

Competency Based Education: The Mirror Has Two Faces

A decorative graphic consisting of several parallel lines in yellow, orange, red, blue, and purple. These lines start from the bottom left, extend horizontally to the right, and then curve upwards to form a stylized 'U' shape that frames the text on the right.

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Introductions & Disclosures



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The NLN is a strategic partner of Laerdal Medical and assists in developing content



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I work for Laerdal Medical which develops and delivers products for nursing education

Here you
are!



Learning Outcomes



Discuss the paradigm shift toward competency-based education in nursing



Explore adaptive change as a framework to guide shifting toward CBE



Compare and contrast the learner and educator challenges and opportunities in a CBE model



Identify teaching strategies that help to build learners toward practice readiness



What does a
competent
nurse look
like?





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What is CBE?

"Competency-based education (CBE) is a learning model that focuses specifically on student outcomes in the form of demonstrating knowledge and skill mastery of identified key competencies."

-NLN Vision Statement on Incorporating CBE

"Competency-based education refers to 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" (AACN, 2021)

"CBE focuses specifically on outputs, the learner's ability to analyze, formulate relevant actions, and perform them with confidence (mastery)" (Bouchrika, 2021).

What CBE is Not

- o A checklist of tasks
- o A one and done experience or demonstration
- o Isolated in one context of care
- o Demonstrated solely on an objective test

(AACN, 2021)

CBE in Higher Ed and Healthcare

1968

10 colleges and universities were funded by the US Office of Education to develop training programs for elementary school teachers

1970-1980s

The federal government's second phase of competency-based approaches in higher education

1990-2000s

Medical education and other healthcare disciplines begin to explore competency-based education

2013

The higher learning Commission issued guideline for schools implementing CBE

2021

AACN releases *The Essentials: Core Competencies for Professional Nursing Education*

2023

NLN releases a vision statement on "Integrating Competency-Based Education in the Nursing curriculum"

Today

Scrambling to re-map our programs and overhaul our nursing programs for CBE

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From Teaching to Learning

Emphasis on Teaching	Emphasis on Learning
Transmission of knowledge	Discovery in action
Success based on inputs	Success based on outputs
Fixed time	Variable time
Learning is linear	Learning is iterative
High stakes, fewer assessments	Lower stakes, frequent assessments with FEEDBACK
Faculty are assessors	Faculty, peers, practice partners and students are assessors

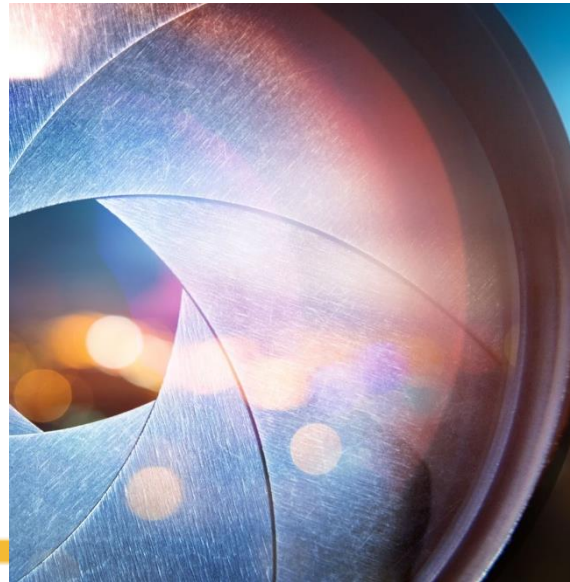
Barr & Tagg, 1995

Two Sides of the Mirror

Theme	Educators		Learners
Role Transition	Transmitter to Facilitator	➡	Learn how to learn
Competency	Clarity, Milestones	➡	Roadmap, revisited
Learning	Varied, linked, scaffolded, experiential	➡	Zone of proximal development
Assessment/ Evaluation	Formative, plentiful	➡	Growth mindset
Skills	Debriefing, feedback	➡	Debriefing, feedback
Strategies	Evidence-based teaching	➡	Desirable Difficulty

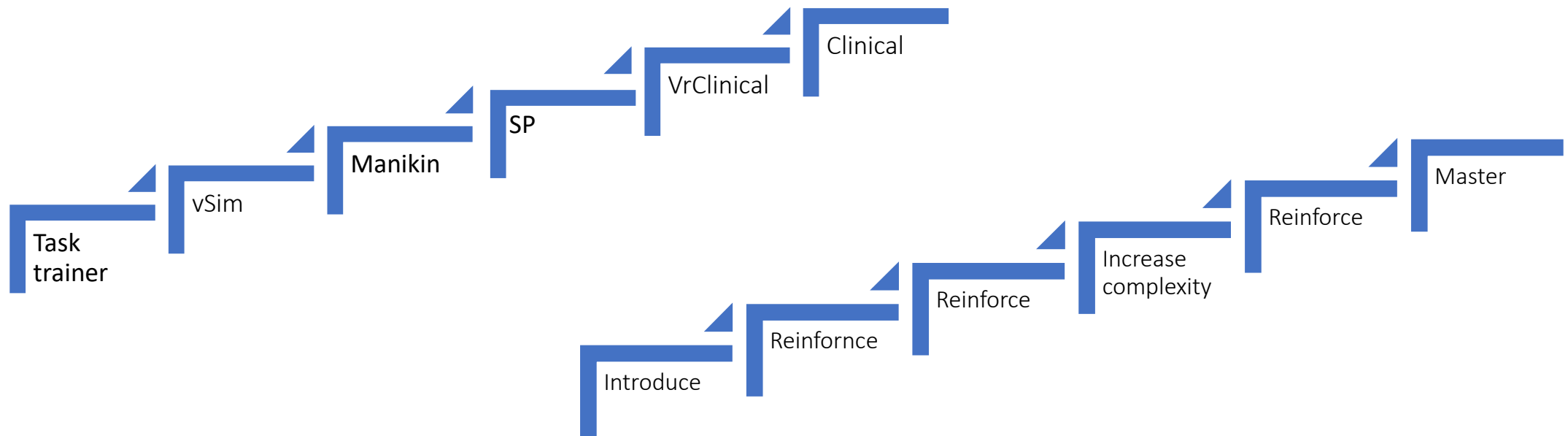
What does this transition look like?





How might we use
adaptive change to
move forward?

Prioritize problems/health concerns





What are some options to do today when you return?

Introduce learner centered teaching strategies

Share with your committees about reviewing Clinical evaluations

Educate clinical practice partners and stakeholders about CBE

Provide Peer to Peer learning opportunities

Allow for open and supervised practice and simulations

Scaffolded learning opportunities to introduce, reinforce and perform



Questions?



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