

# **Bridging the Gap Between Education and Clinical Practice Through the Development of a Mastery Rubric to Facilitate Competency Based Education for NPs.**

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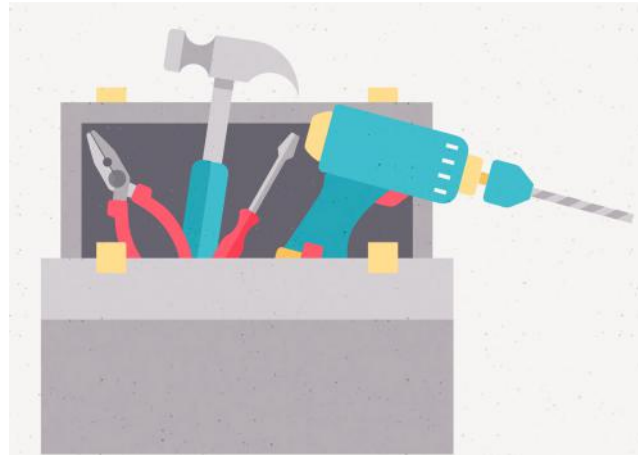
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## THE PURPOSE

To discuss the development of the Mastery  
Rubric for Nurse Practitioners  
(MR-NP)



## MASTERY RUBRIC



### DESCRIPTION

A standard rubric with the desired KSA's outlined with performance levels



### DESIGN PURPOSE

Designed for an entire curriculum; NOT simply for an assignment or class



### REQUIREMENTS

Requires an articulated developmental trajectory for the entire curriculum

**A mastery rubric makes the developmental trajectory of the instruction the entire curriculum is intended to deliver completely explicit**

## THE PROBLEM

“Why do some students with a proven track record of academic success in didactic courses have challenges in clinical work?”





Nurse Practitioner graduates have **knowledge, skills, and abilities** that are essential to independent clinical practice.

## THE CHALLENGE

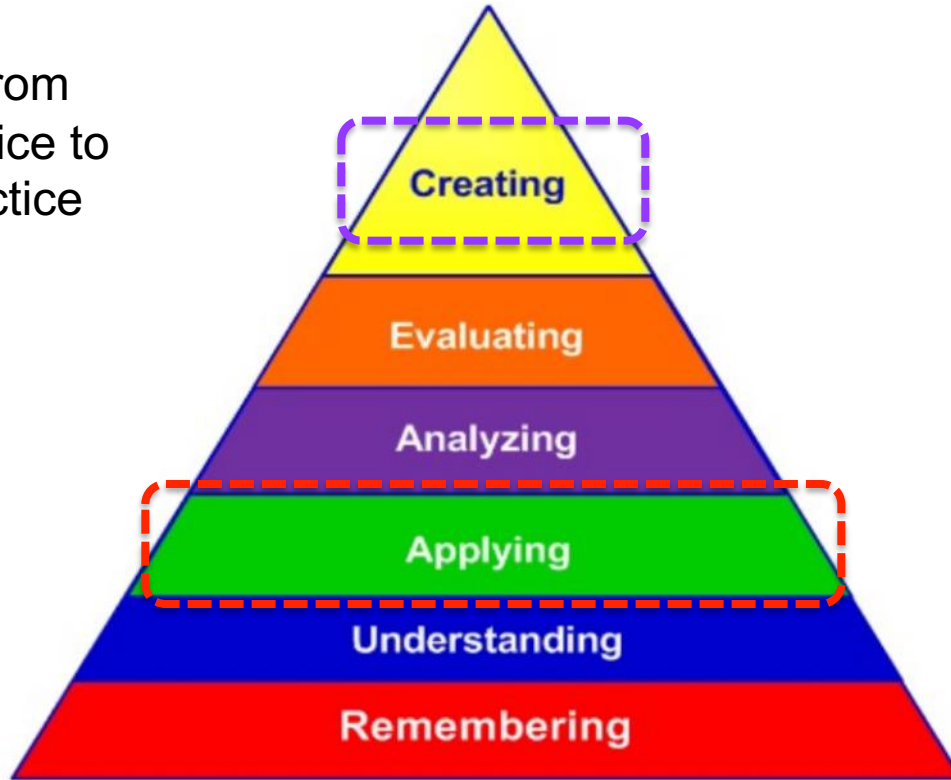


Competencies are **endpoints**.

Competencies are highly **cognitively complex** behaviours that must be **concretely developed** over the course of academic training programs.

Articulating competencies **does not guarantee** that they will be appropriately integrated into a curriculum.

“Generates knowledge from clinical practice to improve practice and patient outcomes.”



