

Beyond Checking the Box: Developing Meaningful Introductory Competencies

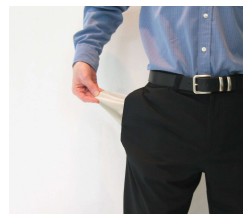
Kristina Hoerl, MSN, RN-BC, CRN
Nikki Warner, MSN, RN-BC



April 3, 2019

Disclosures

The presenters of this program, Kristina Hoerl and Nikki Warner, have no financial or other conflicts of interests related to this presentation.



Learning Outcomes

At the end of this presentation, the learner will be able to:

Define competency

Identify process for developing meaningful competencies

Identify the "essence" of a specialty nurse

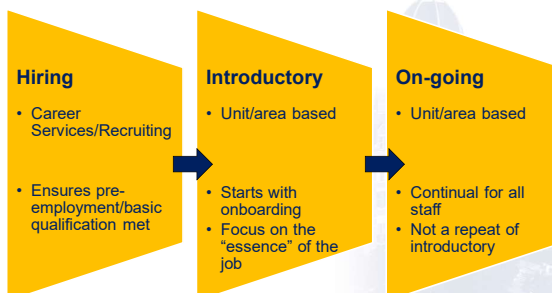
Johns Hopkins Competency Definition

Competency is the application of knowledge, skills, and behaviors that are needed to fulfill organizational, departmental, and work setting requirements and include interpersonal, technical, and critical thinking skills.

Required Education

- Encompasses information required to meet regulatory, accreditation and hospital standards
 - Bloodborne Pathogens
 - Fire Safety
 - HIPAA
- Required Education ≠ Competency

When Competency is Assessed



When Competency is Assessed

Hiring

- Career Services/Recruiting
- Ensures pre-employment/basic qualification met

Introductory

- Unit/area based
- From start of role until end of first year
- Focus on the "essence" of the job

On-going

- Unit/area based
- Continual for all staff
- Not a repeat of introductory

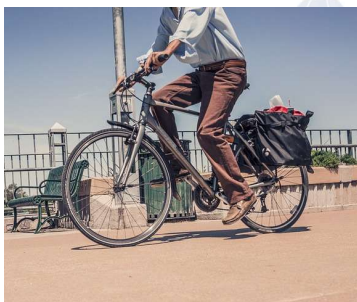
What is Meaningful Competency?

Respiratory Assessment

Tracheostomy care:

Manage the patient with a tracheostomy per appropriate protocol to maintain an adequate airway including tracheostomy care, suctioning, and identification of emergency situations. Rationalization of tracheostomy management

But Don't You Have to Account for Everything?



Verification Methods

- | | |
|--------------------------|------------------------------------|
| • Tests/Exams | • Peer Review |
| • Return Demonstration | • Self Assessment |
| • Evidence of Daily Work | • Discussion Group |
| • Case Studies | • Mock Scenarios |
| • Exemplar | • Presentations |
| | • Audits/Clinical Documentation/QI |

