

# Mapping, Gapping, and Wrapping our Heads Around Competency-Based Education

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# Learning Outcomes



1. Identify three main tenets of competency-based education
2. Explain the purpose of mapping curricula to the AACN Essentials
3. Reflect upon individual and team's readiness to embark on mapping and gapping work

# Main tenets

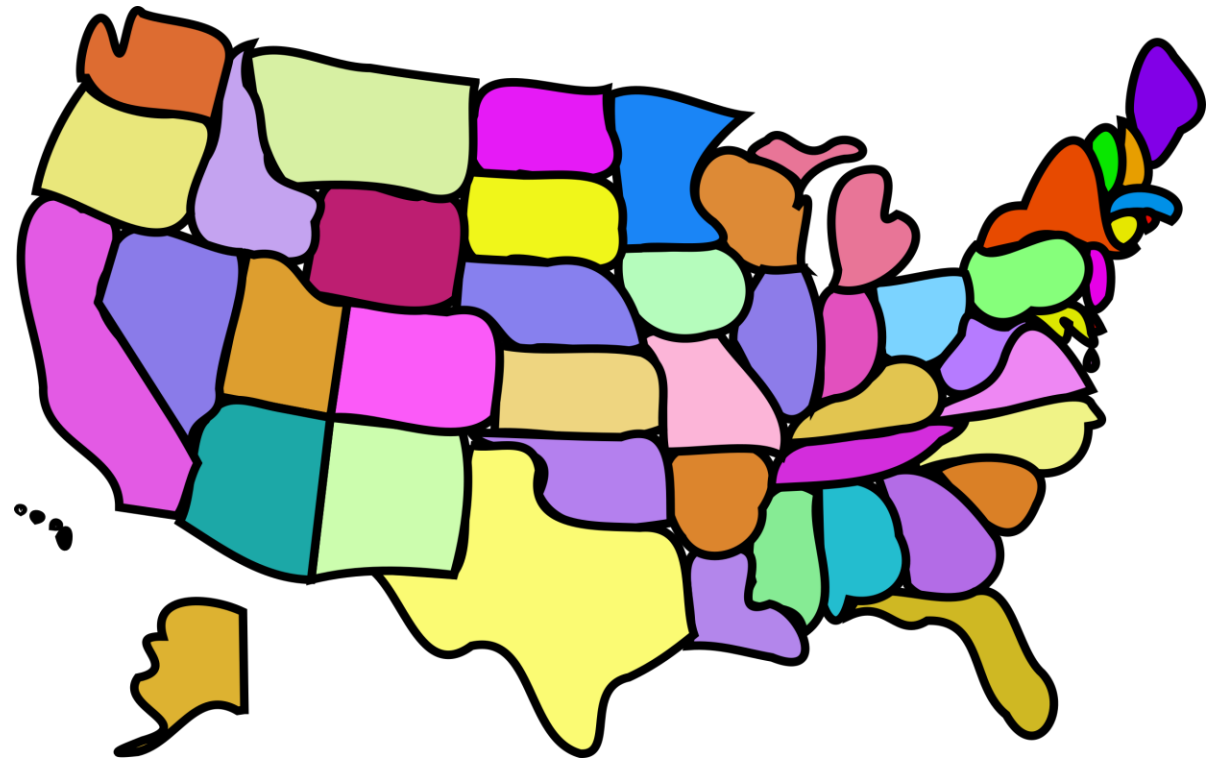
1. Shifting from teacher-centered to student-centered
2. Multiple, multiple, multiple
3. Formative assessments
4. Faculty as coach
5. ***Alignment***
6. Backward design; start with the end in mind
7. Experiential learning





