The Updated National Task Force Criteria for Evaluation of Nurse Practitioner Programs

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Accreditation Commission for Education in Nursing
American Academy of Nurse Practitioners Certification Board
American Association of Colleges of Nursing
American Association of Critical-Care Nurses, Certification Corporation
American Association of Nurse Practitioners
American Nurses Credentialing Center
American Psychiatric Nurses Association
Association of Faculties of Pediatric Nurse Practitioners
Commission on Collegiate Nursing Education
Gerontological Advanced Practice Nurses Association
International Society of Psychiatric-Mental Health Nurses
National Association of Neonatal Nurse Practitioners
National Association of Nurse Practitioners in Women’s Health
National Association of Pediatric Nurse Practitioners
National Certification Corporation
National Council of State Boards of Nursing
National Organization of Nurse Practitioner Faculties
NLN Commission for Nursing Education Accreditation
Pediatric Nursing Certification Board
Leadership Team

National Organization of Nurse Practitioner Faculties

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American Association of Colleges of Nursing

Eileen Breslin, PhD, RN, FAAN, FAANP
Dean, University of Texas Health Science Center San Antonio

Joan Stanley, PhD, NP, FAAN, FAANP,
Chief Academic Officer
Timeline

• September 27, 2019 - Invitation
• December 3, 2019 - First call
• December 18, 2019 - All day meeting
• Many 2-hour Zoom calls
• January 29, 2021 - Draft of the NTFC went to NTF Boards for review and comments
• March 1, 2021 - All comments due
• Next steps to consolidate comments for NTF review
• Target - Final voting to occur summer 2021
Purpose of the NTFC:
The purpose of this document is to provide a framework for the review of all nurse practitioner educational programs.
Charge to the National Task Force on Quality Nurse Practitioner Education

Produce the 6th Edition of the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force Criteria) that better reflects the changing demands of current and future health care, higher education, and accountability for quality NP education.
December 18\textsuperscript{th} all day in person meeting

- Charge
- History of the NTFC
- Overview of the \textit{Criteria for Evaluation of Nurse Practitioner Programs}
- Exercise \#1 - Review Prework question and ask
  - Can the NTFC revisions address?
  - Possibly can be addressed.
  - Cannot be addressed?
Assignment

Gather your organization’s response to the questions by **November 22, 2019**

- What has changed in the nursing profession and/or within healthcare that should be considered during the discussion of the NTF revisions?

- What are your top two or three concerns regarding NP education that need to be addressed during the NTF revision discussion?
Exercise 1 and 2

Exercise #2
For each topic area listed, what is the actual problem or problems? What solution or solutions would you recommend?

- Practice hours
- Simulation
- Clinical experiences
- Faculty oversight of students
- Curriculum sequencing
- Student enrollment and progression
- Evaluation of program effectiveness
Sub-group Work

Three workgroups, each assigned two Chapters with a focus on Criteria and required evidence.

1. Define issue with specificity
2. Prioritize as a High, Medium or Low issue for consideration
3. Clarify the scope of the issue with stakeholders, such as employers, students, policy makers and your board
4. Consider legal (regulatory/credentialing issues)
5. Consider cost implications
6. Provide evidence for issue
7. Provide recommendation to address issue
8. Provide evidence to support rationale for recommendation
9. Consider the unintended consequences of recommendations.
Ongoing Work

- Report out from work groups with extensive conversation.
- May 2020
  - Draft chapter standards circulated
- Summer 2020
  - Workgroup revisions aligned with new chapter structure.

New structure with 4 Chapters
I: Mission and Governance
II: Resources
III: Curriculum
IV: Program Assessment and Evaluation
Draft Standard: Mission and governance provides a structure for quality assurance and quality improvement, promoting educational excellence. Effective, ongoing formal processes are in place for self-assessment and planning for the purpose of program improvement. Through faculty governance, institutional policies commit to supporting quality within the NP program.
Draft Standard: Institutional resources are sufficient for NP programs matriculated/enrolled students reflecting ongoing commitment to quality education ensuring safe competent graduates. Resources necessary to sustain the NP program include fiscal; human; student support services; learning resources; and physical resources.
Draft Standard: The NP program curriculum is designed, revised, and evaluated by the NP faculty to maintain currency, and meet national standards. The curriculum addresses competencies as delineated by specialty nursing organizations, NP organizations and nursing education organizations and promotes student learning outcomes and student achievement of program goals. The curriculum establishes the depth and breadth of requisite knowledge and skills for student success in the NP program and tracks and NP student learning experiences, testing, and overall evaluation.
Draft Standard: The NP Program has a formalized comprehensive and systematic assessment process that confirms program quality and a recurring quality improvement process. The process should include at a minimum the assessment of the program outcomes, resources, curriculum, faculty, and students.
Next Steps

• Compile responses and comments from the 19 organizations
• NTF meeting in April to review and finalize
• Final vote on the 6th NTFC
Questions?

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