

Connecting the Dots: Nurse Practitioner Core Competency Skill Acquisition in Pace University FNP Students: A Multidimensional Approach to Assessment

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Background

- AACN recommendations for DNP
- Standardization of Curriculum
- NONPF Core Competencies
- End of Program Student outcomes

Student Assessment of Skill Acquisition

- Change in student clinical assessment
- Teacher Lead Simulation
 - After 110, 330, 550 hours of clinical practicum
 - Core competencies are assessed
- Completion of Instruments

Simulation Assessment Format

First Hour:

- Teacher led simulation scenario
- Scenario after 110 hours of clinical practica will be based on population covered in the experience
- Scenario after 330 hours of clinical practica may be based on any of the clinical practica covered at the time of assessment
- Scenario after 550 hours of clinical practica will follow the same rule as 330 hours

One week post assessment:

- Faculty met with student for debrief to review
 - Scenario
 - Areas of strength
 - Areas in need of remediation
 - Action plan for continued success and improvement
 - There will be no pass/fail with this assessment

Connecting the Dots Study Design

Second Hour:

- Study Protocol
 - repeated measures design at three data collection points, post 110 clinical hours, 330 clinical hours, and 550 clinical hours.
 - This design will identify changes over time within and across groups.
 - Tool development will include exploratory and confirmatory factor analysis, and establishing reliability and validity of the tool.

Assessment tools

- EBP Beliefs and Implementation tool (EBPBI): completed at 110 and 550
- Transcultural Self-efficacy tool (TCSE): completed at 110 and 550
- Leadership Practices Inventory (LPI): completed at 110 and 550
- NP Core Competency Self-efficacy tool (NPCCSE): completed at 110, 330, 550

Research Participants

- Pace University, Lienhard School of Nursing, Department of Graduate Studies, FNP students.
- N = 120
- 95% female, 5 % male, with over 40% racial/ ethnic diversity.

Preliminary Data

● EBPBI

● TCSE

● LPI

● NPCCSE

Sample Demographics

Variable	n	%
● Age M=37.35, SD=8.95, Min/Max=28-58		
● Race/Ethnicity		
● White/Caucasian	8	40.0
● Black/African American	5	25.0
● Other Hispanic	4	20.0
● Other	3	15.0
● Gender		
● Female	20	100.0