**Miller's Pyramid of Clinical Competence**

# Mapping



# Zooming in...

Domain Name: 1: Knowledge of Nursing Practice				NI												
Course Objective/ Faculty Code: Introduce = I, Reinforce = R, Demonstrate = D																
Evaluation Code: Exam= E, Quiz =Q, Presentation = P, Simulation = S. Clinical Encounter Notes = CE, Case Study = CS, Manuscript = M, Clinical = C, Learning Activity= LA, OB= Oral Boards				NURS 736		NURSE 784		NURS 785		NURSE 786		NURSE 770		NURSE 737		
Comp #	Competency Name	Subcomp #	Subcompetency Name	Course Objectives/ Content	Student Evaluation/ Grading	Course Objectives/ Content	Student Evaluation/ Grading	Course Objectives/ Content	Student Evaluation/ Grading	Course Objectives/ Content	Student Evaluation/ Grading	Course Objectives/ Content	Student Evaluation/ Grading	Course Objectives/ Content	Student Evaluation/ Grading	
1.1	Demonstrate an understanding of the discipline of nursing's distinctive perspective and where shared perspectives exist with other disciplines	1.1e	Translate evidence from nursing science as well as other sciences into practice	R	LA, PJ	D	PJ, CS	D	LA, PJ	D	PJ	R	P, CS, PA, PJ, LA	R, D	P, LA, PJ	
		1.1f	Demonstrate the application of nursing science to practice.	R	LA, PJ	D	PJ, CS	D		D	PJ	D	P, CS, PA, PJ, LA	R, D	P, LA, PJ	
		1.1g	Integrate an understanding of nursing history in advancing nursing's influence in health care.	I	LA, PJ							I	CS, LA	R	P, LA, PJ	
1.2	Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	1.2f	Synthesize knowledge from nursing and other disciplines to inform education, practice, and research	I	IA, PJ	D	PJ, CS, LA	R	CS, PJ	D	PJ	D	P, CS	R	P, LA, PJ	
		1.2g	Apply a systematic and defensible approach to nursing practice decisions	I	IA, PJ			D	CS, PJ	D	PJ	R	P, CS	R	P, LA	
		1.2h	Employ ethical decision making to assess, intervene, and evaluate nursing care	R	IA, PJ						R	PJ			R, D	P, LA, PJ
		1.2i	Demonstrate socially responsible leadership			D	PJ, CS	R	CS, PJ	D	PJ	R	P, CS, PA, PJ, LA	R	P, LA, PJ	
		1.2j	Translate theories from nursing and other disciplines to practice	I	LA					D				R		
1.3	Demonstrate clinical judgement founded on a broad knowledge base.	1.3d	Integrate foundational and advanced specialty knowledge into clinical reasoning.	D	IA, PJ, PA	D	PJ, CS, LA			D	PJ	D	P, CS, PJ	R, D	P, LA, PJ	
		1.3e	Synthesize current and emerging evidence to influence practice	D	IA, PJ, PA					D	PJ	D	P, CS, PJ	R, D	P, LA, PJ	
		1.3f	Analyze decision models from nursing and other knowledge domains to improve clinical judgment	D	IA, PJ, PA					D	PJ	D	P, CS, PJ	R, D	P, LA, PJ	