Our Process

Gather Stakeholders

- Nursing representatives from different practice areas

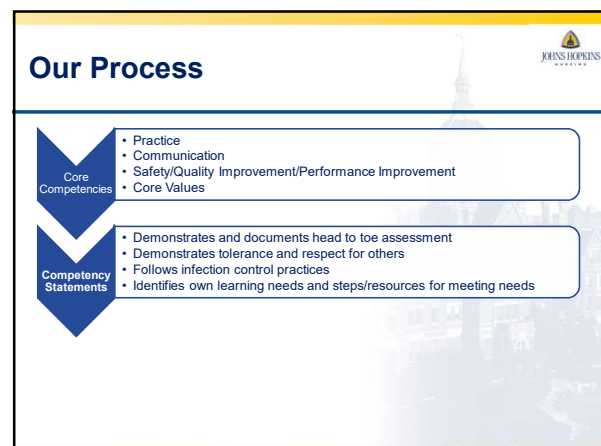
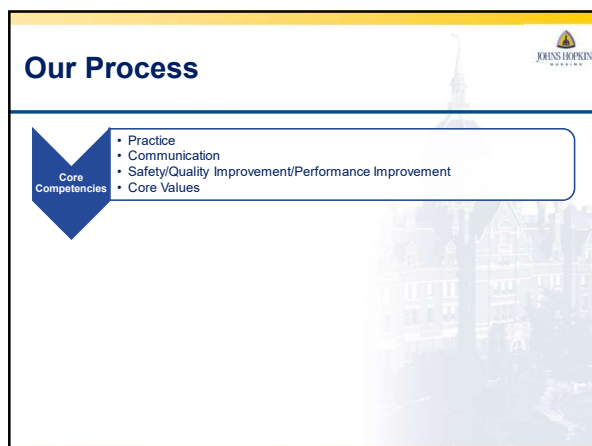
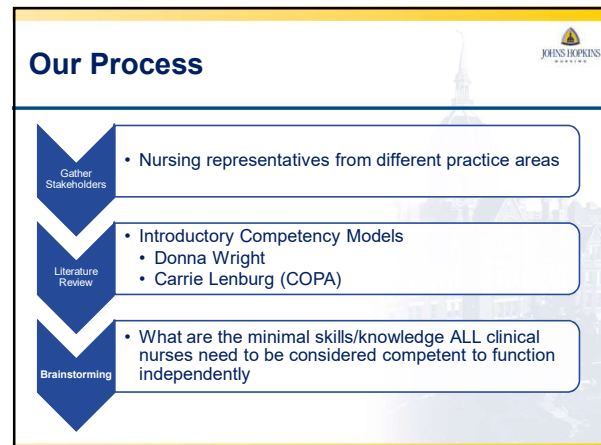
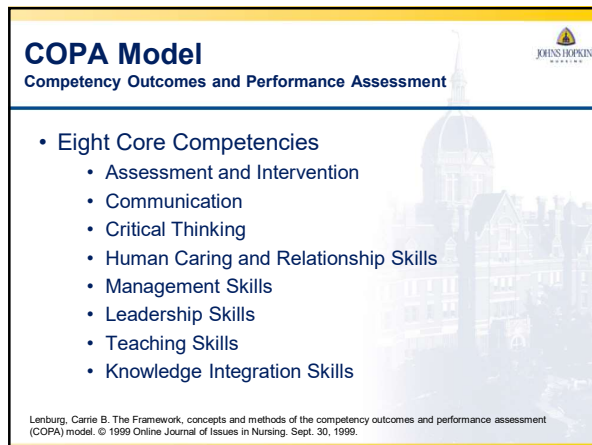
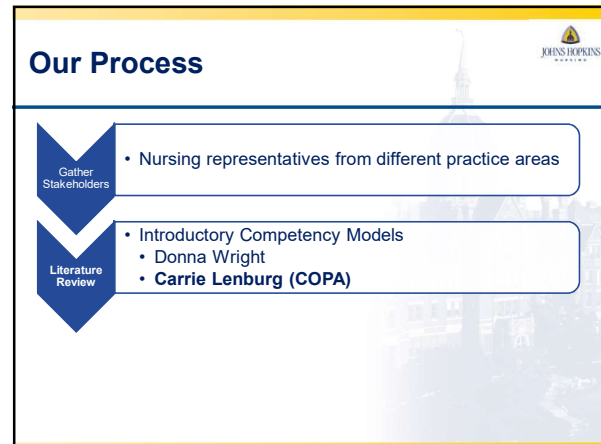
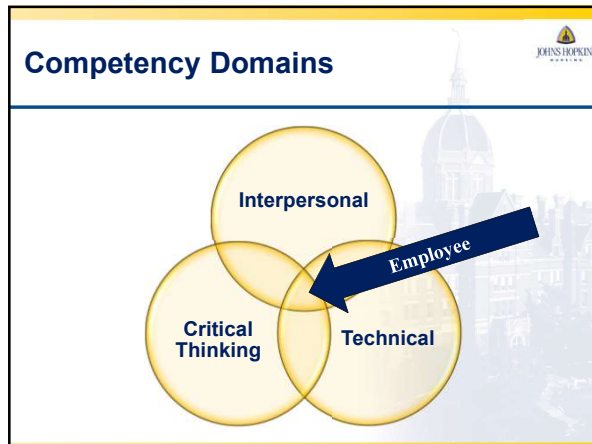
Our Process

Gather Stakeholders

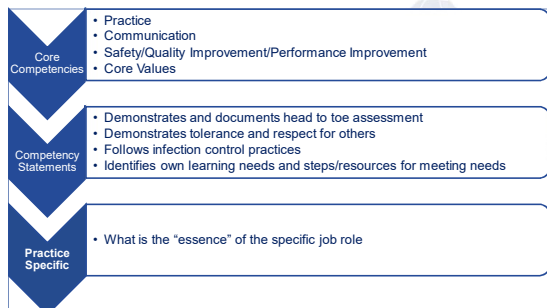
- Nursing representatives from different practice areas

Literature Review

- Introductory Competency Models
- Donna Wright
- Carrie Lenburg (COPA)