Participant Current Health Care Setting

Setting	n	%
Hospital	15	78.9
Home Care	2	10.5
Multiple Settings	2	10.5
Missing	1	

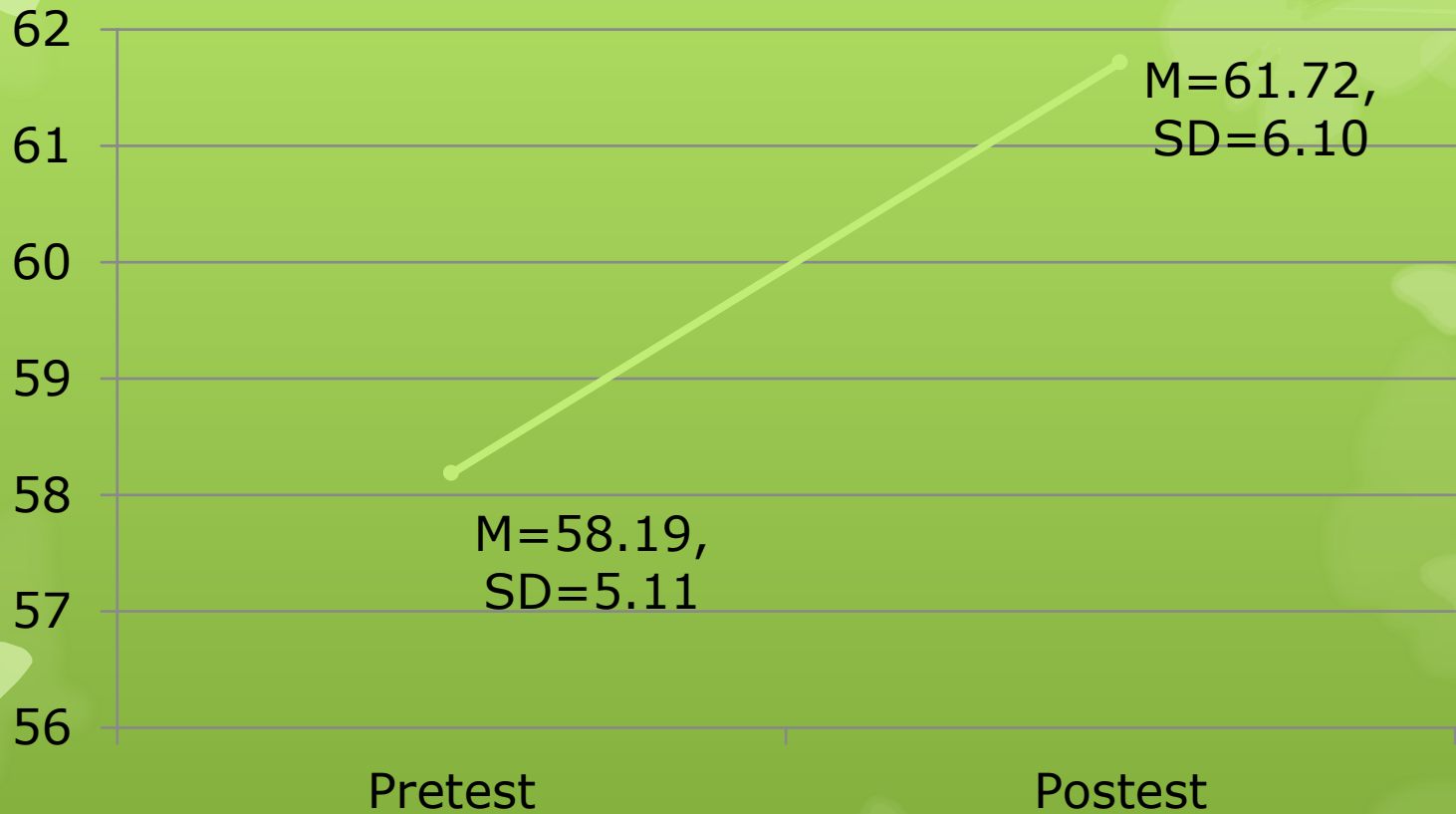
Participant Current Health Care Setting

<u>Setting</u>	<u>n</u>	<u>%</u>
Med/Surg	4	21.1
Women's Health	1	5.3
Geriatric	1	5.3
Pediatric	2	10.5
Other	8	42.1
Multiple Areas	3	15.8
Missing	1	

Level of Nursing Education

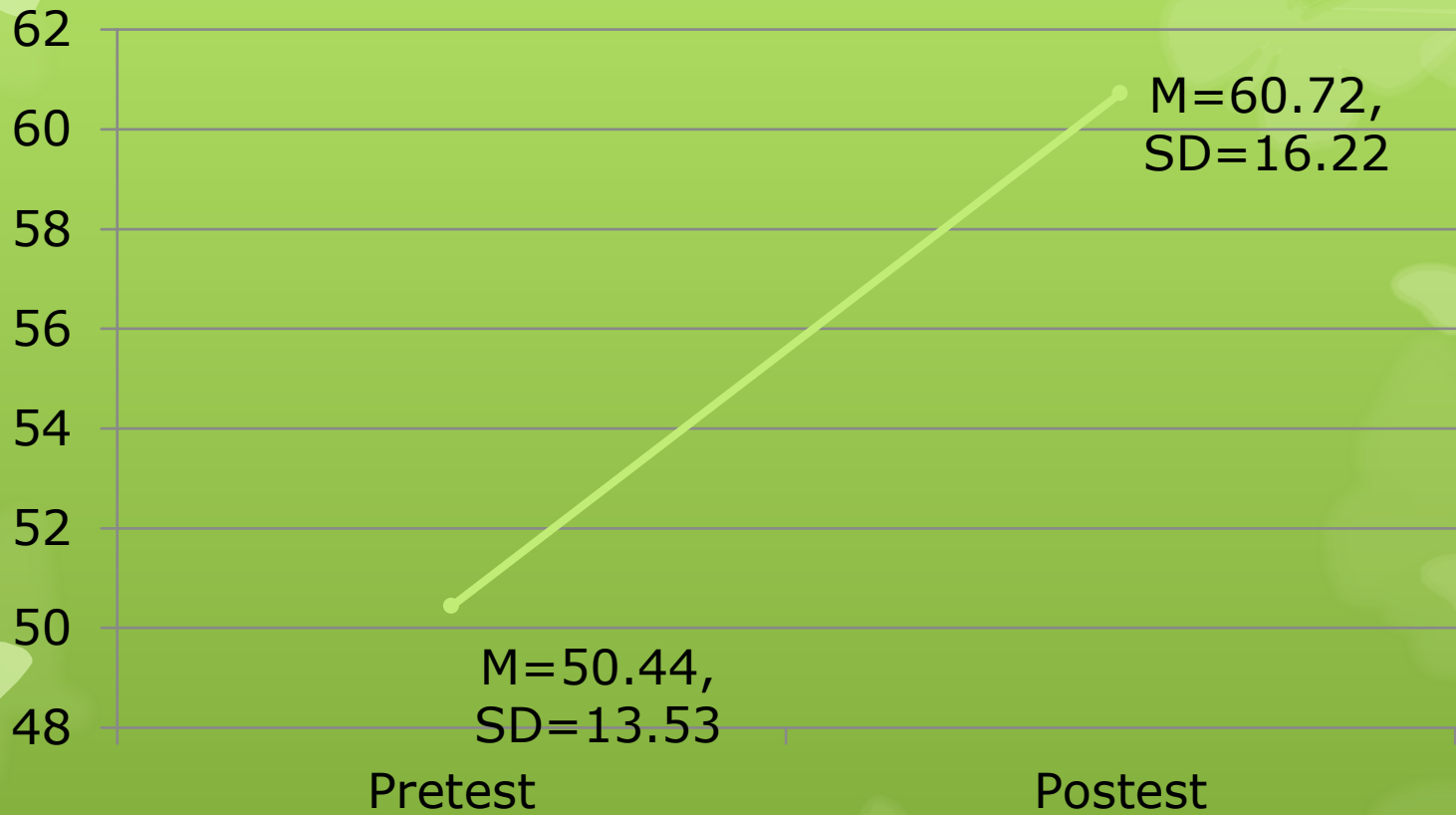
<u>Setting</u>	n	%
Associates (University)	5	25.0
Associates (Hospital)	1	5.0
Baccalaureate	10	50.0
Master's	1	5.0
<u>Multiple Types</u>	3	15.0