# Zooming back out

B	C	D	E	F	G	H	I	J	K	L		
<b>Degree: Number of Competency Covered</b>												
Courses	Domain Name: 1: Knowledge of Nursing Practice	Domain Name: 2: Person-Centered Care	Domain Name: 3: Population Health	Domain Name: 4: Scholarship for the Nursing Discipline	Domain Name: 5: Quality and Safety	Domain Name: 6: Interprofessional Partnerships	Domain Name: 7: Systems-Based Practice	Domain Name: 8: Informatics and Healthcare Technologies	Domain Name: 9: Professionalism	Domain Name: 10: Personal, Professional, and Leadership Development		
<b>Total number of competency</b>	<b>3</b>	<b>9</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>3</b>		
782	0	0	0	0	1	3	3	3	2	0		
780	1	0	6	0	2	0	3	0	0	2		
785	1	0	0	2	1	0	0	0	0	2		
790	3	1	2	3	1	0	1	1	4	0		
795	2	3	2	2	2	1	3	3	1	2		
804	3	1	0	1	1	0	2	0	2	0		
807	3	9	5	3	3	4	3	5	4	3		
808	3	9	6	3	3	3	2	5	4	3		
810	3	7	5	3	3	4	3	3	6	3		
811	2	4	4	2	3	4	3	3	6	1		
812	3	5	5	3	3	4	3	4	6	2		
813	2	4	4	3	3	4	2	4	5	3		
814	3	4	2	2	2	3	3	0	5	3		
817	3	6	4	2	3	3	3	2	4	0		
834	3	2	5	2	1	1	3	1	2	1		
NURS 810	3	4	4	3	2	2	2	2	5	1		
<b>Average Percent of Competency Met</b>	<b>79%</b>	<b>41%</b>	<b>56%</b>	<b>71%</b>	<b>71%</b>	<b>56%</b>	<b>81%</b>	<b>45%</b>	<b>58%</b>	<b>54%</b>		
<b>Reporting the amount of competencies met</b>	<b>Substantially</b>	<b>Partially</b>	<b>Substantially</b>	<b>Substantially</b>	<b>Substantially</b>	<b>Substantially</b>	<b>Substantially</b>	<b>Partially</b>	<b>Substantially</b>	<b>Substantially</b>		
<b>Degree: Percent of Sub-Competency Covered</b>												
Courses	Domain Name: 1: Knowledge of Nursing Practice	Domain Name: 2: Person-Centered Care	Domain Name: 3: Population Health	Domain Name: 4: Scholarship for the Nursing Discipline	Domain Name: 5: Quality and Safety	Domain Name: 6: Interprofessional Partnerships	Domain Name: 7: Systems-Based Practice	Domain Name: 8: Informatics and Healthcare Technologies	Domain Name: 9: Professionalism	Domain Name: 10: Personal, Professional, and Leadership Development		
<b>Average percent of subcompetency</b>	<b>51%</b>	<b>24%</b>	<b>26%</b>	<b>43%</b>	<b>38%</b>	<b>36%</b>	<b>42%</b>	<b>26%</b>	<b>26%</b>	<b>24%</b>		
782	0%	0%	0%	0%	27%	25%	50%	33%	10%	0%		
780	18%	0%	73%	0%	20%	0%	50%	0%	0%	14%		
785	9%	0%	0%	12%	7%	0%	0%	0%	0%	14%		
790	64%	9%	17%	35%	13%	0%	29%	4%	23%	0%		
795	18%	19%	7%	24%	40%	6%	21%	29%	6%	21%		
804	91%	3%	0%	12%	13%	0%	14%	0%	6%	0%		
807	91%	81%	33%	100%	93%	81%	86%	100%	42%	36%		
Summary Table	Sheet1	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7	Domain 8	Domain 9	Domain 10	+

# Gapping





## 4 Questions

1. Were the Domains addressed (yes/ no)
2. Were the Competencies addressed (not at all, partially, substantially, all)
3. To what degree were the Sub-competencies within each Domain addressed (% of sub-competencies mapped to a course and across a specialty)
4. Did we use a variety of assessments?

# SWOTA

<p><b>Strengths:</b></p> <ul style="list-style-type: none"><li>• <b>Data point:</b> Relevant domains are addressed (7/10) in course objectives, learning activities, and assignments.</li><li>• Consistent student interest across programs and specialties</li><li>• Pretty well aligned in terms of objectives, learning strategies, and evaluation</li><li>• Course model clear and understandable</li></ul>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"><li>• <b>Data point:</b> Data mapping illuminated overdependence on written work (90-100%) and feedback in this asynchronous online course</li><li>• Heavy faculty burden in terms of grading 4 written assignments and weekly discussions</li><li>• Content needs updating to reflect post-COVID insights and perspectives</li></ul>
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"><li>• <b>Data point:</b> Can easily work in leadership content into Discussion questions to address Domain 10</li><li>• Integrate learning technology to add interactive elements</li><li>• Update final project to incorporate more CBE opportunities for students and decrease paper length (ex: require students to make recommendations based on their learning needs assessment data, add a reflective element so they can consider what they would do differently next time, interview a stakeholder for value added comments, etc.)</li></ul>	<p><b>Take Action:</b></p> <ul style="list-style-type: none"><li>• <b>Data point:</b> Need to level up assignments to ensure they address higher Level II (vs. Level I) competencies</li><li>• Update final project to meet notion of “signature assignment”</li><li>• Revise rubric to incorporate changes</li><li>• Meet with curriculum committee to approve changes and realignment</li></ul>

# Wrapping



# Closing the loop



**FIT**



**RESOURCES**



**COSTS**



**5 "RIGHTS"**

# Our Story



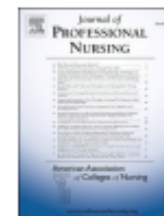
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## Journal of Professional Nursing

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### The AACN essentials: An intentional framework for successful implementation

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#### ARTICLE INFO

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Faculty development  
Change management  
Course mapping  
Competency-based education  
Alignment

