



Project News #5



Spotlight on Entry-Level Competencies

It is an exciting time for the Nurse Practitioner Regulation Framework Implementation Plan Project (NPR-FIPP) – we are moving forward with refreshing the Nurse Practitioner (NP) entry-level competencies.

An Education subcommittee was formed, in part, to design and oversee a process to refresh the NP entry-level competencies (ELCs) that were developed in 2015. The subcommittee reports to and works under the direction of the NPR-FIPP Steering Committee.

The five subcommittee representatives all have experience developing RN and/or NP competencies, and a competency expert has been hired to support the process. Four members of the subcommittee are regulators, and one is a NP.

The updated NP entry-level competencies will focus on the advanced role of the NP, and they will be organized in a similar fashion as the roles in the RN entry-level competencies. However, they will not duplicate the RN competencies except when clarity is required.

The activities listed below describe the work that the subcommittee has started and planned for the next six months:

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COMPETENCIES

FREQUENTLY ASKED
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1. Completing an environmental scan and literature search to identify new trends in healthcare and competency development as well as NP competencies in international jurisdictions
2. Mapping existing NP entry-to-practice competencies to roles like the RN roles
3. Consulting with regulatory bodies, NPs, NP educators, the NPR-FIPP stakeholder advisory panel and other stakeholders during the refresh process (starting in March)
4. Drafting the refreshed NP entry-level competencies
5. Conducting a national validation survey with all NPs across Canada and consulting with stakeholders in each jurisdiction about the refreshed NP entry-level competencies
6. Submitting the recommended competencies for final review and approval
7. Releasing the approved NP entry-level competencies

Frequently Asked Questions

What are entry-level competencies and how are they used?

Entry-level competencies are a tool used by regulators and others as a basis for developing requirements for registration, education curricula, entry-to-practice examinations, and standards for practice. For this reason, the development of entry-level competencies requires specialized knowledge and expertise held by regulators.

Is the competency expert hired to support the process of updating the NP entry-level competencies an NP?

The company we hired is iComp Consulting, a Canadian company, with consultants that have over 15 years of experience developing national competencies and competency-based assessment tools for regulatory bodies in Canada and the United States. The subcommittee will work with Leanne Worsfold, who has managed the development of standards and competencies, competency assessments, and e-learning modules for more than 10 regulatory colleges across Canada.

How was the competency expert selected?

There was a national procurement process that included a request for proposal. A selection group shortlisted the candidates, conducted interviews, and completed reference checks. After recommendations were made to the CCRNR Board, a decision was made to hire iComp Consulting.

How will NPs be involved in the process?

Nurse Practitioners across Canada will be invited to provide input at various points through surveys, focus groups, involvement on the Stakeholder Advisory Panel, and other consultations.

When will the updated NP entry-level competencies be approved and implemented?

Approval and implementation are two different milestones in the project.

The entry-level competencies are approved nationally and then by each individual jurisdiction before being implemented by each regulatory body.

We expect the entry-level competencies to be submitted to the CCRNR Board for approval in the Fall of 2022. Once approved by the Board, each jurisdiction will have their own timeline for implementation.

Why is the process shorter than the previous timeframe?

This time around, we are refreshing the NP entry-level competencies and reframing them rather than creating new competencies. For this reason, a shorter timeframe is possible.

How will the refreshed NP entry-level competencies differ from the past ones?

1. The refreshed competencies will build on current RN competencies. Going by the principle that all NPs are RNs, we plan to have a more simplified document because RN competencies will not be duplicated in the NP entry-level competencies.
2. Similar to the role-based model in the RN entry-level competencies, the NP competencies will be organized into roles. Since NPs must meet both RN and NP entry-level competencies, the document will highlight roles unique to NPs while acknowledging existing role-based RN competencies.
3. They will be presented in a three-tiered structure: a role statement accompanied by competencies and indicators.

When will the NP programs be expected to prepare NP students to meet these entry-level competencies?

Following the completion and endorsement of the entry-level competencies by CCRNR, the timeframe for implementation and NP program approval will depend on each jurisdiction's approval. We will keep educators informed about our progress and will consult with them through their jurisdictions regarding the timeframes for making changes to curricula. In addition, we recognize that we cannot have a single go-live date for the implementation of revised curricula across Canada – things will be rolled out at different times by each jurisdiction considering factors that relate to their NP program providers.

Additional FAQs are posted on the website at <http://ccnr.ca/npr-fipp.html>

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