


University of South Florida  
College of Nursing



## Collegiate Homecoming: An Innovative Campus Based Clinical Competency Evaluation of NP Students

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### Objectives

At the conclusion of this presentation, the learner will:

- Discuss the background for development of the Clinical Competency Exam (CCE)
- Employ the principles of identifying an appropriate term for the Clinical Competency Evaluation
- Apply principles to design a Clinical Competency Evaluation
- Determine the effectiveness of the Clinical Competency Evaluation in their program

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### Background and Need

- Shortage of clinical faculty supervising students
  - Large number of students needing evaluation
- Desire to develop standardized model for evaluation of proficiency and competency
- Burden of faculty training
- Timing and sequence
- Evidence

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### CCE/OSCE what is it and how it differs

**Usual**

- Midterm clinical site visit
  - Full time and adjunct faculty
- 1:10 ratio for site visits per credit
- Clinical sites throughout the state of Florida
- Extensive faculty travel/cost
- Time-2-4 hours per visit
- No control over patient type

**CCE**

- Midterm and end of semester evaluation
  - Full time and adjunct faculty
- 1:10 ratio per credit
- Evaluation performed at the College of Nursing
- Each student evaluated over 2 hours
- Standardized patient scenario with defined outcomes



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### CCE Development

- Selection of the scenario
- SP training
- Evaluation rubric
- Faculty training
- Scheduling



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### Template Development Tools

- What should every student in this course know
  - Criteria: Must know, important to know, good to know
- Physical and psychological fidelity
- Ability to include components not always available in practice setting such as informatics, diagnostic review, patient education, treatment plan, medication, realistic referral



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### CCE 1.0 Results

- 75-80% failed 1<sup>st</sup> attempt
- Damage control with students, preceptors, and faculty
- Remediation plan



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### Lessons Learned: CCE 2.0 Faculty

- Timing
- Formative and summative
- Rubric
- Communication and coordination
- Selection of OSCEs for SP with course content
- Faculty role in formative and summative



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### CCE 2.0 - Student

- Peer review opportunity in formative
- Self awareness
- Progress notes
- Increased demand
- Use as clinical hours
- Mandatory
- Student in role of decision maker
- Environment safe and conducive to active learning



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## Future Plans

- Integration in all clinical courses
- Faculty development
- Physical resource needs for OSCE lab
- Adoption in professional settings
- IPE with MD, NP, Pharmacy students
- PCMH, telehealth



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## Q&A



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