Competency: Assessing, Developing, Validating

Bette Case Di Leonard, PhD, RN-BC

May 30, 2013

Objectives

1. Identify current issues nurse educators face in the academic and practice settings related to competency assessment, development, and validation.

2. Distinguish among competence, competency, and continuing competence.

3. Explain sound methods for assessing, developing, and validating competency.

Are new graduates prepared to provide safe, effective care?

<table>
<thead>
<tr>
<th>Academic Setting</th>
<th>Practice Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% Yes</td>
<td>10% Yes</td>
</tr>
</tbody>
</table>

Berkow, et al, 2009

Real World Competency

<table>
<thead>
<tr>
<th>Academic Setting</th>
<th>Practice Setting</th>
</tr>
</thead>
</table>

- What is the strongest competency YOU see in the practicing nurses you encounter in your students' clinical practice settings?
- What desirable competency is missing in the practicing nurses you encounter in your students' clinical practice settings?

Partners in Competency

<table>
<thead>
<tr>
<th>Academic Setting</th>
<th>Practice Setting</th>
</tr>
</thead>
</table>

- How to reinforce the strong one
- How to foster the missing one

- How to reinforce the strong one
- How to foster the missing one
Although they may sound similar, competence and competency are not necessarily synonymous. Competence refers to a potential ability and/or a capability to function in a given situation. Competency focuses on one’s actual performance in a situation. This means that competence is required before one can expect to achieve competency.

Schroeter, 2008, p. 12

We Believe that Competence is . . .

a professional and ethical obligation to safe practice
We Believe that Competence is...

a responsibility shared among
the profession,
regulatory bodies,
certification agencies, professional
associations, educators,
healthcare organizations/workplaces,
and individual nurses

We Believe that...

Healthcare organizations/workplaces
accept responsibility
for measuring, documenting, and supporting
competency,
and for addressing any deficiencies in staff
members’ competency.

We Believe that Competence is...

evolutionary,
in that it builds upon
previous competence
and
integrates new evidence

We Believe that Competence is...

a commitment made to the
individual,
the profession, and
to consumers

We Believe that Competence is...

dynamic, fluid, and
impacted by many factors
as the individual enters
new roles and
new situations

Continuing Competence Defined

Continuing competence is
the ongoing commitment of a registered nurse
to integrate and apply the knowledge, skills, and
judgment
with the attitudes, values, and beliefs
required to practice safely, effectively, and ethically
in a designated role and setting.
Assessing Developing Validating

Competency

INTERNATIONAL EXAMPLES: EUROPE
- Assessment
- Care Delivery
- Communication
- Health Promotion
- Personal and Professional Development
- Professional and Ethical Practice
- Research and Development
- Team Work
- 108-item questionnaire

INTERNATIONAL EXAMPLES: INDONESIA
- Conduct interpersonal communication in implementing nursing activities
- Implement principles of ethics in nursing
- Implement nosocomial infection control principles
- Use precautions (steps/acts) to prevent injury to patients/clients
- Measure the vital signs
- Shift one's frame of reference
- Identify behaviors guided by one's culture
- Achieve one's goals with good interpersonal skills used cross-culturally
- Deardorff, 2009

S afety in Practice
- Professional Responsibility
- Client Advocacy
- Attentiveness
- Clinical Reasoning
- Communication
- Prevention
- Procedural Competency
- Documentation
- Lock, 2011

WHERE DO COMPETENCIES COME FROM?
- Professional Judgment
- Philosophy/ Mission/Vision of the Organization
- Accrediting Bodies
- Nursing Practice Acts
- Core Measures
- Centers for Medicare and Medicaid Services (CMS)
- Commission on Cancer (CoC)
- American Nurses Association (ANA)
- Joint Commission (JCAHO)
- National League for Nursing Accrediting Commission (NLNAC)
- Commission on Collegiate Nursing Education (CCNE)
- State and local government regulations

21st Century Skills
- Communication
- Leadership
- Work Ethic
- Critical/Reflective Thinking
- Self-regulated Skills
- Twilling & Fadel, 2009

Global/Intercultural Competencies
- Communicate
- Shift one's frame of reference
- Identify behaviors guided by one's culture
- Achieve one's goals with good interpersonal skills used cross-culturally
- Deardorff, 2009

GLOBAL/INTERCULTURAL COMPETENCIES
- Communicate
- Shift one's frame of reference
- Identify behaviors guided by one's culture
- Achieve one's goals with good interpersonal skills used cross-culturally
- Deardorff, 2009