Our Process



The Essence of an ICU RN

- Environmental safety
- Collaboration
- Independence
- Attention to detail
- Critical Thinking
- Flexibility
- Picking up changes with little info
- Problem solving
- Communication
- Assess patient
- Monitor patient
- Patient advocate
- Respond to emergencies
- Medication administration
- Learning on the fly

Documentation

- All competency assessment forms must include:
 - Employee Name
 - Description of the competency
 - Identification of verification method used
 - Signature of the person validating
 - Date of completion
- Maintain as part of the personnel record



Johns Hopkins Hospital Introductory Period Competency Assessment Tool - RN			
Employee Name:		Job Title:	Department/Unit:
Manager Name:		Phase (if applicable):	Review Period (Dates Covered): From: To:
Required Competencies *Validator's Initials confirm employee has met basic level of competency*			
VERIFICATION METHODS: DO = Observation of Daily Work; RD = Return Demonstration; D = Discussion; MS = Mock Scenario; E = Exemplar; O = Other (Must Specify: C = Case Study; T = Test; P = Presentation; A = Audit/Clinical Documentation/QI Monitor; PR = Peer Review; SA = Self-Assessment)			
COMPETENCY	VERIFICATION METHODS (SELECT ALL THAT APPLY)	VALIDATOR INITIALS/DATE	
Practice			
Demonstrates and documents vital signs accurately and appropriately			
1) Obtain vital signs on 10 patient's accurately using appropriate methods for patient's condition.	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
2)	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
Demonstrates and documents head to toe assessment including pain assessment accurately and appropriately			
3) Assess 10 patient's physical and/or mental status as appropriate to diagnosis and successfully identify abnormalities that require intervention.	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
4) Assess and document 10 patient's pain and implement appropriate medical and complementary therapies to treat.	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
Administers and documents medication accurately and using the 5 rights.			
5) Calculates medication doses accurately 100% of the time	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
6) Always follows approved policies and standards of care when administering medications.	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
7) Always appropriately titrates IV medications (IV push and drips) based on patient condition and institutional/departmental policies	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
Demonstrates and documents appropriate patient and/or family education.			
8) Use the elements of Teach Back in providing education to patient and/or family 5 times	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		

Johns Hopkins Hospital Introductory Period Competency Assessment Tool - RN			
Employee Name:		Job Title:	Department/Unit:
Manager Name:		Phase (if applicable):	Review Period (Dates Covered): From: To:
Required Competencies *Validator's Initials confirm employee has met basic level of competency*			
VERIFICATION METHODS: DO = Observation of Daily Work; RD = Return Demonstration; D = Discussion; MS = Mock Scenario; E = Exemplar; O = Other (Must Specify: C = Case Study; T = Test; P = Presentation; A = Audit/Clinical Documentation/QI Monitor; PR = Peer Review; SA = Self-Assessment)			
COMPETENCY	VERIFICATION METHODS (SELECT ALL THAT APPLY)	VALIDATOR INITIALS/DATE	
Practice			
Demonstrates and documents vital signs accurately and appropriately			
1) Obtain vital signs on 10 patient's accurately using appropriate methods for patient's condition.	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
2)	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
Demonstrates and documents head to toe assessment including pain assessment accurately and appropriately			
3) Assess 10 patient's physical and/or mental status as appropriate to diagnosis and successfully identify abnormalities that require intervention.	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
4) Assess and document 10 patient's pain and implement appropriate medical and complementary therapies to treat.	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
Administers and documents medication accurately and using the 5 rights.			
5) Calculates medication doses accurately 100% of the time	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
6) Always follows approved policies and standards of care when administering medications.	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
7) Always appropriately titrates IV medications (IV push and drips) based on patient condition and institutional/departmental policies	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
Demonstrates and documents appropriate patient and/or family education.			
8) Use the elements of Teach Back in providing education to patient and/or family 5 times	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		

Pediatric Modification:
Demonstrates and documents pain and assessment accurately and appropriately per age and developmental level.

Neurosciences Modification:
Assesses patient's physical and neurological status as appropriate to procedure and successfully identifies abnormalities that require intervention.