#### ABSTRACT

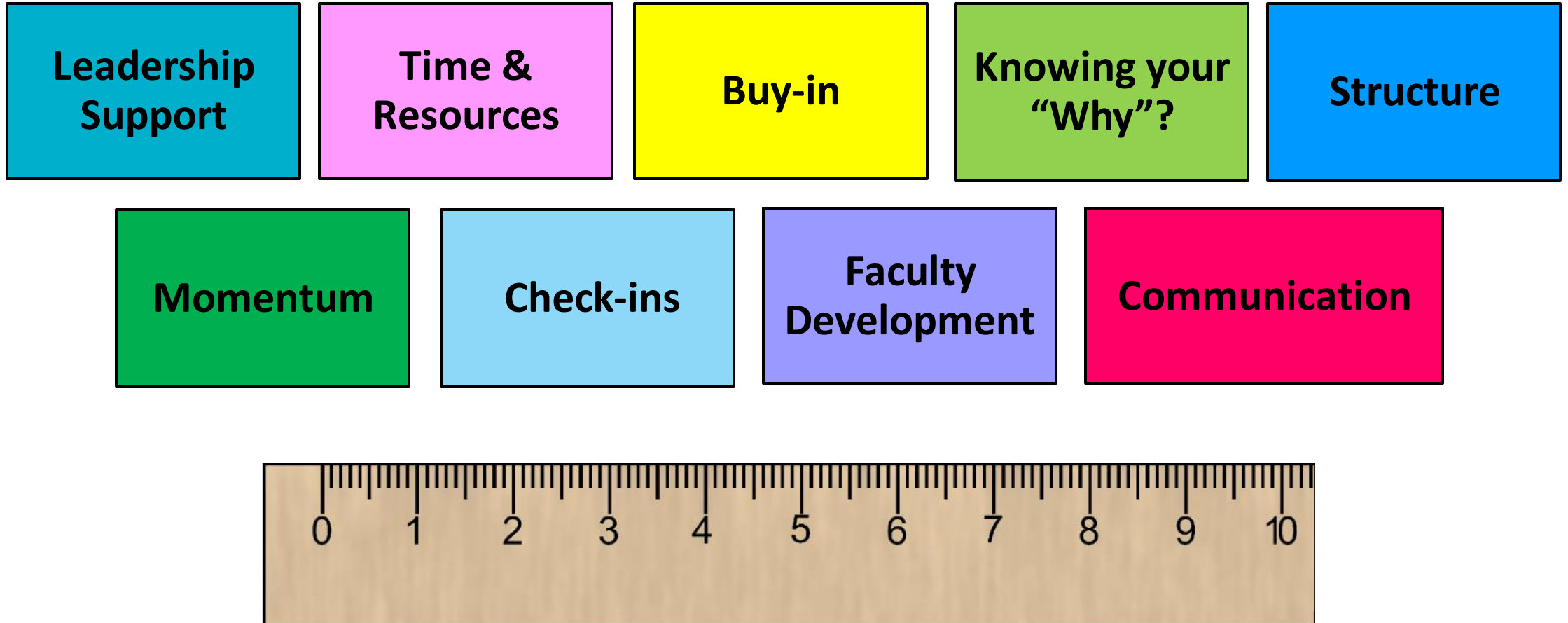
Nursing education is shifting toward competency-based education (CBE) in line with the American Association of Colleges of Nursing's (AACN) 2021 Essentials. This pedagogical shift from knowledge-based learner outcomes to competency-based learner and program outcomes affects how faculty teach, how students learn, and how programs allocate resources to support this change. The initial move toward CBE necessitates scrutiny of current curricula and alignment of curriculum, teaching strategies, and assessment tactics framed within the ten domains of the Essentials.

Drawing on the Donabedian quality improvement framework, one school of nursing's curricular revisions project team discusses their strategies and challenges in implementing the AACN Essentials, illustrating the structural, procedural, and initial outcomes of adopting the Essentials across programs and specialties.

Key to this approach is engaging all relevant stakeholders and mapping current curricula to the Essentials' many competencies and subcompetencies. This work informs curricular revisions and fosters faculty engagement and creativity. Lessons learned highlight a critical need for ongoing faculty development and use of learner-centric pedagogies to achieve students' competency development and practice readiness.

This article offers insights and guidance for nursing programs embracing CBE and aligning with AACN Essentials.

# How ready are you?



# Learning Outcomes



- ✓ Identify three main tenets of competency-based education
- ✓ Explain the purpose of mapping curricula to the AACN Essentials
- ✓ Reflect upon individual and team's readiness to embark on mapping and gapping work

**Thank you!**

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