

Developing a competency model to anchor person-centredness as a key competence in higher education nursing programs



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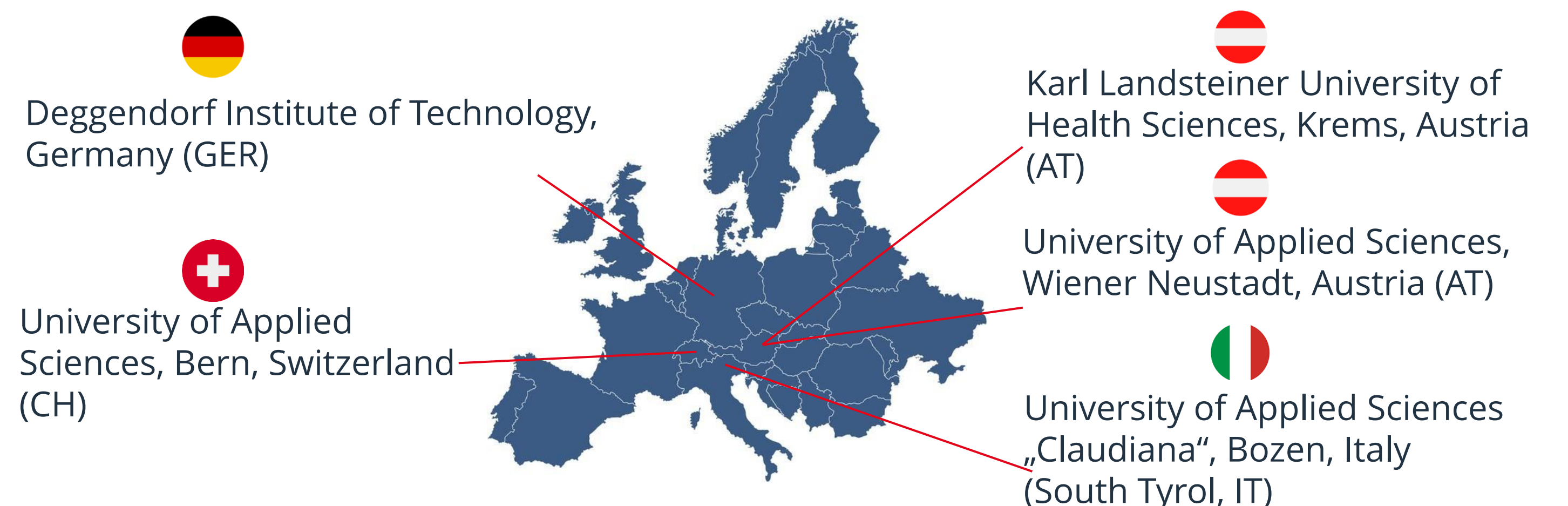
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Background

To ensure that nursing students possess attributes necessary for becoming a person-centred practitioner, it is required to reach them during their basic education. From an educational perspective, it is unclear which competencies need to be developed to meet these attributes, how they can be developed in the context of basic nursing education, how educators can promote this and develop a person-centered teaching and learning culture.

These considerations are based on the Person-centered Practice Framework [1] and the Person-Centred Curriculum Framework [2] as theoretical groundings.

Project Consortium



Aim and objectives

The aim of the project is to develop a competency model to anchor person-centredness as a key competence in higher education nursing programs in German-speaking countries. Objectives are:

1. to identify person-centred competencies and how they can be developed and evaluated,
2. to investigate the required attitude, pedagogical skills, and knowledge of educators,
3. to describe what is needed for the development of a person-centred teaching and learning culture, and
4. to derive recommendations for nursing curricula and practice development in teaching.

Methodological approach

Overarching principles

empirically based, theoretically informed, co-creative, participative, action-oriented