EBP - Beliefs Scale



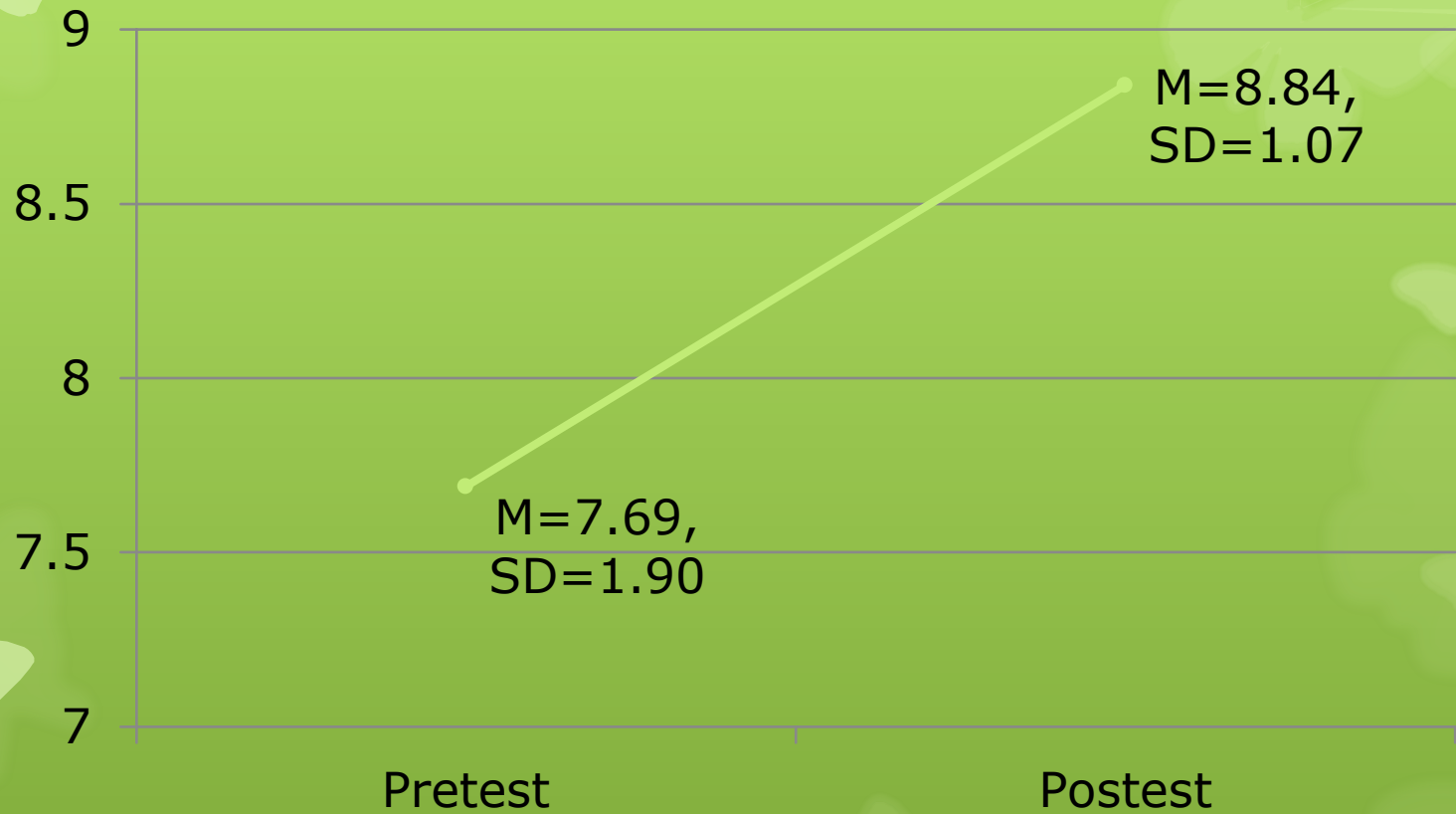
**t(19)=-2.85,
p<.01**

Pretest EBP - Implementation Scale



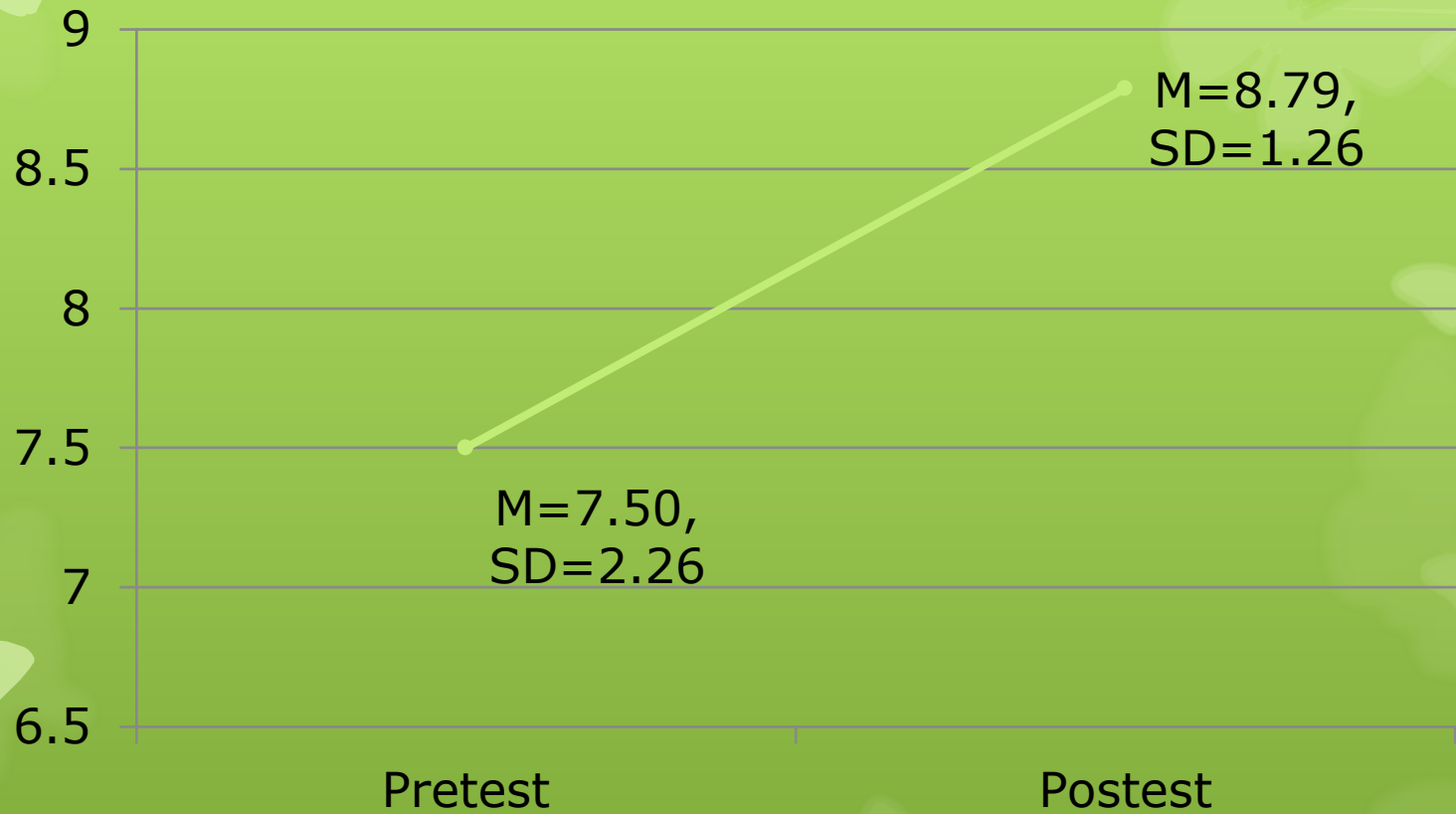
**t(18)=-2.63,
p<.05**

TSET - Cognitive Scale



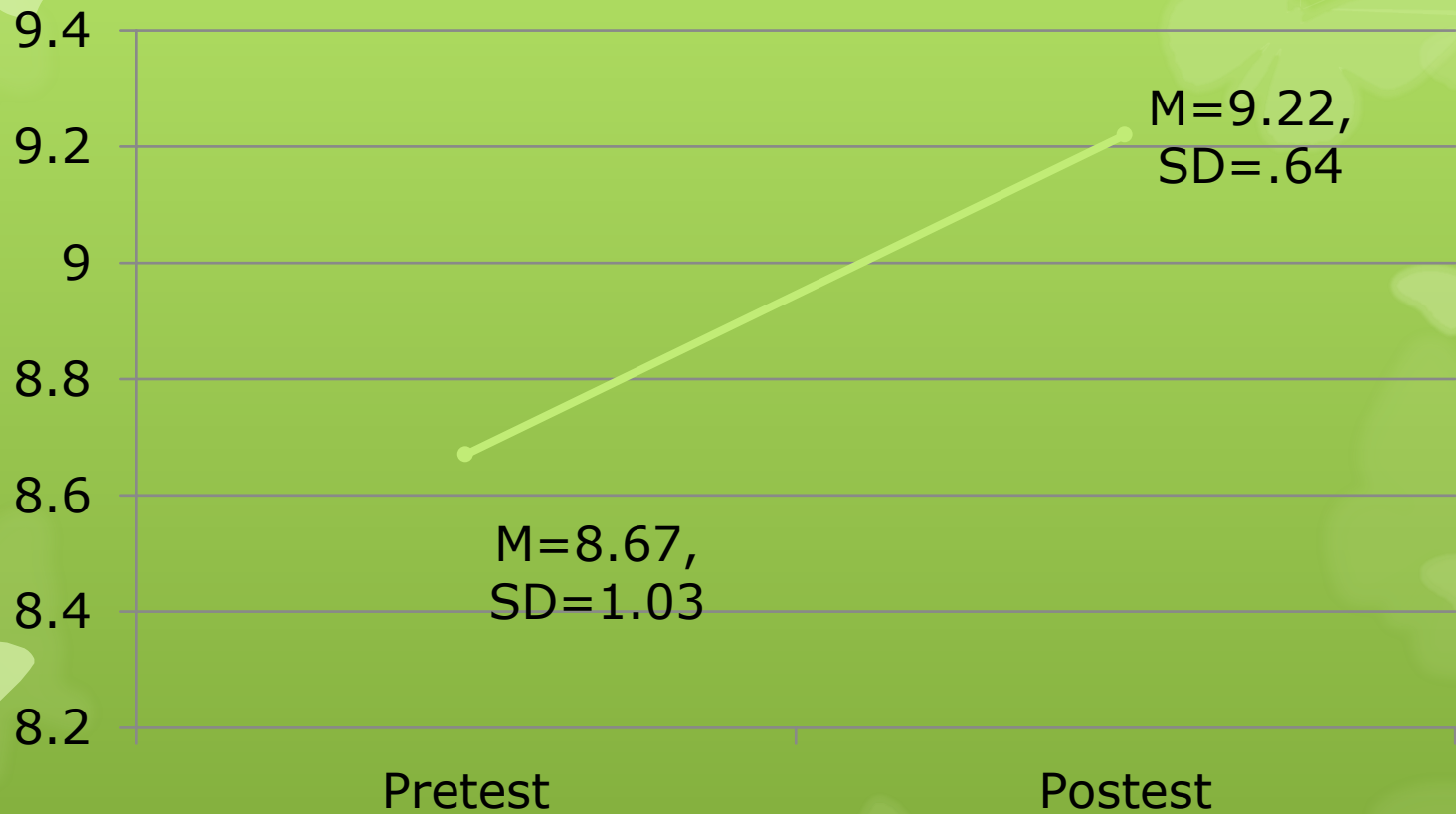
