Engaging Faculty in Competency-Based Curriculum Mapping to Ensure Practice-Ready Nurses

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Background
➢ New AACN Essentials aimed at strengthening nursing programs and ensuring a more-prepared workforce.
➢ Faculty challenged to assess current curricula and transition to a competency-based approach.
➢ A clear and consistent process for tracking concepts and competencies across curricula is needed short- and long-term.
➢ A shared-governance model has been developed to improve curricular assessment for competency-based curriculum mapping.

Purpose
The purpose of this ongoing, multi-phase, quality-improvement process is to engage faculty using a shared-governance model for collecting course data, evaluating curricula, and mapping competencies across AACN Level 1 and Level 2 criteria in the curricula.

Method
Phase 1: Courses were aligned with program outcomes, AACN Essentials (2008), other indicators (student evaluations, ATI proctored exams to inform need for improvement, and NCLEX pass rates).
Phase 2: Competency-based education models presented to faculty. Data and sources for informing the presence of each competency domain across curricula identified (course description, objectives, key assignments).
Phase 3: Faculty worked to assess the presence of competencies in courses. Break-out sessions were used for group work with course syllabi and additional artifacts, followed by large-group discussion.

Results
Phase 1: All courses in BSN, MN, and DNP programs mapped to the AACN Essentials (2021); Levels 1 or 2.
Phase 2: A Qualtrics survey designed to collect and manage all data to inform the curricular assessment of the presence of learning and/or achieving competencies.
Phase 3: Faculty groups were charged with completing data collection, with oversight by the curriculum committee.

Conclusion
This project resulted in:
➢ A shared-governance model among faculty, academic dean, program directors, and the curriculum committee
➢ Faculty engagement throughout the process: “This was doable, and I learned a lot.”
➢ Faculty participation is crucial to the process of mapping courses to the new AACN Essentials for upcoming integration of competencies across curricula.

Acknowledgements
University of Minnesota, School of Nursing: Education Policy and Curriculum Committee, and Academic Dean, Christine Mueller, PhD, RN, FAAN