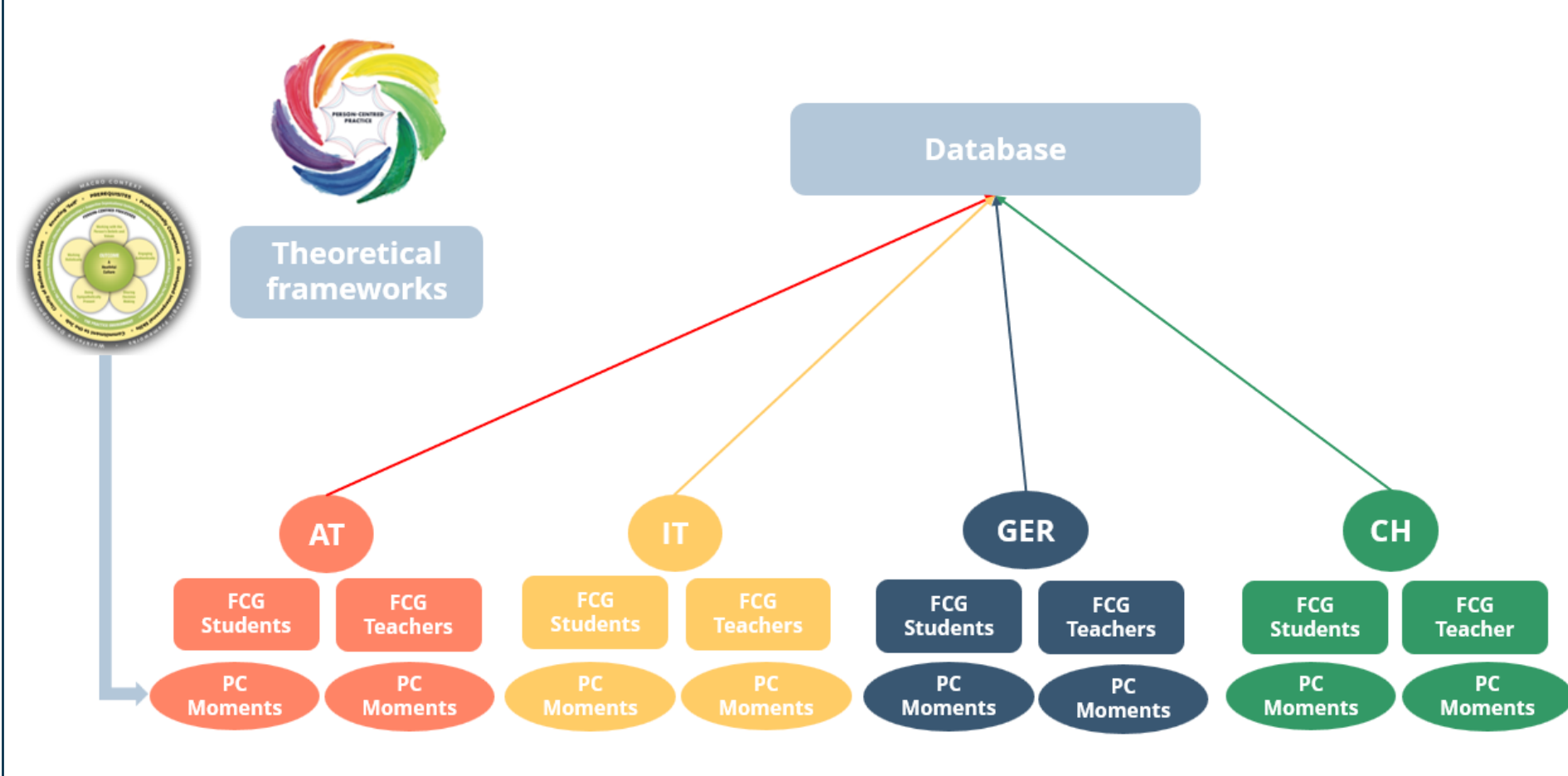
I. Informing the competency model

Focus

- a) Collecting and
- b) reflecting experiences and perspectives from students and educators

Methods/procedures

- a) „Person-centred Moments“ ([PC Moments]; students & educators)
- b) Focus groups ([FCG]; students & educators)



