ADAPTING GRADUATE PMHNP ASSIGNMENTS FOR COMPETENCY BASED EDUCATION

PRESENTED BY
Kelsey Kent, PhD, PMHNP, CNE

Frontier Nursing University

The presenter has no relevant financial relationships or off-label use to disclose.

RATE YOUR CURRENT LEVEL OF CONFIDENCE AND COMFORT WITH IMPLEMENTING COMPETENCY-BASED EDUCATION IN YOUR NURSING CURRICULUM

Tell me about you!

01 | Not familiar or completely lost

02 | Just getting familiar, but it's a little overwhelming

03 | Starting to implement concepts, but I have a long way to go.

04 | Comfortable, but there's always room to improve.

05 | I'm an expert! I should probably attend a different workshop.

AGENDA

01 COMPETENCY BASED EDUCATION

Defining competency-based education and a review of CBE in the fields of psychiatry & psychology

02 AACN ESSTENTIALS

Overview of the AACN Essentials core competencies

03 BACKWARDS DESIGN

Overview of backwards design

04 NONPF CORE BEHAVIORS

Overview of the NONPF core behaviors for psychiatric nurse practitioners

05 EXAMPLE

Discuss a PMHNP assignment that was adapted for a psychotherapy course.

06 WORKSHOP: STEP 1

Identify core competencies and behaviors for your course
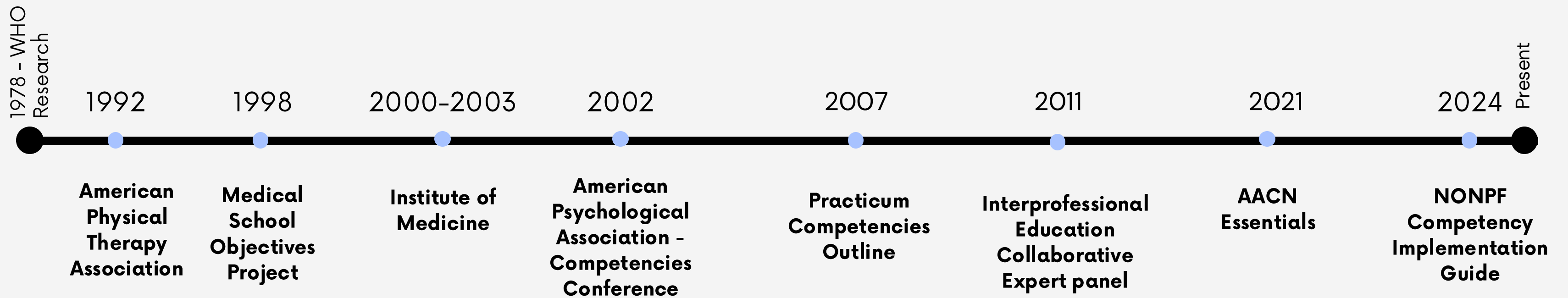
07 WORKSHOP: STEPs 2 & 3

