Developing and Tracking Staff Competencies

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How Do You Know You Have Competent Employees?
What Are We Going To Do?

- Define competency
- Describe development process
- Identify methods to track competencies
- Link competency system to QAPI
- List outcomes

Learning Myths

- Learning is easily measured
- Accurately measure learning
- Tests validate learning
- Knowledge translates into action
  - Cigarette warnings
  - Education will solve all issues
## Competency

- Application of the knowledge/skill in performance situations
- Outcomes of the employees’ actions meet the standards of the organization
  - Described in behavioral terms
  - Clear and concise
  - Developmental process

## Competency

- Competency-based education
  - Learning objectives stated in observable terms
  - Based upon culture, protocols and practices of organization
- Clinical area focus
  - Judgments
  - Skills
  - IPR
- Outcome statements
  - Behavior-based
  - Critical elements
  - Novice level
Competency-Based Systems

- Clear, performance-based outcomes
- Connect
  - Interview/Hiring
  - Orientation
  - Ongoing education
  - Evaluation
  - Monitoring

Interview/Hire  Orientation

Monitoring  Ongoing Education

Evaluation
Culture Of Competency

Leadership
Interview/Hire  Orientation

Management

Education
Monitoring
Ongoing Education

Informal Leaders

Evaluation

Specialists
Human Resources

Competency-Based Systems

- Begins with orientation
- Shortens period of non-productive time
- Paints clear picture of performance expectations
- Removes subjectivity of behavior
- Supports new employee
  - Increases satisfaction
  - Decreases period of “disorientation”
Competency Development

- Clinical experts
- Identify various clinical roles
- Brainstorm skills, judgments for each role
- Develop checklist that meets these qualifications
  - Regularly utilized
  - Completed in 30-60 days
  - Individualized to specific roles
  - High-risk/low-volume

RN Orientation Checklist

<table>
<thead>
<tr>
<th>Skill/Judgment</th>
<th>Field Validation (Date/Initials of RN)</th>
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<tbody>
<tr>
<td>Patient Visit</td>
<td></td>
</tr>
<tr>
<td>- Packs car, gathers supplies and paperwork</td>
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<tr>
<td>- Gets directions</td>
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<tr>
<td>- Gets to right address</td>
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<tr>
<td>- Sets realistic schedule for day and calls ahead</td>
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<tr>
<td>- Signs in at facility, reports to staff as per facility preference (NH Team)</td>
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<tr>
<td>- Meets with administration to discuss patient status and address issues/concerns (NH Team)</td>
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<tr>
<td>- Identifies different customers (patients, family, direct care staff, facility administrators)</td>
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<tr>
<td>- Demonstrates exceptional service to all customers by anticipating and addressing needs and demonstrating respect in all interactions, including facility staff</td>
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<tr>
<td>- Identifies goals of visit</td>
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<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>- Establishes rapport with patient/family and/or facility staff</td>
<td></td>
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<tr>
<td>- Greets and closes each visit with patient/family/facility staff</td>
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<tr>
<td>- Reviews plan of care with patient/family/facility staff</td>
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<tr>
<td>- Gives patient/family/facility staff information regarding next step</td>
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<tr>
<td>- Establishes boundaries with patient/families/staff</td>
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Qualities Of Hospice Nurses

- “Researching the Qualities of Hospice Nurses” by Dolores J. Wright, DNSc, RN
- Twelve (12) Descriptors
  - Compassion, humanly present, sense of humor
  - Developed behaviors for each quality
  - Capture the essence
Qualities Of Hospice Nurses

Compassion

- Adjusts actions based upon how patient/family want caring behaviors demonstrated
- Uses active listening skills
- Words and actions demonstrate respect
- Determines patient/family preferences

Sense of Humor

- Able to take self lightly
- Matches patient/family sense of humor
- Understands the power of humor

Aha! Moment

- Grouped judgments into categories
  - Assessment
  - Pain and Symptom Management
  - Patient Education
  - Death and Dying
  - Patient Safety
- Five (5) core functions of all hospice patient care staff
What Was Next?

- Orientation checklist
- Revised class education
- Case scenarios in class
- Change from knowledge to application
- Assessment
  - Observation
  - Simulation

Connect The Dots: Interview & Hiring

- Management input
- Determined competencies to be evaluated before hire
- Identified competencies for employee development
Required Competencies

- Basic competencies
  - Compassion
  - Independence
  - Flexibility
- Clinical competencies
  - Patient education
  - Death and dying
  - Teamwork
  - Confidence

Annual Review: Expanding The Use Of Competencies
Annual Competency Review

- Mandatory
  - Ethical responsibility
  - Meets regulatory requirements
- Define competencies
  - Five core functions
  - Hospice qualities
- All direct patient care staff
- Behavior statements
  - Intermediate level
  - Expert level

RN Expert Level Competencies

- Intuition
- Anticipates
- Synthesis of information
- Holistic approach
- Reflection
- Teaches others
Staff Development

- Systems approach
  - Right information at right time
  - Ease of shifting the information/content
  - Specialty education in hospice practice
- Formal classes
- Need for repetition and application

Hospice University: Intermediate & Novice Levels

- Series of classes based on values and functions
- Regularly scheduled
- Ongoing
- New orientees enter novice series at any point
- Intermediate targets information needed by employees with 1-3 years hospice experience
Annual Performance Evaluation

- Includes professional annual checklist completion
- Performance evaluation includes basic functions identified in outcome measures
- Hospice qualities defined in both checklist and evaluation
- Shift from duties/tasks to measurable outcomes

Tracking Competencies

- Education record keeping system
- Mandatory entry
- Checklists in HR file
- Overdue list
- Shared accountability
Why Do All This Work???

Managing People

- Clear expectations upfront
- Sets vision for staff growth
- Identifies issues with performance
  - Removes subjectivity
  - Sets priorities
- Plan for development
Managing Processes

- Assess and evaluate through QAPI
- Leads to changes in focus of classes/practices
- Examples
  - DNRO
  - Pain Management

Competency-Based System Outcomes

- Data versus outcomes
- Retention
- Staff satisfaction
- Family satisfaction
- QAPI monitoring
Advantages

- Art and science
- Flexibility
- Skill development
- Framework for all specialties
- Unified focus

Stabilizes the present, creates the future