based teaching.

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Where is your program in the CBE implementation process?

Start presenting to display the poll results on this slide.

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Which statement describes where YOU are in the CBE implementation process?


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What is competency-based (CBE) education?



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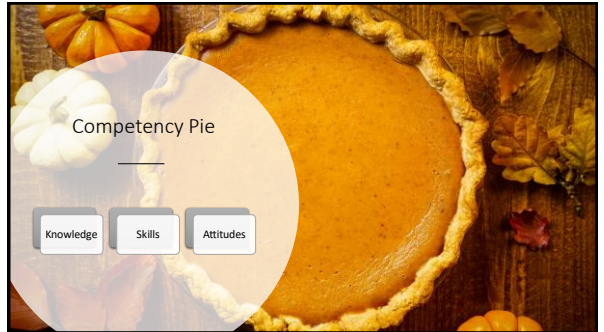


Competency Based Education

"A system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions, and skills expected of them as they progress through their education."

<https://www.aacnursing.org/essentials/Definition-of-Competency-Based-Education>

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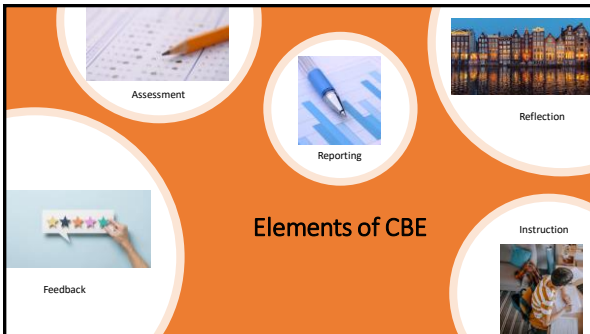
Competency Pie

Knowledge

Skills

Attitudes

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Elements of CBE

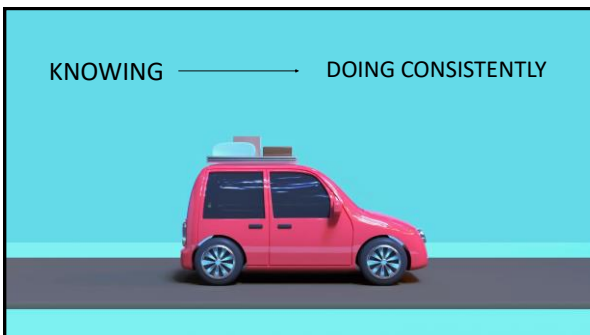
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John W. Gothe

Knowing is not enough; we must apply. Willing is not enough; we must do

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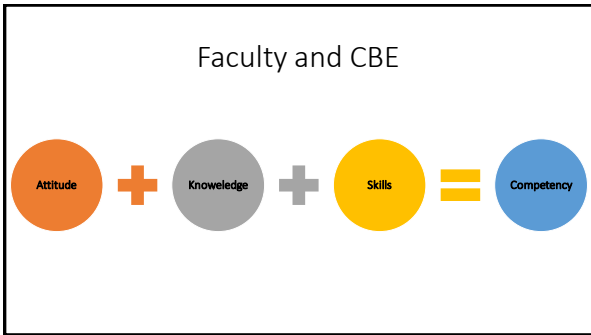
KNOWING —————> DOING CONSISTENTLY

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Competency-Based Education is a PERSPECTIVE!

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Faculty Attitude in CBE

How one behaves and reacts in certain situations-- includes values and motivation.

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What are the attributes of a coach?

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What are the attributes of a coach?

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Faculty who COACH

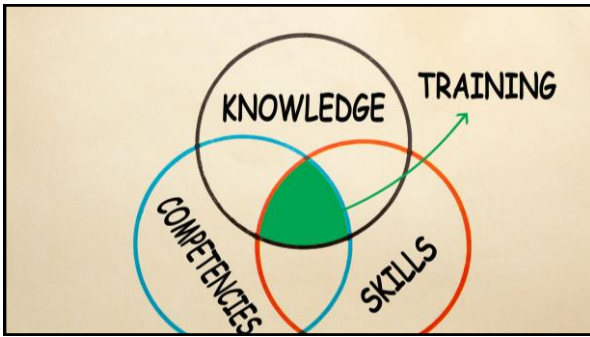
- Believe in the learner
- Passionate about the learning goals
- Help the learner see other perspectives
- Ask questions
- Create assignments that generate curiosity

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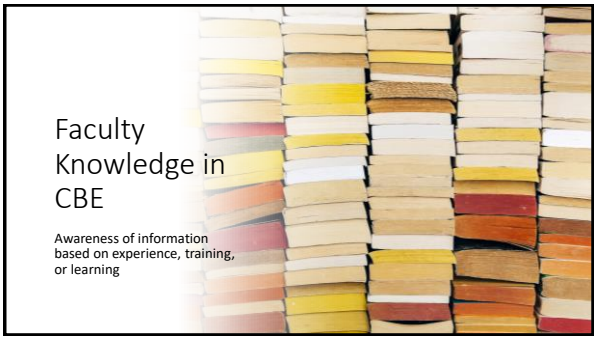
Perspectives consistent with CBE

- Learner centered
- Individualized
- Equity minded
- Inclusive

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SELF-ASSESSMENT

Please answer the three questions listed in the survey.