Begin development of assignments to address those competencies
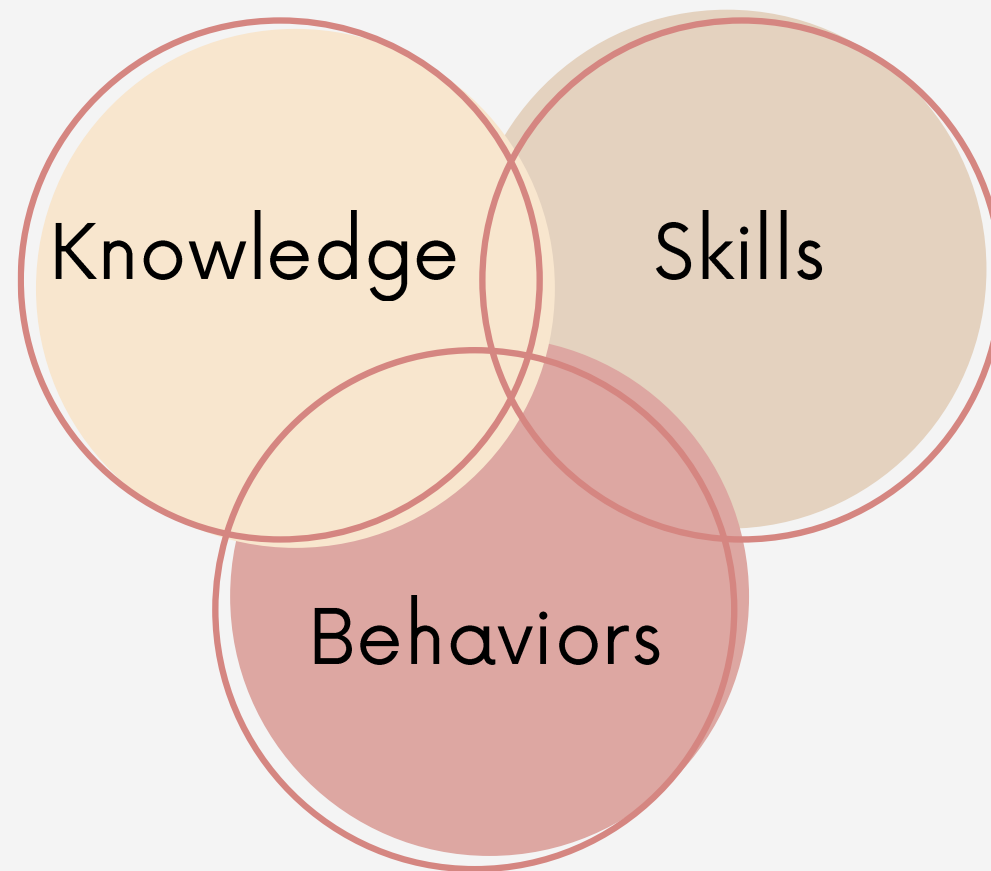
08 SHARE YOUR IDEAS

Groups will share their work
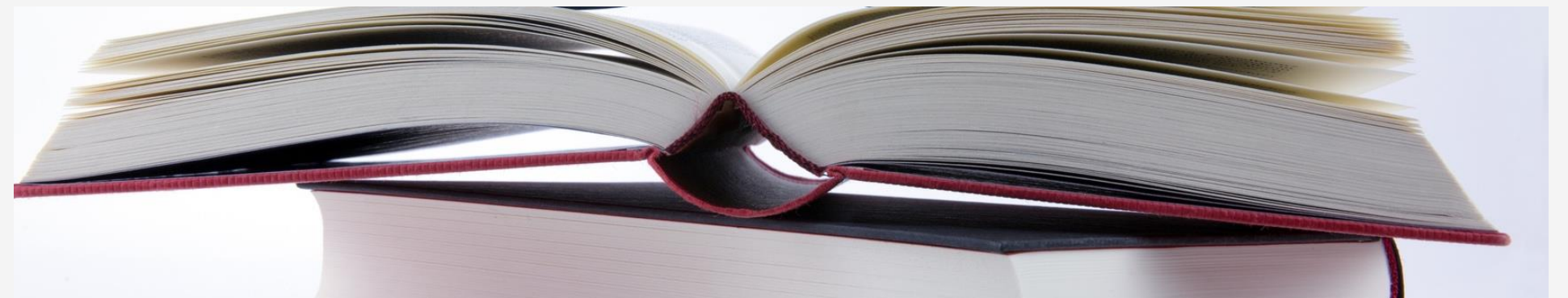
History of Competency Based Education

1978 - WHO Research

1992
American Physical Therapy Association

1998
Medical School Objectives Project

2000-2003
Institute of Medicine

2002
American Psychological Association - Competencies Conference

2007
Practicum Competencies Outline

2011
Interprofessional Education Collaborative Expert panel

2021
AACN Essentials

2024
NONPF Competency Implementation Guide

Present

(Frouad & Grus, 2017)

COMPETENCY BASED EDUCATION

Knowledge

Skills

Behaviors

"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))

Traditional Model vs Competency Based Education

Focus

Skills & behavior-focused, with an emphasis on clinical.

Clinical experiences are more structured and consistent.