**$t(17) = -2.82,$
 $p < .01$**

EBP – Practical Scale



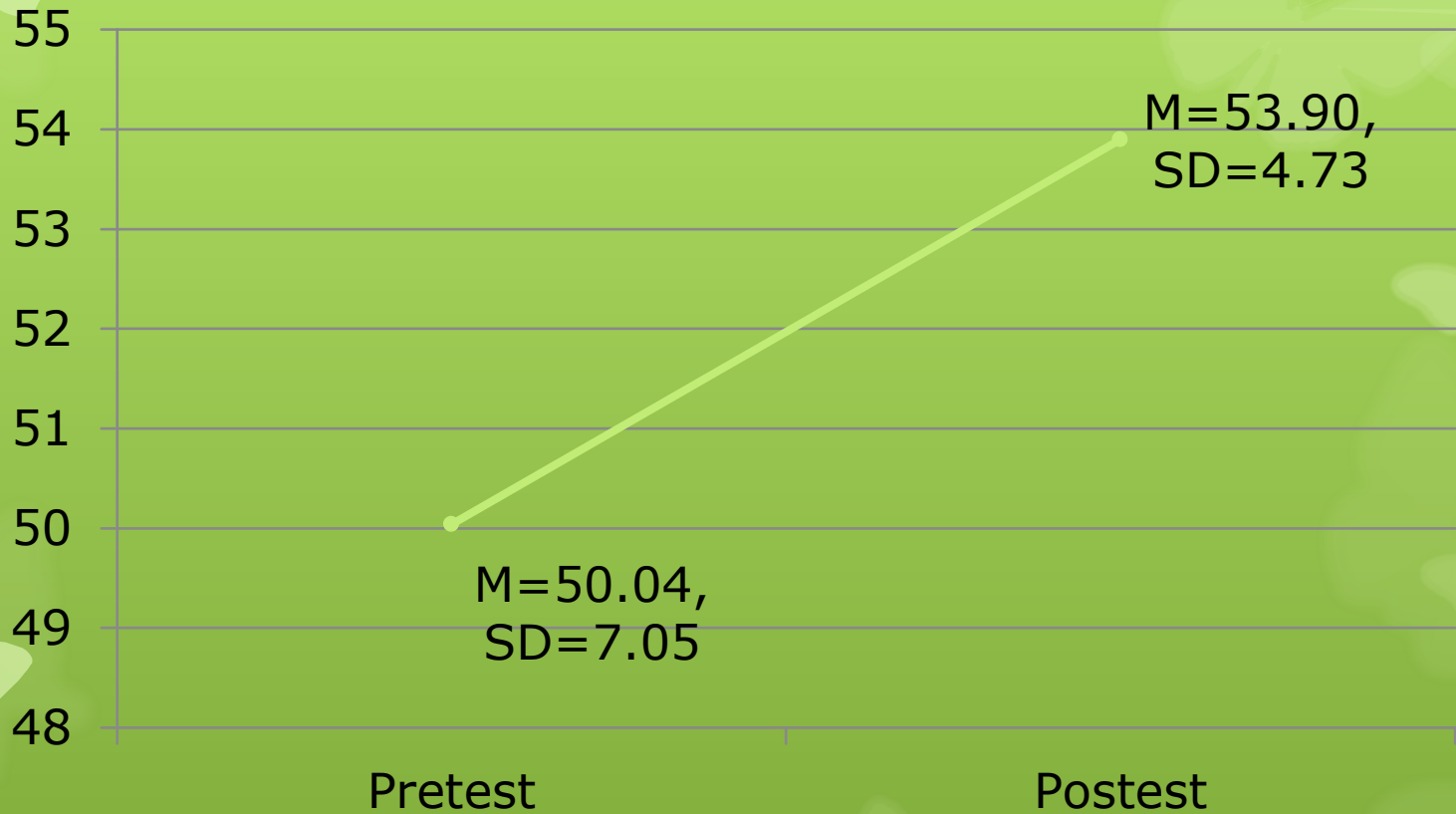
**t(18)=-2.91,
p<.01**

EBP - Affective Scale



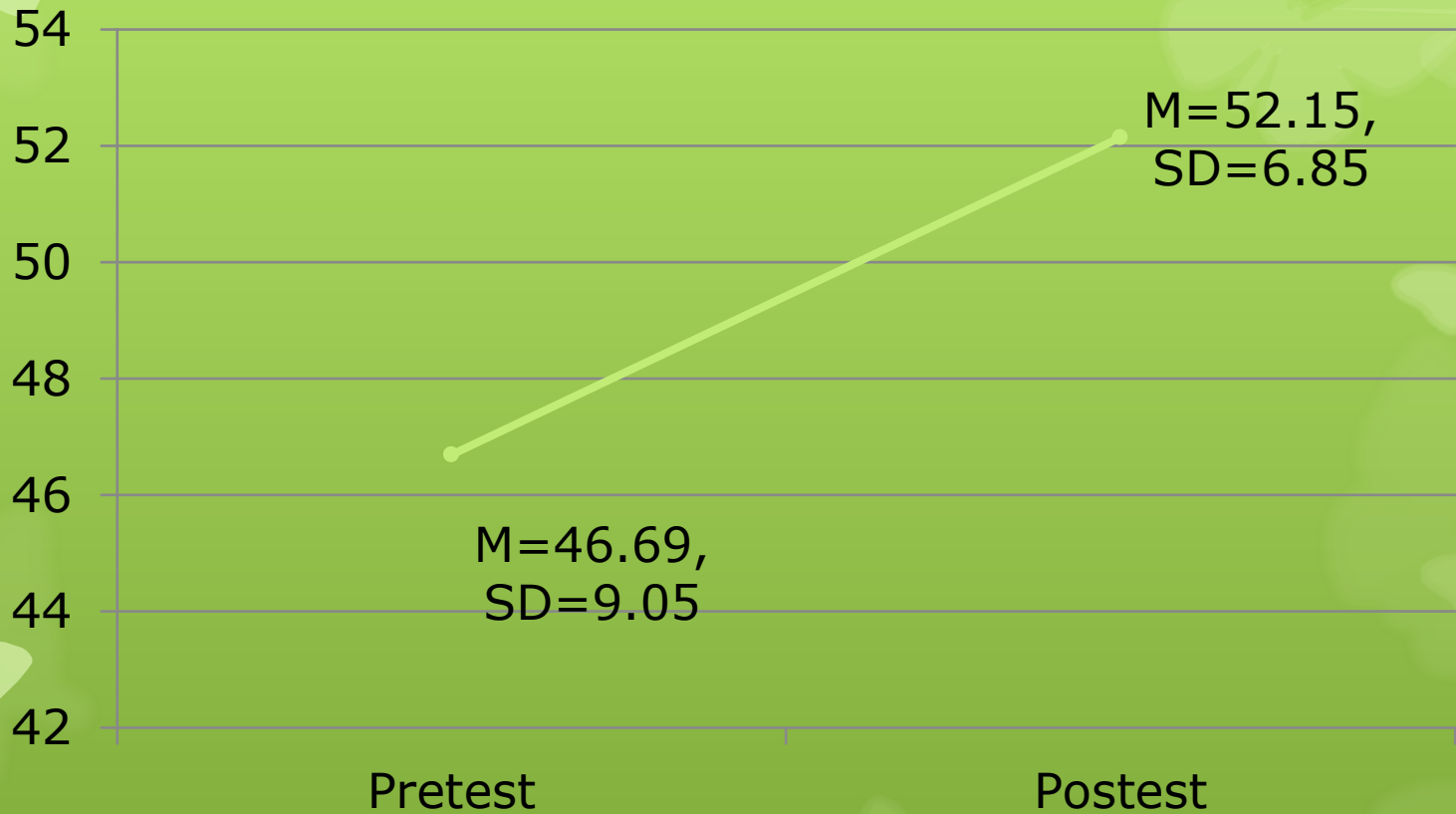
**t(17)=-2.69,
p<.05**