- 108-item questionnaire
- Conduct interpersonal communication in implementing nursing activities
- Implement principles of ethics in nursing
- Implement nosocomial infection control principles
- Use precautions (steps/acts) to prevent injury to patients/clients
- Measure the vital signs
- Shift one's frame of reference
- Identify behaviors guided by one's culture
- Achieve one's goals with good interpersonal skills used cross-culturally
- Deardorff, 2009

108-item questionnaire
- Conduct interpersonal communication in implementing nursing activities
- Implement principles of ethics in nursing
- Implement nosocomial infection control principles
- Use precautions (steps/acts) to prevent injury to patients/clients
- Measure the vital signs
- Shift one's frame of reference
- Identify behaviors guided by one's culture
- Achieve one's goals with good interpersonal skills used cross-culturally
- Deardorff, 2009

108-item questionnaire
- Conduct interpersonal communication in implementing nursing activities
- Implement principles of ethics in nursing
- Implement nosocomial infection control principles
- Use precautions (steps/acts) to prevent injury to patients/clients
- Measure the vital signs
- Shift one's frame of reference
- Identify behaviors guided by one's culture
- Achieve one's goals with good interpersonal skills used cross-culturally
- Deardorff, 2009
Implementing the COPA Model

- Specify essential core practice competencies
- Specify end-result outcomes
- Design practice-driven, interactive learning strategies
- Develop objective competency performance examinations

Lenburg, et al, 2011
Roberts, et al, 2009

Academic/Practice Competency Applications

Donna Wright's Competency Assessment Model
(Wright, 2005)

6 Aspects of Meaningful Competency Assessment
Adapted for assessment in academic and NP settings

1. Select competencies that matter.
2. Select the right verification methods for each competency identified
3. Clarify accountability of stakeholders
   - Manager-educator-employee
   - Faculty-preceptor-student
4. Use an "assessee-centered" verification process, choices of methods, including self-assessment
5. Distinguish between competency problems and compliance problems
6. Promptly and effectively address competency deficits and problems when identified

Quality and Safety Education for Nurses (QSEN)

- Robert Wood Johnson Foundation/UNC-Chapel Hill/ANCC

- IOM Competencies
  - Patient-centered Care
  - Interdisciplinary Team
  - Evidence-based Practice
  - Quality Improvement
  - Informatics

- Competencies for each of 5 IOM Competencies
  - Pre-licensure
  - Graduate (APRN)

Institute of Medicine

IOM (2003) Competencies
- Patient-centered Care
- Interdisciplinary Team
- Evidence-based Practice
- Quality Improvement
- Informatics

IOM (2011) Recommendations
- Nurses should:
  - practice to the full extent of their education and training.
  - achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
  - be full partners, with physicians and other health professionals, in redesigning health care in the United States.
- Effective workforce planning and policy making require better data collection and an improved information infrastructure.

Competency Outcomes and Performance (COPA) Model
(Lenborg, 1999)

COPA Competencies
- Assessment and Intervention
- Communication
- Critical Thinking
- Human Caring Relationships
- Management
- Leadership
- Teaching
- Knowledge Integration

Concepts
- Specify essential core practice competencies
- Specify end-result outcomes
- Design practice-driven, interactive learning strategies
- Develop objective competency performance examinations

5/13/2013
The Competency Process

Objectives/Performance Outcomes/Competencies
Clear, high-level statements of observable behavior

Education Development
Activities that require practice of the objectives/performance outcomes/competencies

Evaluation Validation
Performance evidence of objectives/performance outcomes/competencies

What and How Do We Measure?

- Knowledge/Cognitive
  - Critical Thinking/Judgment

- Skills/Psychomotor/Technical
  - Critical Thinking/Judgment
  - Interpersonal

- Attitudes/Affective
  - Interpersonal

Faculty Lament
I can’t find patients who need what’s on the checklist!

Rubric Approaches

- Lasater, 2007
  and Aschraft, et al, 2013

- Isaacson & Stacy, 2009

- Frentsos, 2013

The Checklist Paradox

- Safety
- Standardization
- Practice Bundles

- Competency Assessment
- Competency Validation

Categories Blend for Holistic Competency

- Knowledge Skills
- Attitudes
- Critical Thinking
- Interpersonal
- Technical

Competencies/Objectives/Learning Outcomes
Verification Methods
(Wright, 2005)
- Tests/Exams
- Return Demonstrations
- Evidence of Daily Work
- Case Studies
- Exemplars
- Peer Review
- Self-Assessment
- Discussion/Reflection Groups
- Presentations
- Mock Events/Surveys
- Quality Improvement Monitors

The S-E/T-S Model

Assess
Develop
Validate

Competencies
Select
Educate/Train
Support

References
References


References