Assessment

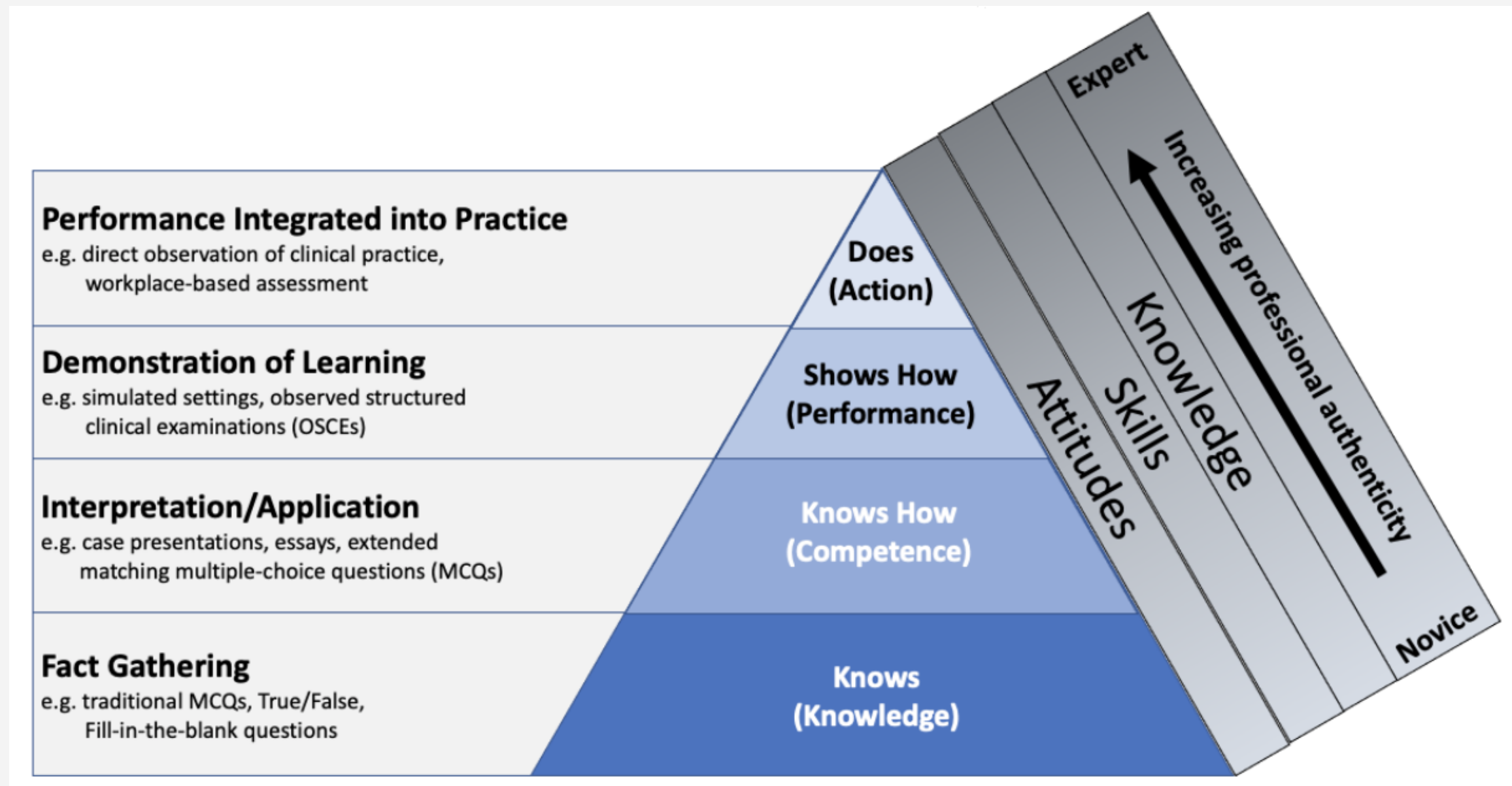Frequent formative assessments

Learners test when they are ready.

Repeat when competencies are not met.

