Monitoring the Transition to Practice Outcomes During Cardiology Nurse Practitioner Development

Marci Farquhar-Snow, RN, MN; Viktoria Senkiv, RN, MSN; Christen Waddell, RN, DNP; Sara Howen - Mayo Clinic – Phoenix, Arizona and Rochester, Minnesota

Background

The 12-month post-graduate Cardiology Nurse Practitioner Fellowship (CNPF) provides competency-based training to facilitate the transition into specialty practice.

Although the program integrates the cardiovascular nursing scope and standards of practice and core competency domains have been proposed by various national organizations (ANA, 2015), there are no formal reporting requirements to demonstrate clinical performance or milestone achievement.

Methods

Previously written curriculum and evaluation tools were transformed into an online tracking tool (MedHub, LLC, Dexter, MI) that allows for the institution’s medicine graduate fellowship (CNPF) programs to monitor transition to practice.

Objectives

• Develop strategies to determine individual learning needs.
• Provide efficient methods to track competency and transition to practice.

Analysis:

Individual learning gaps are identified during orientation to develop targeted learning plans based on minimum competency achievement.

Develop:

The program curriculum and evaluation forms were transferred to a secure online and mobile tracking system (MedHub, LLC, Dexter, MI). Automatic evaluations are delivered at predetermined milestone orientation, end of specialty rotations, quarterly, and at end of year to track clinical performance.

Execute:

The CNPF enters ongoing clinical data regarding procedures and skills. Faculty enter evaluation of CNPF performance and competency. Didactic curriculum is entered corresponding to core competencies and domains.

Evaluate:

The program director monitors aggregate outcomes reports and facilitates the clinical progression with the CNPF and faculty.

Evaluations: CNPF Competency Domains, Integrated with NONPF and ACGME Standards

Performance and Outcomes Reports

Conclusions:

Online tracking tools streamline the ability to monitor the professional development process and allow for consistent outcomes for programs to evaluate the transition to practice and competency acquisition.

By engaging the learner and faculty in the monitoring process, there is transparency regarding the individualized developmental goals and outcomes.

At program completion, a permanent and detailed record of aggregate outcomes will be accessible for learners and faculty to review, as well as for program accreditation reporting.

Future CNPFs, monitoring tools can be shared among program stakeholders for benchmarking of outcomes and program effectiveness.

References


Disclosures

None of the presenters have any actual or perceived commercial conflicts of interest.