Johns Hopkins Hospital Introductory Period Competency Assessment Tool - RN			
Employee Name:		Job Title:	Department/Unit:
Manager Name:		Phase (if applicable):	Review Period (Dates Covered): From: To:
Required Competencies *Validator's Initials confirm employee has met basic level of competency*			
VERIFICATION METHODS: DO = Observation of Daily Work; RD = Return Demonstration; D = Discussion; MS = Mock Scenario; E = Exemplar; O = Other (Must Specify: C = Case Study; T = Test; P = Presentation; A = Audit/Clinical Documentation/QI Monitor; PR = Peer Review; SA = Self-Assessment)			
COMPETENCY	VERIFICATION METHODS (SELECT ALL THAT APPLY)	VALIDATOR INITIALS/DATE	
Safety/Quality Improvement/EBP			
Follows appropriate infection control practices and supports a safe working environment in compliance with safety guidelines			
1) Locates and performs all assigned required checks on all Emergency & POC Equipment in the area	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
2) Completes required room preparation including ensuring it is cleaned and appropriately supplied	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
3) Demonstrate proper body mechanics in patient care	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
4) Demonstrate proper use – including safety mechanism – for all forms of patient transportation.	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
5) Demonstrate fiscal responsibility in use of resources (i.e. not overstocking, rotating stock, limiting waste, completing work in a timely manner, etc.)	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
6) Initiate a safe environment using each of these protocols: fall risk, bleeding precautions, latex allergy, hand hygiene, isolation standards, and septic technique.	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
Follows standardized performance measures			
7) Articulate the importance and appropriately follows protocols around key core measures (i.e. CLABSI, CAUTI, HAPI, Falls, etc.)	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E <input type="checkbox"/> Other (Must specify):		
COMMENTS:			

Johns Hopkins Hospital
Introductory Period Competency Assessment Tool - RN

Employee Name: _____ Job Title: _____ Department/Unit: _____
Manager Name: _____ Phase (if applicable): _____ Review Period (Dates Covered): _____
Name: _____ Title: _____

Validator's Initials confirm employee has met basic level of competency

VERIFICATION METHODS: DO = Observation of Daily Work; RD = Return Demonstration; D = Discussion; MS = Mock Scenario; E = Exemplar;
O = Other (Must Specify); C = Case Study; T = Test; P = Presentation; A = Audit/Clinical Documentation/QI Monitor; PR = Peer Review; SA = Self-Assessment

COMPETENCY	VERIFICATION METHODS (SELECT ALL THAT APPLY)	VALIDATOR INITIALS/DATE
Follows appropriate infection control practices and supports a safe working environment in compliance with safety guidelines		
1) Locates and performs all assigned required checks on all Emergency & POCCT Equipment in the area	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E	
2) Completes room preparation including ensuring it is cleaned and appropriately supplied	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E	
3) Demonstrate proper body mechanics if	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E	
4) Demonstrate proper use – including all forms of patient transportation.	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E	
5) Demonstrate fiscal responsibility in use overstocking, rotating stock, limiting waste in timely manner, etc.)	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E	
6) Initiate a safe environment using each bleeding precautions, latex allergy, hand standards, and aseptic technique	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E	
7) Articulate the importance and appropriate around key core measures (i.e. CLABS	<input type="checkbox"/> DO <input type="checkbox"/> RD <input type="checkbox"/> D <input type="checkbox"/> MS <input type="checkbox"/> E	
COMMENTS:		

Radiology Modification:
Consistently follows standard of care for handling, preparing, and disposing of chemotherapeutic agents used in the IR lab.
Consistently follows standard of care and policy to minimize radiation exposure for self, patients, visitors, and other staff.
Consistently follows standard of care and policy to maintain magnet safety for self, patients, visitors, and other staff

Key Points

- Competencies are the transfer of knowledge into practice
- Required Education ≠ Competency
- Make competencies meaningful
- Address all 3 domains of competency
- Introductory competencies focus on the “essence” of the job
- Use a variety of methods to verify competency



Contacts

Kristina Hoerl, MSN, RN-BC, CRN
The Johns Hopkins Hospital
Department of Radiology
khoerl@jhmi.edu

Nikki Warner, MSN, RN-BC
The Johns Hopkins Hospital
Department of Central Nursing Administration
nyoung5@jhmi.edu

Resources

Lenburg, C. B. (Sept. 30, 1999). The framework, concepts and methods of the competency outcomes and performance assessment (COPA) model. *Online Journal of Issues in Nursing*, 4 (2).

Lenburg, C. B., Klein, C., Abdur-Rahman, V., Spencer, T. & Boyer, S. (2009). The COPA model: A comprehensive framework designed to promote quality care and competence for patient safety. *Nursing Education Perspectives*, 30 (5), 312 – 317.

Wright, D. (2015). *Competency Assessment Field Guide: A Real World Guide for Implementation and Application*. Creative Health Care Management: Minneapolis.

Wright, D. (2005). *The Ultimate Guide to Competency Assessment in Health Care* (3rd ed.) Creative Health Care Management: Minneapolis.