Grading
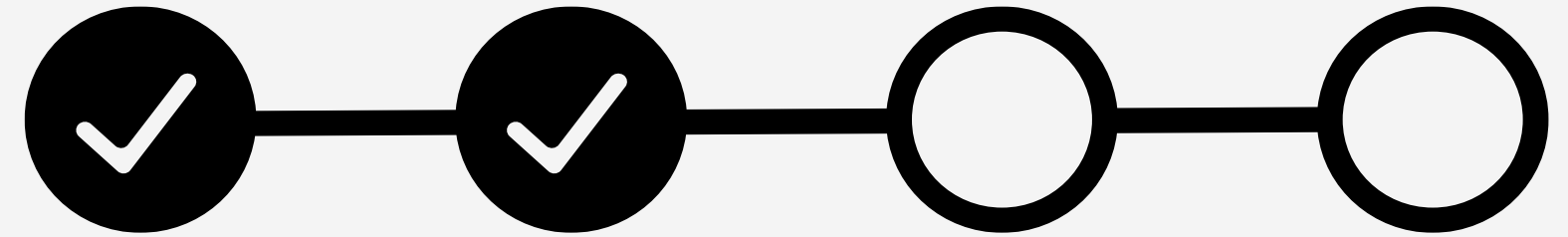
Grades are based on attainment of competencies.

(AACN, 2021)

Miller's Pyramid of Clinical Competence

Performance Integrated into Practice
e.g. direct observation of clinical practice, workplace-based assessment

Demonstration of Learning
e.g. simulated settings, observed structured clinical examinations (OSCEs)

Interpretation/Application
e.g. case presentations, essays, extended matching multiple-choice questions (MCQs)

Fact Gathering
e.g. traditional MCQs, True/False, Fill-in-the-blank questions

Does (Action)

Shows How (Performance)

Knows How (Competence)

Knows (Knowledge)

Expert

Novice

Increasing professional authenticity

Knowledge

Skills

Attitudes

(Blazar, Krishnan, Mody, & Robinson, 2022)

Backwards Design

1

Identify Desired Results

What do PMHNPs need to hear, read, view, explore or otherwise encounter?

What knowledge and skills should PMHNPs master?

What are big ideas and important understandings PMHNPs should retain?

2

Determine Acceptable Evidence

How will I know if PMHNP students have achieved the desired results?

What will I accept as evidence of understanding and proficiency?

3

Plan Learning Experiences & Instruction

Develop the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.

(Bowen, 2017)

NONPF

Competency Implementation Guide for Nurse Practitioner Faculty

Competencies are written to apply to all NPs across different specialties.

We must consider the context of each core behavior for psych-mental health students.

CORE COMPETENCIES

Refinement of the AACN *Essentials* competencies to apply to the role of the NP

CORE BEHAVIORS

Competencies translated into observable student behaviors, i.e., progression indicators

(NONPF, 2024)

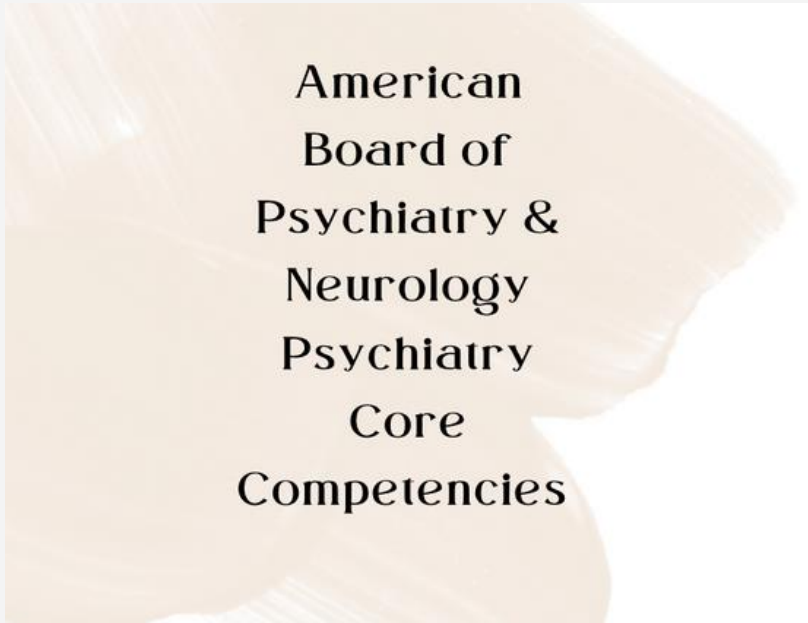# What do the professions say about psychotherapy?

