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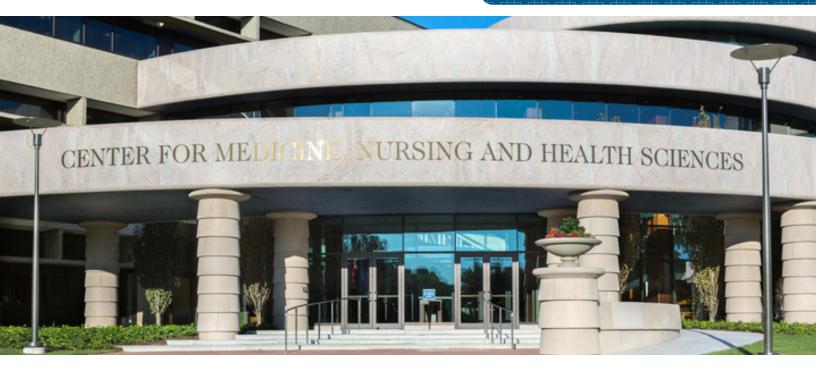
healthcare
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SUCCESS STORY

Quinnipiac University Ushers in Competency-based Educational Model with E*Value.

QUINNIPIAC UNIVERSITY

Moving to a Competency-based Educational Model for Growing Enrollment

When enrollment in Quinnipiac University's Athletic Training program doubled from 30 new students to 60 new students, the institution embarked on a search for a technology solution to efficiently manage its growing data management needs and transition its traditional didactic educational approach to a proficiency-based curriculum model.

Assistant Clinical Professor/Clinical Coordinator Ken Kosior, EdD, MPT, ATC, embraced the role of torchbearer in spearheading a six-month vetting of online software that could meet the diverse needs of not only the Athletic Training program.

A new proficiency-based curriculum was designed to track the progress and competency of approximately 100 students during five clinical semesters over their three-year course. In order to track student progress, the program developed 37 competency assessments comprising data from:

- Proficiency and diagnostic performance evaluations

- Clinical preceptor evaluations from rotations in 40 affiliated sites in the Northeast as well as 13 across the country for football

- Student mentor meetings (e.g., third-year students mentor second-year students)

CHALLENGE

Find a way to streamline increasingly complex data management needs associated with the move to a competency-based educational model and high-growth student enrollment.

SOLUTION

E*Value provides customization and robust data management to simplify complex tracking and reporting for a multi-faceted proficiency-based curriculum, a valid outcome assessment, and a successful accreditation process.

The management of this complex assessment system was a challenge that led Kosior to E*Value.

"Its customizability, vast database, and outstanding functionality led us to a confident conclusion that E*Value would meet our didactic, enrollment, and accreditation needs," says Kosior. "Our Physician Assistant program had already proven that E*Value had the muscle to handle our program's growth since it was one of the first E*Value users with over a million logs."

He adds that the end-game was a single click to run online reports that would depict each student's clinical readiness, as well as point to any adjustments required for bolstering student proficiencies.

Well-Managed, Methodical Rollout

Kosior describes the Athletic Training program rollout of E*Value as a methodical, three-year approach: initially evaluations; time tracking clinical experiences; competency assessments.

"We pushed the envelope with our E*Value rollout consultant during each phase to customize the software for our specific needs," says Kosior. "I could go on and on about how great the team was to work with. The workbooks were also helpful in becoming familiar with how to use the database. Students are more tech savvy than ever before and love the system for its ease of use."

Success Inspires Bandwagon of Adopters

In addition to the Physician Assistant and Athletic Training programs, the E*Value bandwagon continues to gain popularity at Quinnipiac University with adoption by various programs across the School of Health Sciences, School of Nursing, and recent limited function adoption in the School of Medicine. Since 2012, the following programs within the School of Health Science have implemented E*Value: Adult Nurse Practitioner, Athletic Training, DNP, DNP Care of Individuals, DNP Care of Populations, Family NP, Master of Social Work, Pathology Assistant, Physician Assistant, Physical Therapy and Occupational Therapy, Radiography and Sonography.

The latest addition is the Cardiac Perfusion program, which is one of only a few programs of its kind in the country. While each school is implementing E*Value for various functions, including scheduling clinical rotations, all anticipate better outcomes and a significantly simplified accreditation process.

RESULTS

- Centralized database for each program makes administrative workload more manageable to meet enrollment growth without additional head count.

- Accreditation and didactic outcomes easier to track and report.

- Online, one-click reporting replaces complex data tracking process.

- Student and clinical preceptor evaluations paint a picture of clinical readiness, procedure and diagnostic competency, and board exam readiness.

- Reporting tracks student progress and points to need for individual program adjustments.

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