

WHAT COMES AFTER ENTRY-TO-PRACTICE?

A LOOK AT ONGOING COMPETENCE IN A COMPLEX, RAPIDLY-CHANGING HEALTHCARE ENVIRONMENT.

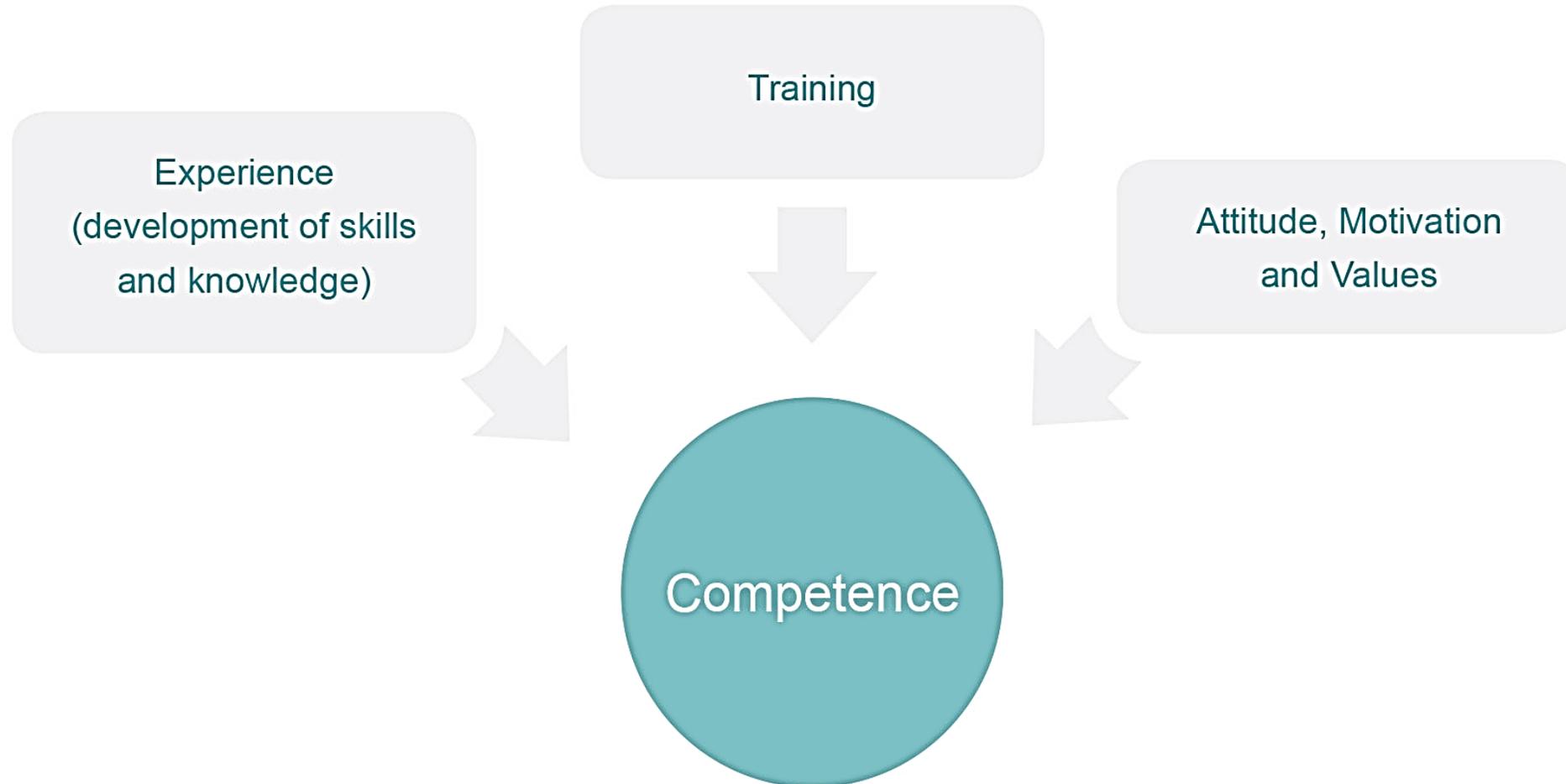


WHAT IS COMPETENCE?

- The business dictionary defines competence as:

A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. Because each level of responsibility has its own requirements, competence can occur at any stage of a person's career.

WHAT IS COMPETENCE?