"Documents counseling interventions including but not limited to communication and interviewing techniques, problem-solving activities, crisis intervention, stress management, supportive skill building and educational groups, relaxation techniques, assertiveness training, and conflict resolution."

"Psychiatrists shall demonstrate knowledge of the following...
Specific forms of psychotherapies:
  (a) Brief therapy
  (b) Cognitive behavior therapy
  (c) Interpersonal therapy
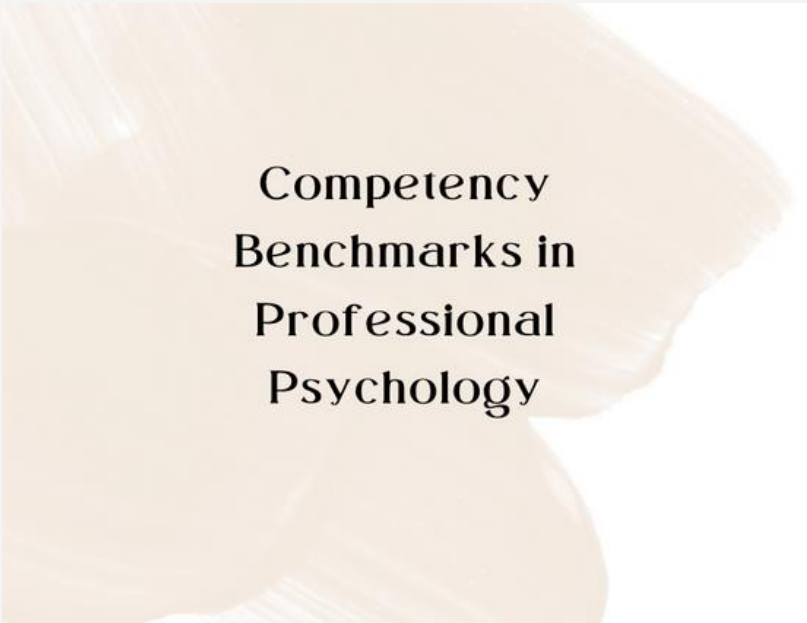 (d) Psychodynamic therapy
  (e) Supportive therapy"

"Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate."

"Independently seeks supervision when needed."

Psychiatric-Mental Health Nursing: Scope and Standards of Practice

01

American Board of Psychiatry & Neurology Psychiatry Core Competencies

02

Competency Benchmarks in Professional Psychology

03

(ANA, 2014; ABPN, 2003; APA, 2012)

2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences.

2.8h Employ counseling techniques, including motivational interviewing, to advance wellness and self-care management.

9.1i Model ethical behaviors in practice and leadership roles

9.2i Identify innovative and evidence-based practices that promote person-centered care.

9.2k Model professional expectations for therapeutic relationships.

9.2l Facilitate communication that promotes a participatory approach.

NP 2.1f: Practice holistic person-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.

NP 2.2k: Utilize communication tools and techniques to promote therapeutic relationships with individuals and/or caregiver.

NP 2.2l: Apply motivational interviewing techniques to engage individual and/or caregiver in management of health.

NP 2.2n: Demonstrate empathy and compassion in communication with others.

NP 2.5n: Order appropriate non-pharmacological interventions.