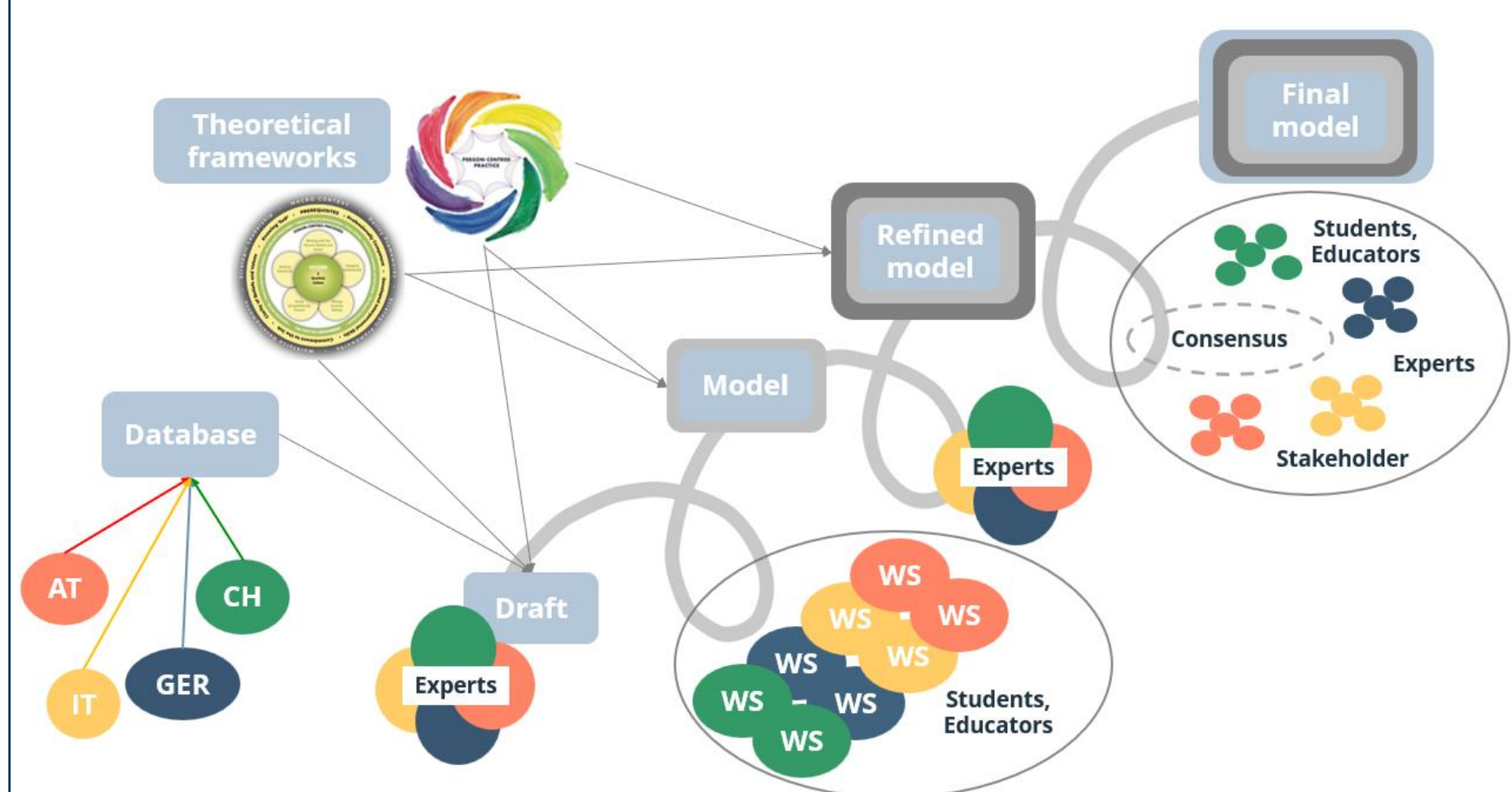
II. Developing the competency model

Focus

- a) Understanding person-centred competencies & teaching and learning culture
- b) Developing the model
- c) Finding consensus

Methods/procedures

- a) (Cross-)national data analysis
- b) Co-creative, participative, action-oriented development process (Workshops [WS])
- c) Transnational consensus conference