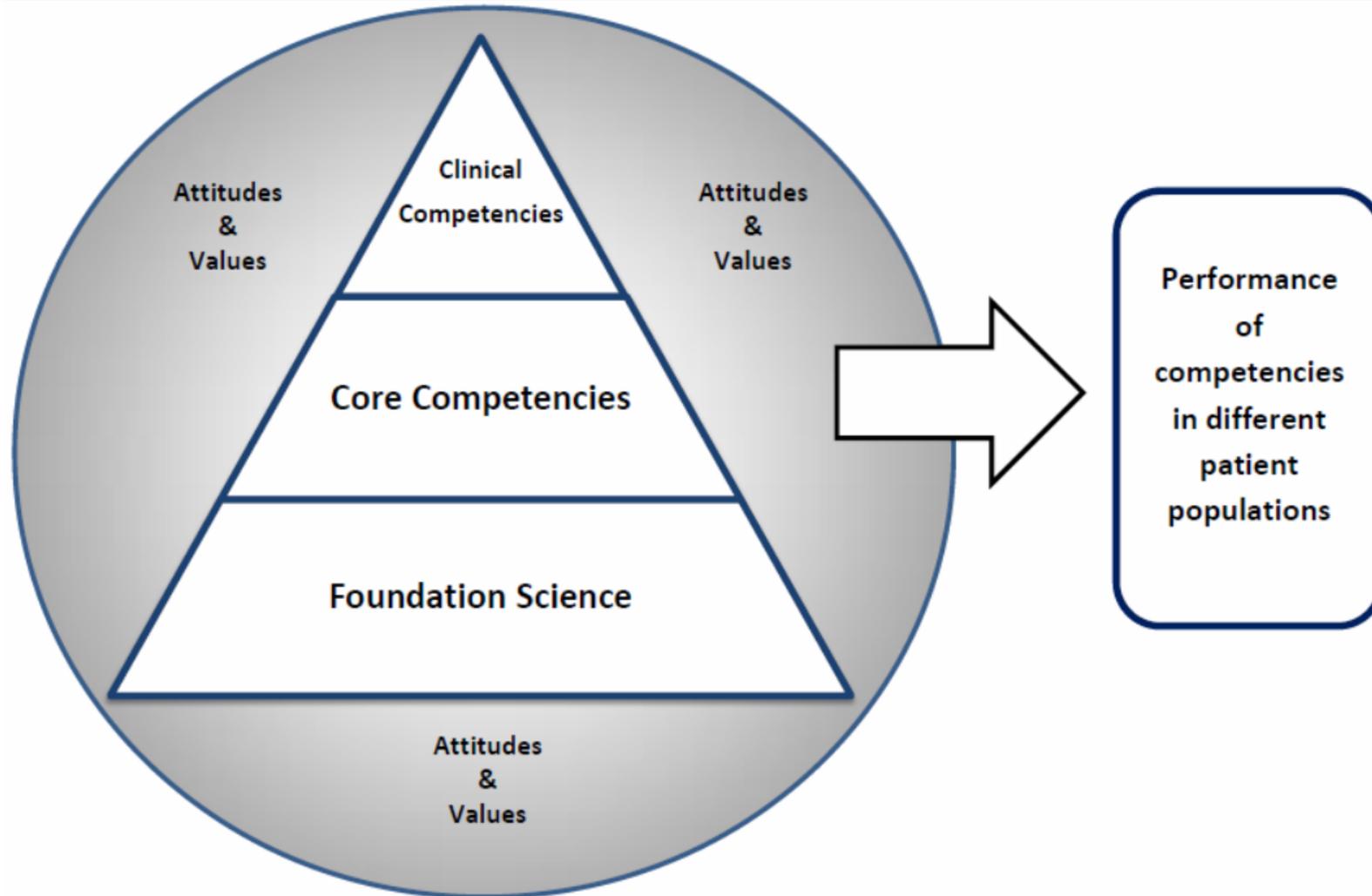
WHAT IS COMPETENCE?

- It can be agreed upon that competence is a continuum evolving throughout an individual's career as they acquire new skills, knowledge and abilities as well as perfect existing ones.

HOW IS COMPETENCE ACHIEVED?

- The achievement of competence is a complex process involving multiple factors
- Competence can look quite different at various stages of one's career.

HOW IS COMPETENCE ACHIEVED?



ENTRY-TO-PRACTICE VS. ONGOING COMPETENCE

- In Healthcare professions, entry-to-practice is generally defined as the first two years post graduation from an accredited program (often includes the completion of a high stakes credentialing examination for licensure)
- Many regulated professions have some form of National Competency Profile that outlines the competencies required to practice in Canada (NARTRB)
- In order for **Respiratory Therapy** programs to receive accreditation, they must demonstrate that they are teaching to the National Competency Profile
- The newest iteration of the National Competency Profile (2016) for Respiratory Therapy is actually a Framework designed to *"serve as a reference for regulators in stewarding the profession and protecting the public, as a guide for curriculum planning, teaching and assessment and to outline practice requirements throughout a respiratory therapist's career which supports employers in hiring, career development and performance management"*. -

WHAT ARE THE CHALLENGES TO ENSURING ONGOING COMPETENCE?

