Competence Clarified

Barbara Schmal, RN, MS, CHPN
Bette Case Di Leonardi, PhD, RN-BC
Denise Stahl, RN, MSN, ACHPN

Objectives

• Explain the need for clarifying competency, competence, and continuing competence.
• Describe a process for clarifying continuing competence.
• Distinguish between competency and competence.
• State beliefs about competence that underpin the definition of continuing competence.
• Define continuing competence and uses of the definition in hospice and palliative practice.

Why Clarify Continuing Competence?

• Citizens Advocacy Center (2008)  
  – The Situational Judgment Examination
• Institute of Medicine Report (2009), commissioned by the Josiah Macy, Jr Foundation  
  – Redesigning Continuing Education in the Health Professions
• Institute for Credentialing Excellence and the American Board of Nursing Specialties  
  – Separate research initiatives on continuing competence
• The Alliance for Excellence in Hospice and Palliative Nursing  
  – Mission Statement
• National Board for Certification of Hospice and Palliative Nurses  
  – Evolution in certification

Where it all began . . .

Retreat!!!

• Explore the concept of competence
  – Continuing effort to assure valid, appropriate certification and particularly re-certification requirements
  – Considering the implication of alternatives to recertification by examination for our certificants who may have limited continuing education opportunities

Retreat!!!

• What is competence?
• What are indicators of competence?
What is competence?

The literature contains many definitions, let's just pick one!

Broadening Our Perspective

- Bette Case Di Leonard, CCTF Chair
- Valuable Perspectives
  - Melissa Brel, Deputy Director ABNS
  - Dede Pahl, past public member ABNS, Board of Directors ICE
  - Patricia Yoder-Wise, Editor JCEN, Continuing Competence for the Future, and Past President ANCC
- NBCHPN Board Members
  - Ginger Marshall, Immediate Past President
  - Barbara Schmal, President
  - Denise Stahl, Chair, Continued Competence Committee
  - Sandra Lee Schafer, Director of Certification, Board of Directors ABNS
  - Judy Lentz, CEO

The Continuing Competence Task Force

- Appointed by the NBCHPN®
  - Formerly, HPAR® Interpretation and Review Committee
  - Annual review of HPAR requirements for RN
  - Development of APN and Administrator HPAR
  - Change of name to better represent our broader concern
  - Representative of each certification

* Hospice and Palliative Accrual for Recertification

The Continuing Competence Task Force (CCTF)

- NBCHPN® Continuing Competence Committee
  - Responsible for the initiation, development and oversight of an alternative recertification process for renewal of certification.

- CCTF Charged to:
  - Distinguish between competence and competency
  - Define competence
  - Define continuing competence and indicators of continuing competence

CCTF Process
Competence and Competency: A Distinction

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

Beliefs Underpinning Our Definition

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 . . .

- a professional and ethical obligation to safe practice

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

Interdisciplinary Competence in the World Today

- **AHPCC Statement**: “Continuing professional development is an integral part of the process that requires Chaplains to evidence their continuing professional development.”
  - Association of Hospice and Palliative Care Chaplains, 2006
- **AAHPM Hospice and Palliative Medicine Core Competencies, Section 3.0**
  - American Academy of Hospice and Palliative Medicine, 2009
- **ADEC Ethical Standard II**
  - Association for Death Education and Counseling, 2010
- **NASW Standards for Social Work Practice in Palliative and End of Life Care, Standard 10.0**
  - National Association of Social Workers, ©2011

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.

Comparing HPNA Competence Topics with ANA Scope & Standards

<table>
<thead>
<tr>
<th>HPNA 2012 Self-Assessment/Preceptor院</th>
<th>ANA Scope &amp; Standards, 2nd edition</th>
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</table>
| **Assessment of Knowledge**
Standard 1: Identification
  - The registered nurse is able to identify and evaluate the patient's health status and needs.
Standard 2: Documentation
  - The registered nurse documents the assessment data and the patient's responses to care.
Standard 3: Planning
  - The registered nurse plans care based on the assessment data and the patient's responses to care.
Standard 4: Implementation
  - The registered nurse implements the care plan based on the assessment data and the patient's responses to care.
Standard 5: Evaluation
  - The registered nurse evaluates the outcomes of care and adjusts the care plan as needed.