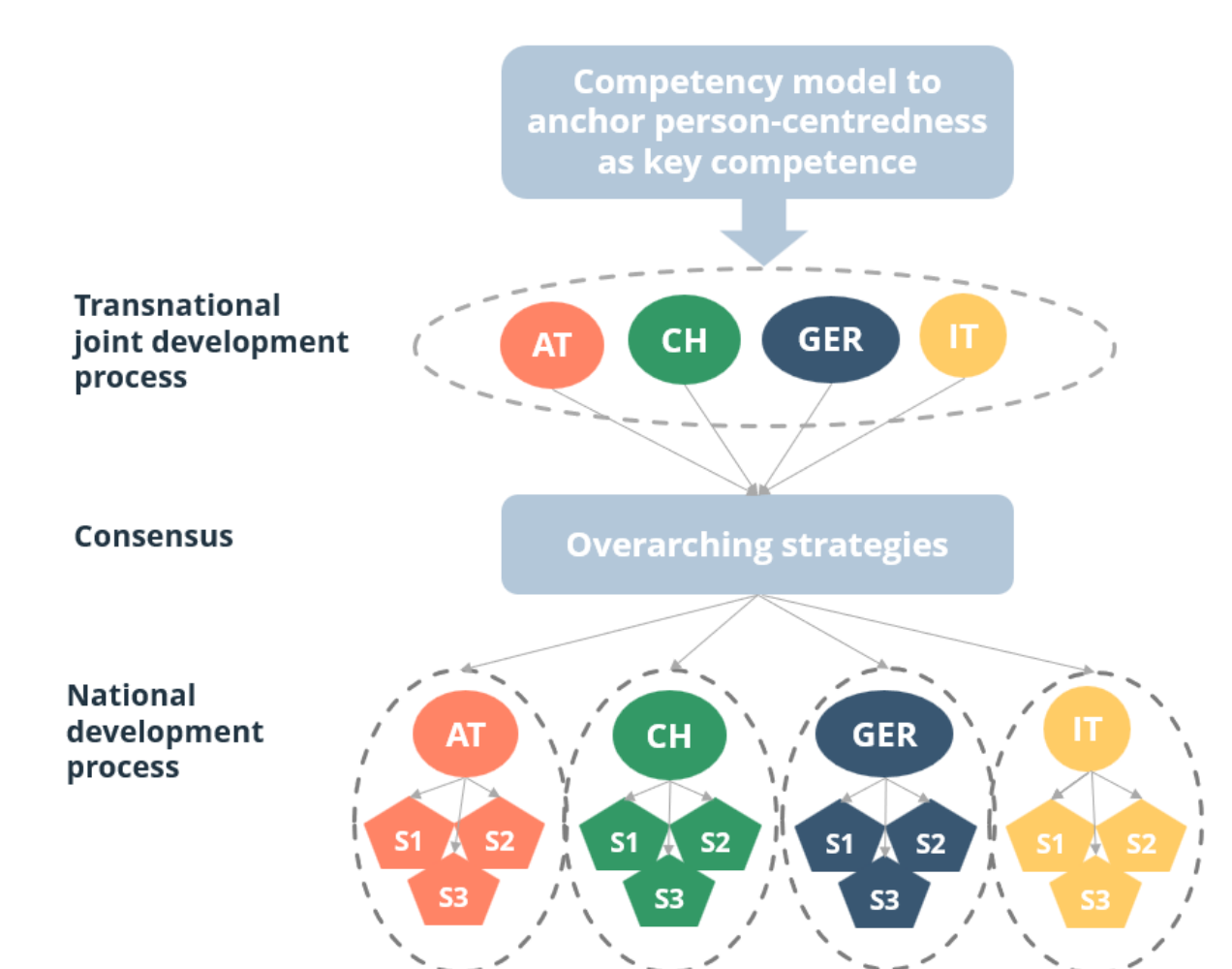
III. Translating the competency model

Focus

- a) Didactic concretization
- b) Strategies (S) for the development of a person-centred teaching and learning culture

Methods/procedures

- a) Development of a didactic "Toolbox" and testing in teaching & learning practice
- b) Transnational joint and national expert workshops



IV. Enabling competence evaluation

Focus

Making person-centred competencies & teaching and learning culture evaluable

Methods/procedures

- a) Development of an evaluation plan according to the principles of program architecture theory and cluster evaluation
- b) Development of a survey and an observation tool to evaluation competence development and teaching and learning culture

References

- [1] McCormack, B., McCance, T. (2017). Person-Centred Practice in Nursing and Health Care: Theory and Practice. Chichester, West Sussex, Wiley.
 [2] Dickson, C., van Lieshout, F., Kmetec, S., McCormack, B., Skovdahl, K., Phelan, A., Cook, N. F., Cardiff, S., Brown, D., Lorber, M., Magowan, R., McCance, T., Dewing, J., Štiglic, G. (2020). Developing philosophical and pedagogical principles for a pan-European person-centred curriculum framework. International Practice Development Journal, 10(4), <https://doi.org/10.19043/ipdj.105Suppl2.004>