LPI – Model Scale



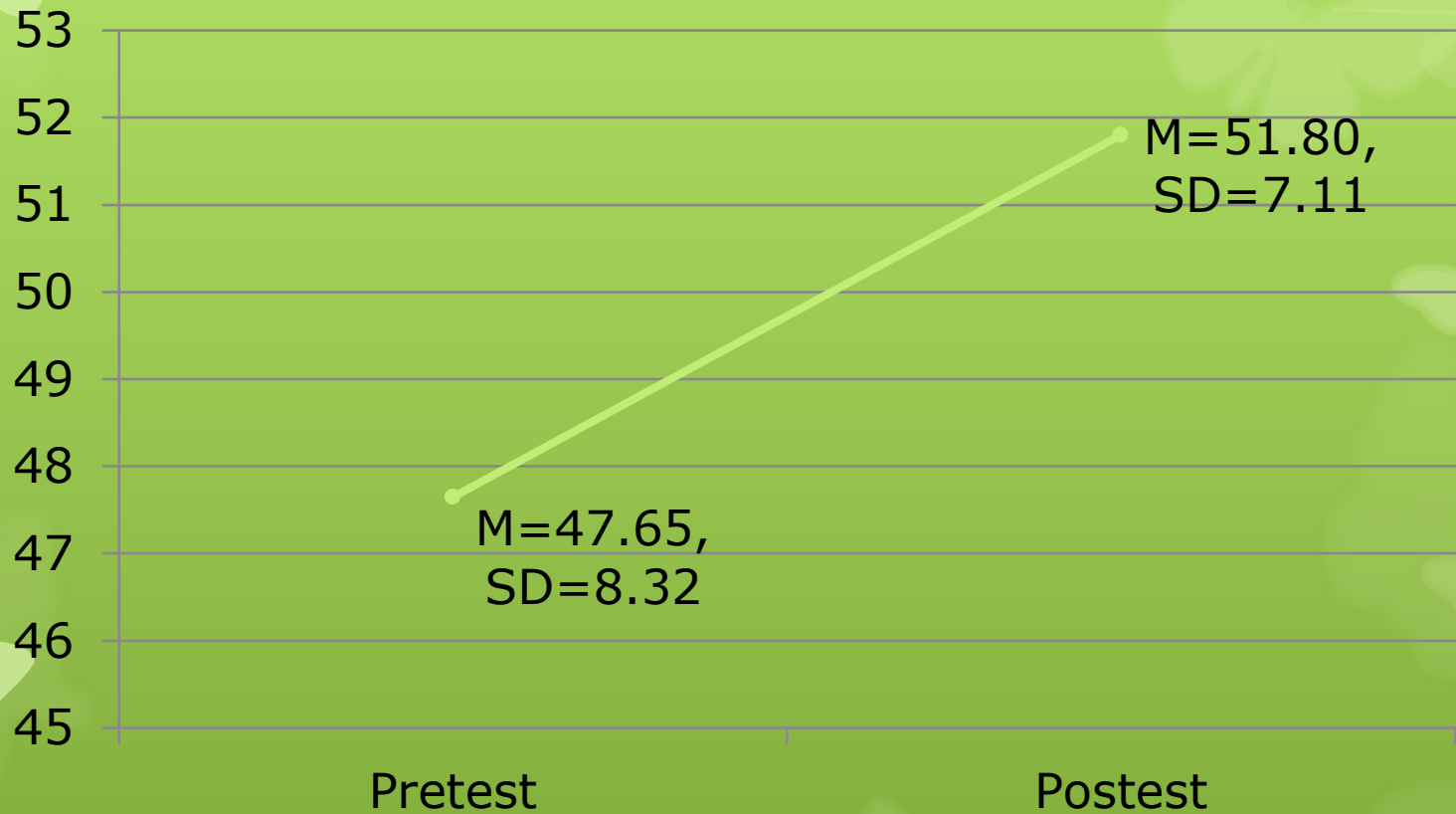
**t(19)=-3.54,
p<.01**

LPI - Inspire Scale



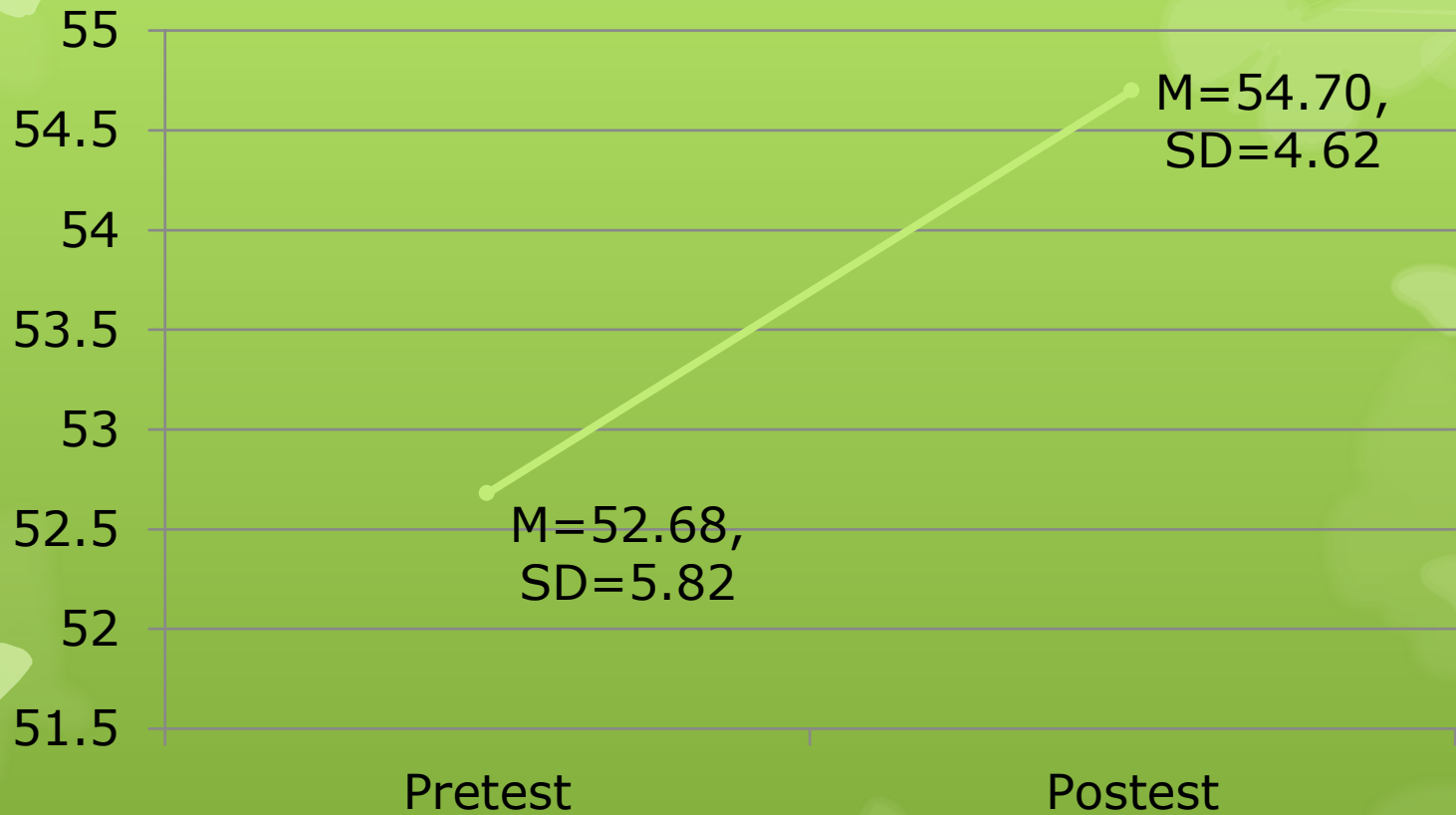
**t(19)=-2.47,
p<.05**

LPI - Challenge Scale



**t(19)=-3.53,
p<.001**

LPI - Enable Scale



**t(19)=-1.83,
p=.08**

All NPC Scales = Not Significant

- NPC - Scientific Foundation Competencies
- NPC - Leadership Competencies
- NPC - Quality Competencies
- NPC - Practice Inquiry Competencies
- NPC - Tech & Info Literacy Competencies
- NPC - Policy Competencies
- NPC - Health Delivery System Competencies
- NPC - Ethnic Competencies
- NPC - Independent Practice Competencies

Lessons Learned

- Data is preliminary
- Length of tools
- Number of tools
- Sample size
- Timing of data collection

Next Steps

- Need to refine the NPCCSE tool
- Have students complete the NPCCSE tool while on campus
- Improve recruitment to increase sample size
- Change data collection location (on campus, before class)