Majority of NP competencies require Bloom's level of *application* or higher



## CREATING A MASTERY RUBRIC

A formal, psychometrically valid, process involving cognitive task analysis and standard setting

- **Step 1: Define/identify the KSAs the curriculum is intended to deliver**
- **Step 2: Articulate an actionable developmental trajectory for all KSAs**
- **Step 3: Describe the performance of each KSA at each developmental stage**



## THE KSA's

1. *Pre-requisite Knowledge*
2. *Communication Skills*
3. *Reflection & Metacognition*
4. *Data & Evidence*
5. *Clinical Practice*
6. *Translation to Practice*
7. *Policy/Advocacy*

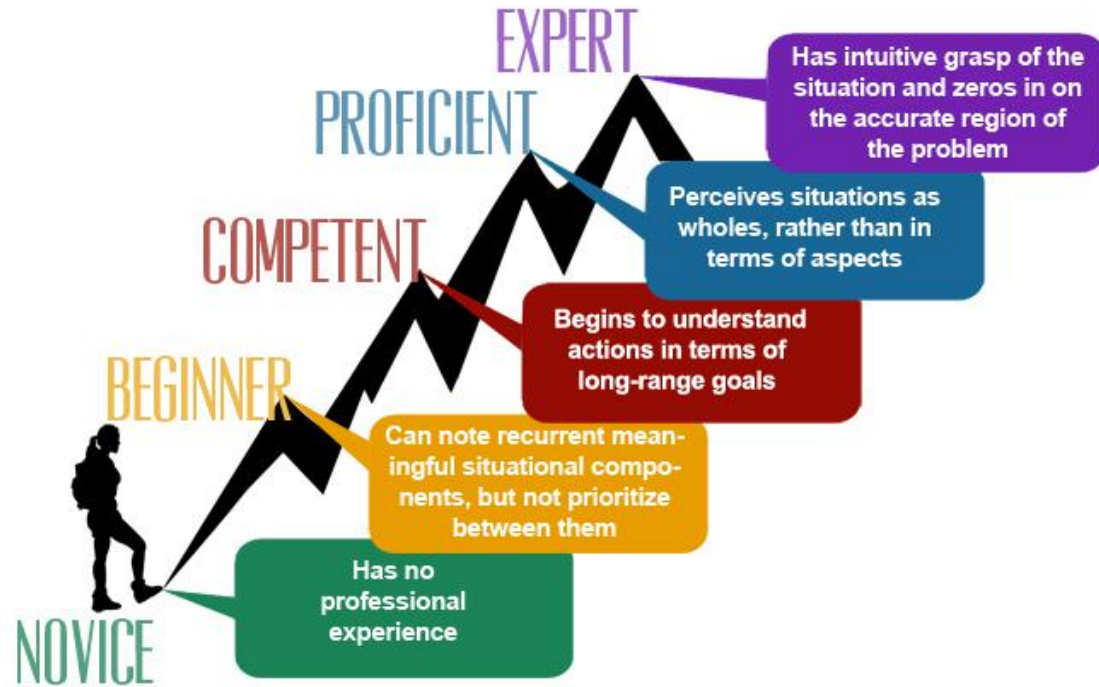


## DEVELOPMENTAL TRAJECTORY

- ✓ defines the development into and through, specific performance stages
- ✓ can be shared with all stakeholders, engaging students as full partners in their education
- ✓ generates actionable evidence of growth
- ✓ promotes sustainable learning