- No **clear** definition of ongoing competence
- Whose role is it to assure ongoing competence?
 - Employer?
 - Regulatory Body?
 - Individual?
 - Credentialing entity?
- How can ongoing competence be evaluated?
- When should evaluation take place?
 - Specific amount of time?
 - Triggers?
 - Re-entry?
- What about specialized practice?

HOW CAN WE ADDRESS THESE CHALLENGES?

- Recertification exams?
- Require CE credits?
- Employer responsibility to provide education?
- PanCanadian Competency framework to establish expected abilities at various career stages
- Fostering lifelong learning commitment within the professions (professional growth and excellence)

KNOWLEDGE DOMAIN

	Name	Level descriptors
K0	Awareness	'Conscious incompetence'
K1	Remembering	'Know what'. Recall data or information; quote rules, definitions, laws
K2	Understanding	'Know why'. Understand the meaning, translate, interpolate, and interpret instructions and problems. State a problem in one's own words.
K3	Applying	Know how to use a concept in a new situation or unprompted use of an abstraction. Apply what was learned in the classroom into novel situations in the work place. Put a theory into practical effect; demonstrate, solve a problem, manage an activity.
K4	Analyzing	Know how to examine information in order to understand, explain or predict. Separate material or concepts into component parts so that its organisational structure may be understood. Distinguish between facts and inferences. Interpret elements, organizational principles, structure, construction, internal relationships. Determine quality, reliability of individual components.
K5	Evaluating	Know how to weigh up ideas and make a judgement. Make judgments about the value of ideas or materials. Assess effectiveness of whole concepts, in relation to values, outputs, efficacy, and viability. Exercise critical thinking. Conduct strategic comparison and review; make judgements relating to external criteria.
K6	Creating	Know how to bring information together in order that something can be decided or acted upon. Build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. Create new patterns/concepts, structures, systems, models, approaches, ideas.

SKILLS DOMAIN (MENTAL SKILL AND PHYSICAL DEXTERITY)

	Level Name	Level descriptors
S0	Awareness	'Conscious incompetence'
S1	Readiness	Know and be ready to act upon a sequence of steps in a process. Recognize one's abilities and limitations (health & safety).
S2	Attempting	Imitation: Observe and pattern behaviour after someone else, following instructions and practising. Performance may be of lower quality. Guided Response: Learn a complex skill (early stages) including imitation and trial and error. Adequacy of performance is achieved by practising.
S3	Basic proficiency	Learned responses have become habitual and the movements can be performed with some confidence, precision and proficiency. A few minor errors are apparent. Conscious competence.
S4	Full proficiency	Skilful performance involves complex patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. Coordinate and integrate a series of actions, achieving harmony and internal consistency. This category includes performing without hesitation and automatic performance.
S5	Adaptable proficiency	'Unconscious competence'. A high level performance becomes natural, without needing to think much about it. Skills are well developed and the individual can modify movement patterns to fit special requirements. Respond effectively to unexpected experiences. For example: Modify instruction to meet the needs of the learners. Use equipment to perform a task it was not originally intended to do (equipment is not damaged and there is no danger in performing the new task).
S6	Creative proficiency	Create new routines to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills. Develop new techniques and/or procedures.

ATTITUDES (AND VALUES) DOMAIN

	Level Name	Level descriptors
A0	Alertness	Awareness, willingness to hear, selected attention.
A1	Complying	Active participation on the part of the learner. Attends and reacts to a particular phenomenon. Attitudes are adopted without consideration or modification, and may be imposed upon the learner by those in authority. Learning outcomes may emphasise compliance in responding, willingness to respond, or satisfaction in responding (motivation).
A2	Valuing	Attaches values and expresses personal opinions. Decides the worth and relevance of ideas and experiences, but as independent instances, not fully integrated. Accepts/adopts a particular stance or demonstrates attitudes which (while remaining constant), are not consistent with each other.
A3	Relating	Considers ethical issues at an abstract, conceptual level. Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a coherent value system. The emphasis is on comparing, relating, and synthesizing attitudes and values so that they are consistent.
A4	Commitment	Commits to a value system that shapes behaviour. The behaviour is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Learner can act as a role model. Instructional objectives concern the student's general patterns of adjustment (personal, social, emotional).



THANK YOU!

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