Endorsed By

- The Accreditation Board for Specialty Nurse Certification
- The American Association of Colleges of Nursing
- The American Board of Nursing Specialties
- The Council on Graduate Education for Administration in Nursing
- The National Board for Certification of Hospice and Palliative Nurses
- The National Nursing Staff Development Organization
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<table>
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<th>ANA Nursing: Scope and Standards, 2nd edition</th>
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<tbody>
<tr>
<td>Advocacy &amp; ethics</td>
<td>Standards of Professional Performance</td>
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<tr>
<td></td>
<td>Standard 7. Ethics</td>
</tr>
<tr>
<td></td>
<td>The registered nurse practices ethically.</td>
</tr>
<tr>
<td>Professionalism— not a true match here</td>
<td>Standards of Professional Performance</td>
</tr>
<tr>
<td></td>
<td>Standard 11. Communication</td>
</tr>
<tr>
<td></td>
<td>The registered nurse communicates effectively in all areas of practice.</td>
</tr>
<tr>
<td>Systems thinking — not a true match here</td>
<td>Standards of Professional Performance</td>
</tr>
<tr>
<td></td>
<td>Standard 15. Resource Utilization</td>
</tr>
<tr>
<td></td>
<td>The registered nurse utilizes appropriate resources to plan and promote nursing services that are safe, effective, and financially responsible.</td>
</tr>
<tr>
<td>Cultural &amp; Spiritual (APN)</td>
<td></td>
</tr>
<tr>
<td>Cultural (RN)</td>
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Uses

- A framework for identifying specialty-specific indicators of continuing competence
  - Matching core competencies with specialty-specific competencies, as in the HPNA example

- Criteria for certification and re-certification
  - Does the proposed certification or re-certification qualification fit the beliefs and definition?

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<td>Collaboration</td>
<td>Standards of Professional Performance</td>
</tr>
<tr>
<td></td>
<td>Standard 10. Quality of Practice</td>
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<tr>
<td></td>
<td>The registered nurse contributes to quality nursing practice.</td>
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<tr>
<td>Systems thinking – not a true match here</td>
<td>Standards of Professional Performance</td>
</tr>
<tr>
<td></td>
<td>Standard 16. Resource Utilization</td>
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<tr>
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<td>The registered nurse utilizes appropriate resources to plan and promote nursing services that are safe, effective, and financially responsible.</td>
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Uses

- Operationalizing continuing competence
  - What measurable indicators of continuing competence do the beliefs and definition suggest?
  - Contribute to Research Agendas, such as ICE and ABNS
  - Contribute to our specialty, as in this presentation
  - Plan to disseminate through ABNS
    - Accreditors of schools of nursing (NLN, AACN)
    - BON/Certification Organizations
    - CAC

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<td>Facilitator of learning</td>
<td>Standards of Professional Performance</td>
</tr>
<tr>
<td></td>
<td>Standard 8. Education</td>
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<tr>
<td></td>
<td>The registered nurse attains knowledge and competency that reflects current nursing practice.</td>
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<tr>
<td>Communication</td>
<td>Standards of Professional Performance</td>
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<tr>
<td></td>
<td>Standard 12. Leadership</td>
</tr>
<tr>
<td></td>
<td>The registered nurse demonstrates leadership in the professional practice setting and in the profession.</td>
</tr>
<tr>
<td>Research (APN only)</td>
<td>Standards of Professional Performance</td>
</tr>
<tr>
<td></td>
<td>Standard 9. Evidence-based Practice and Research</td>
</tr>
<tr>
<td></td>
<td>The registered nurse integrates evidence and research findings into practice.</td>
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Research Agenda

- Patients: Continuing Competence
  - Practice: Continuing Competence
    - Evidence: Frequency and process of certification

Success Marker IV

ABNS supports continuing competence as a means for ensuring patient safety
Furthering Our Mission

NBCHPN® is the national organization that advances quality in the provision of care to patients and families facing life-limiting illnesses through certification of health professionals.

A Call to Action:
Operationalizing Continuing Competence

• Disseminate in the professional nursing community:
  • Specialty organizations, such as AAHPM/HPNA Assembly 2012
  • Accreditors of schools of nursing (NLN, AACN)
  • Boards of Nursing
  • Certification Organizations

A Call to Action:
Operationalizing Continuing Competence

• Provide a framework for identifying specialty-specific indicators of continuing competence

• Align certification and re-certification processes with the beliefs and definition.
  – How do these processes capture the beliefs about the continuously evolving and dynamic nature of continuing competence?

A Re-certification Process Example

What does this mean to you?

• How might this information be useful to you in your role?

• What implications does this information have for your organization?

• What challenges do you anticipate in operationalizing these concepts in your setting?
Statement on Continuing Competence for Nursing

A Resource for Action

A Stimulus for Dialogue

References

• The Statement on Continuing Competence for Nursing: A Call to Action is accessible at the websites of NBCHPN (http://www.nbchpn.org) and ABNS (http://www.nursingspecialty.org)