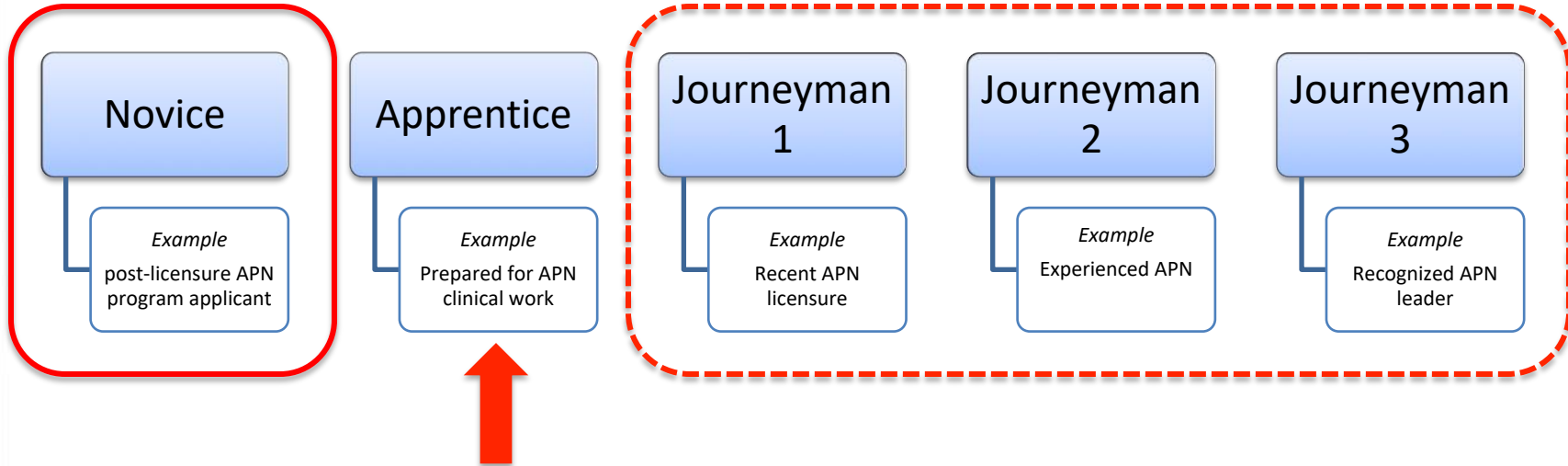
# Aspirational Model



## Guild Structure



## ADVANCED PRACTICE NURSE (APN) DEVELOPMENTAL STAGES



## STANDARD SETTING FOR EACH KSA AT EVERY STAGE



### **KSAs**

- Pre-requisite knowledge
- Communication Skills
- Reflection & metacognition
- Data & Evidence
- Clinical Practice
- Translation to Practice
- Policy/Advocacy

### **Stages**

- Novice
- Apprentice
- Journeyman 1
- Journeyman 2
- Journeyman 3



## EXAMPLE COMPETENCY

*Employs screening and diagnostic strategies in the development of diagnoses.*

### **What do you need to be able to do this?**

- Evaluate the patient
- Determine efficacy of the screenings/diagnostics
- Relate these to develop diagnoses
- Apply this information to the particular patient situation



**Independent Practice**

MR-APRN KSA: NONPF Competency:	PRE-REQUISITE KNOWLEDGE *	COMMUNICATION	REFLECTION & METACOGNITION	DATA & EVIDENCE	TRANSLATION FOR EBP	CLINICAL PRACTICE	POLICY/ ADVOCACY
Employs screening and diagnostic strategies that are in line with evidence-based practices in the development of diagnoses			X	X	X	X	



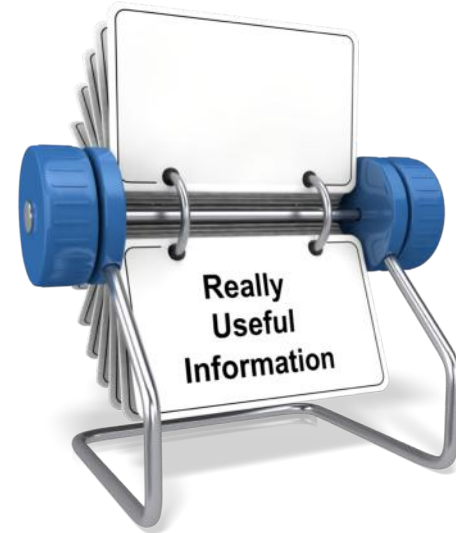


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KSA	APN Novice	APN Apprentice	APN Journeyman1	APN Journeyman 2	APN Journeyman 3
<p><b>Clinical Practice</b></p>	<p>Effective practice at the professional nurse level.</p> <p>Not yet prepared for APRN clinical practice.</p>	<p>Conducts basic and systematic assessments of undifferentiated patients.....with emerging consideration of contextual issues...</p>	<p>Conducts comprehensive and systematic evaluation of complex patients with common diagnoses...with consideration of contextual issues...</p>	<p>Autonomously conducts comprehensive and systematic evaluation of complex patients...with consideration of all contextual issues...</p>	<p>Expertly, automatically, and autonomously conducts comprehensive and systematic evaluation of complex patients...with consideration of all contextual issues...</p>



The MR-NP generates actionable evidence that supports the accreditation claim that the target NONPF competencies are not simply aspirational, but are descriptive.



## UTILITY OF THE MR-NP

- Transparency
- Write course objectives
- Addition of new curriculum content
- Applications/admissions
- Student evaluation
- Student remediation
- Program evaluation





Questions.....



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## Example of unclear competency

- Facilitates the development of health care *systems* that address the needs of culturally diverse populations, providers, and other stakeholders.





## Example of unclear competency

- Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.