NP 2.7g: Evaluate individual outcomes based on evidence-based interventions.
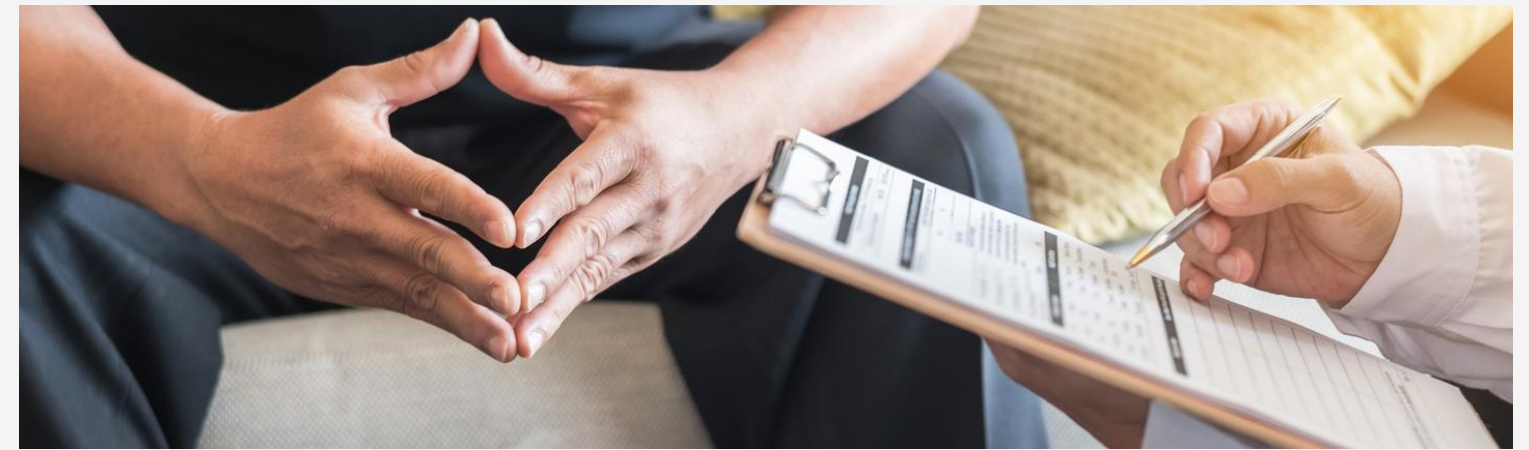
NP 2.7h: Revise plan of care based on effectiveness.

Psychotherapy Course Assignment

Video Critique

- 10-minute therapy clip
- Students complete 6 critiques over the term.

1. Mental Status Exam

Essentials 2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice

NP 2.3j: Apply advanced assessment skills to perform a comprehensive patient physical assessment utilizing appropriate techniques.

NP 2.3p: Document comprehensive history, screening, and assessment.

2. Communication Skills

Essentials 2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences.

NP 2.2k: Utilize communication tools and techniques to promote therapeutic relationships with individuals and/or caregiver.

3. Student Reaction

APNA: Examines the impact on the patient of nurse's emotional reactions, attitudes, and beliefs.

NP 2.2n: Demonstrate empathy and compassion in communication with others.

(Gutiérrez-Puertas, et al., 2020; Isbell, et al., 2020; APNA, 2015)

4. Therapy Framework

Essentials: 1.1e Translate evidence from nursing science as well as other sciences into practice.

1.2f Synthesize knowledge from nursing and other disciples to inform education, practice, and research.

NP4.1n: Translate advanced practice knowledge to inform practice and patient outcomes.

5. Alternative Strategies & Next Steps

NP 2.7h: Revise plan of care based on effectiveness.

(NONPF, 2024)

6. Progress Towards Goals

NP 2.7g: Evaluate individual outcomes based on evidence-based interventions.

7. Application to Practice

NP 2.5n: Order appropriate non-pharmacological *interventions.*

Essentials: 9.2i Identify innovative and evidence-based practices that promote person-centered care.

(NONPF, 2024)

Step 1: Identify core competencies & core behaviors relevant to your course

A copy of the NONPF Competency Implementation Guide for Nurse Practitioner Faculty can be found in your presentation handouts.

WORKSHOP

Step 2: Determine Acceptable Evidence

Step 3: Plan Learning Experiences & Instruction

References

American Association of Colleges of Nursing. (2021). The Essentials: Core competencies for professional nursing education. American Association of Colleges of Nursing. Retrieved July 27, 2024, from https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf

American Board of Psychiatry and Neurology. (2003). Core Competencies for Psychiatric Practice: What Clinicians Need to Know: A Report of the American Board of Psychiatry and Neurology. Amer Psychiatric Pub Inc.