Start presenting to display the poll results on this slide.

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Faculty Knowledge for CBE

1. What do the learners need to know?
2. What is the difference between the traditional vs the competency-based approach to teaching and learning?
3. How does backward curriculum design support CBE?

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Traditional Education vs. Competency Based Education

Culture	Instruction	Assessment
Grading	Pace	Progression

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PARADIGM SHIFT

Concept	Traditional Approach	CB Approach
Culture	Didactic focused, not individualized	All potential learning environments are considered in course planning

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PARADIGM SHIFT

Concept	Traditional Approach	CB Approach
Progression	Mastery is focused on meeting level standards	Mastery is focused on meeting practice ready standards

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PARADIGM SHIFT

Concept	Traditional Approach	CB Approach
Pace	Advancement is based on time	Advancement is based on meeting competencies; consideration is given to the support needed outside of class time

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PARADIGM SHIFT

Concept	Traditional Approach	CB Approach
Instruction	The course instructor is the <u>only</u> leader for learning	Strong relationship with community partners to ensure that students are being prepared to meet industry needs; meeting should be frequent

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PARADIGM SHIFT

Concept	Traditional Approach	CB Approach
Assessment	Students have only one opportunity to meet course standards and the assessment is fixed in time	Formative assessment are provided frequently; students test when ready not based on set time; students

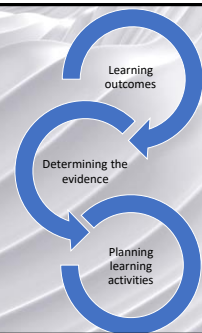
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PARADIGM SHIFT

Concept	Traditional Approach	CB Approach
Grading	Grades are norm referenced	Grades are based on attainment of competencies; when not successful, students only repeat competencies not met

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Fundamentals of Backwards Curriculum Design



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Learning outcomes

- What should students be able to **DO** by the end of course?
 - Course competencies
 - Level competencies
- How will the outcomes be clarified for the learner?

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- How will you know the learner is meeting the competencies?
- Have you integrated high and low stake assessments?
- Are the assessment varied?

Determining the evidence

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- Align with learning objectives and competencies
- Prepare students for assessments
- Engage diverse learners
- Motivates learners

Planning learning activities

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Faculty Skills for CBE	
	Ability to do something specific, that is needed to perform a job and is usually learned over time.

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Faculty Skills for CBE

	<ul style="list-style-type: none"> • Writing competencies • Developing rubrics • Developing assessments • Providing feedback
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Writing competency outcomes

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Examples of Skills

- Giving injections
- Calculating medication doses
- Taking vital signs
- Time management
- Critical thinking



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ABILITY



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JAMBOARD ACTIVITY #1


Let's practice identifying competency statements!

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Developing rubrics

- Review the learning objectives
- Describe what is exceptional, acceptable, unacceptable
- Test the rubric before you use it
- Use the rubric to provide feedback
- Use the rubric to clarify instructions to the learner

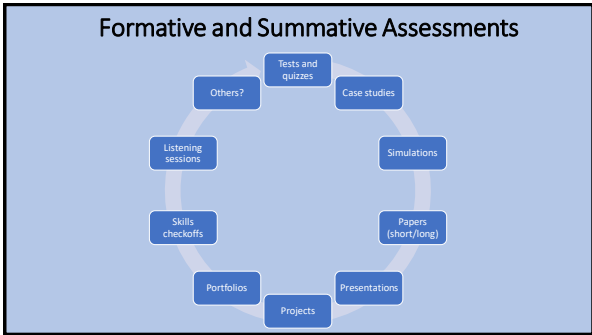


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Assessments **must align** with the learning outcomes!



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JAMBOARD ACTIVITY #2
Matching learning activities with assessments

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Takeaways

- CBE is a framework!
- Faculty must know the curriculum and expected competency outcomes to implement CBE successfully.
- Backward curriculum design provides an effective process for developing CBE curriculum.
- Faculty must link low and high-stakes testing and learning activities to outcomes.
- Faculty is a coach in CBE.

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Presentation Goals

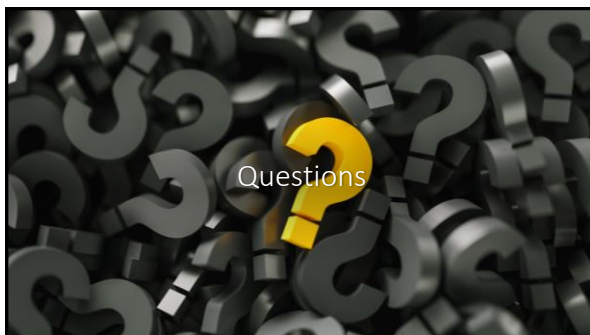
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