American Nurses Association, American Psychiatric Nurses Association, & International Society of Psychiatric-Mental Health Nurses. (2014). Psychiatric Mental-Health Nursing Scope and Standards of Practice. 2nd Ed. American Nurses Association.

American Psychological Association. (2012). Revised Competency Benchmarks in Professional Psychology. Retrieved July 27, 2024, from https://www.apa.org/ed/graduate/benchmarks-evaluation-system?tab=1

American Psychiatric Nurses Association. (2015). Psychiatric-Mental Health Nurse Essential Competencies for Assessment and Management of Individuals at Risk for Suicide. Retrieved July 27, 2024, from https://www.apna.org/wp-content/uploads/2021/08/Suicide-Competencies-for-Psychiatric-Mental-Health-Nurses11.pdf

Blazar, E., Krishnan, V., & Mody, S. (2022). Miller's Pyramid. In Robinson, D. (Ed.) Education theory made practical. McMaster Program for Faculty Development

Bowen, R. S. (2017). Understanding by Design. Vanderbilt University Center for Teaching. Retrieved July 27, 2024, from https://cft.vanderbilt.edu/understanding-by-design/.

Cline, G., & Rinaldi, K. (2023). A Compelling Case for the Use of Backward Design to Advance Competency-Based Nursing Education. Nurse Educator 48(5): E168-E169. DOI: 10.1097/NNE.0000000000001388

Dugan, M. A., & Altmiller, G. (2023). AACN Essentials and nurse practitioner education: Competency-based case studies grounded in authentic practice. Journal of Professional Nursing,46: 59-64. https://doi.org/10.1016/j.profnurs.2023.02.003.

References

Froud, N. A., & Grus, C. L. (2014). Competency-Based Education and Training in Professional Psychology. In Kaslow, N. J. & Johnson, W. B. (Eds.) The Oxford handbook of education and training in professional psychology (pp.105-119). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199874019.013.003

Gutiérrez-Puertas, L., Márquez-Hernández, V. V., Gutiérrez-Puertas, V., Granados-Gámez, G., & Aguilera-Manrique, G. (2020). Educational Interventions for Nursing Students to Develop Communication Skills with Patients: A Systematic Review. International Journal of Environmental Research and Public Health, 17. doi:10.3390/ijerph17072224 1

nstitute of Medicine (US) Committee on the Health Professions Education Summit; Greiner AC, Knebel E, editors. Health Professions Education: A Bridge to Quality. Washington (DC): National Academies Press (US); 2003. Available from: https://www.ncbi.nlm.nih.gov/books/NBK221528/ doi: 10.17226/10681

Interprofessional Education Collaborative Expert Panel. (2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, D.C.: Interprofessional Education Collaborative.

Isbell, L. M., Tager, J., Beals, K., & Liu, G. (2020). Emotionally evocative patients in the emergency department: a mixed methods investigation of providers' reported emotions and implications for patient safety. BMJ Quality & Safety, 29:803–814. doi:10.1136/bmjqs-2019-010110

Learning objectives for medical student education--guidelines for medical schools: report I of the Medical School Objectives Project. (1999). Academic medicine: journal of the Association of American Medical Colleges, 74(1), 13–18. https://doi.org/10.1097/00001888-199901000-00010

Mueller-Burke, D., Bindon, S., Akintade, B., & Idzik, S. (2024). The AACN essentials: An intentional framework for successful implementation. Journal of Professional Nursing, 52: 62-69. https://doi.org/10.1016/j.profnurs.2024.03.009.

National Organization of Nurse Practitioner Faculties (2024). Competency Implementation Guide for Nurse Practitioner Faculty. NONPF, Washington DC.

Rief, W. (2021). Moving from tradition-based to competence-based psychotherapy. Evidenced Based Mental Health; 24(3):115–20. doi: 10.1136/ebmental-2020-300219.

Soma, C. S., Baucom, B. R. W., Xiao, B., Butner, J. E., Hilpert, P., Narayanan, S., Atkins, D. C., & Imel, Z. E. (2020). Coregulation of therapist and client emotion during psychotherapy. Psychotherapy Research, 30(5): 591–603. doi:10.1080/10503307.2019.1661541.