

Developing Critical Elements of Performance for Essentials' Competencies & Sub-Competencies

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PURPOSE

Describe the efforts and accomplishments of the *Essentials Assessment Workgroup*:

- Defining assessment subcompetencies
- Developing critical elements of performance (CEP) to assess those subcompetencies

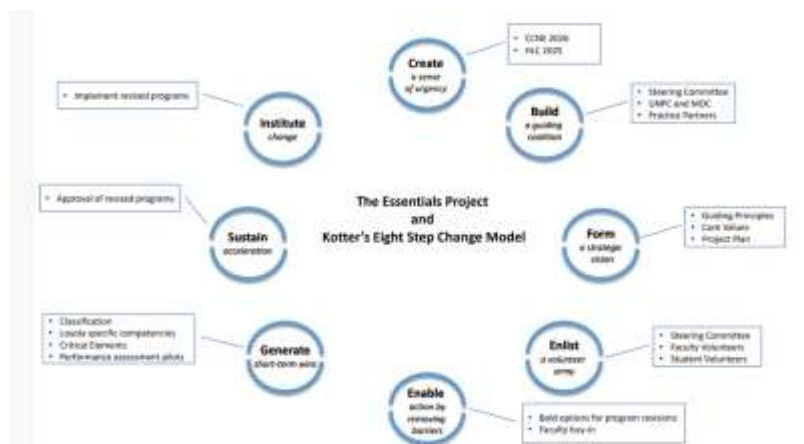
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BACKGROUND

- Goal: to transform the pre-licensure BSN Program to a sustainable model of competency-based education and assessment
- Strategy: Competency Outcomes Performance Assessment (COPA®) model (Lenburg, 1979; 1999)
- Organizing Framework: Kotter's (2021) 8 Step Change Model

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METHODS



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Guiding Principles

Learning is more than knowing; learning is doing with what is known

Educators are responsible for:

- articulating competency expectations,
- defining criteria for performance,
- communicating expectations and criteria to students,
- engaging with partners in identifying competency expectations

Competency is not synonymous with skill; it is a set of expectations that provide evidence of what learners can do with what they know

Competencies are learner-oriented and outcome-focused

Competencies can be assessed

Competencies reflect contemporary and future nursing practice

Learning must match expectations for competency

From Bartels, 2021; Lenburg, 1979, 1999; Mentowski & Associates, 2000

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MNSON Core Values Guiding our Work

Commitment to Excellence *through promoting dialogue, critical thinking, and discernment*

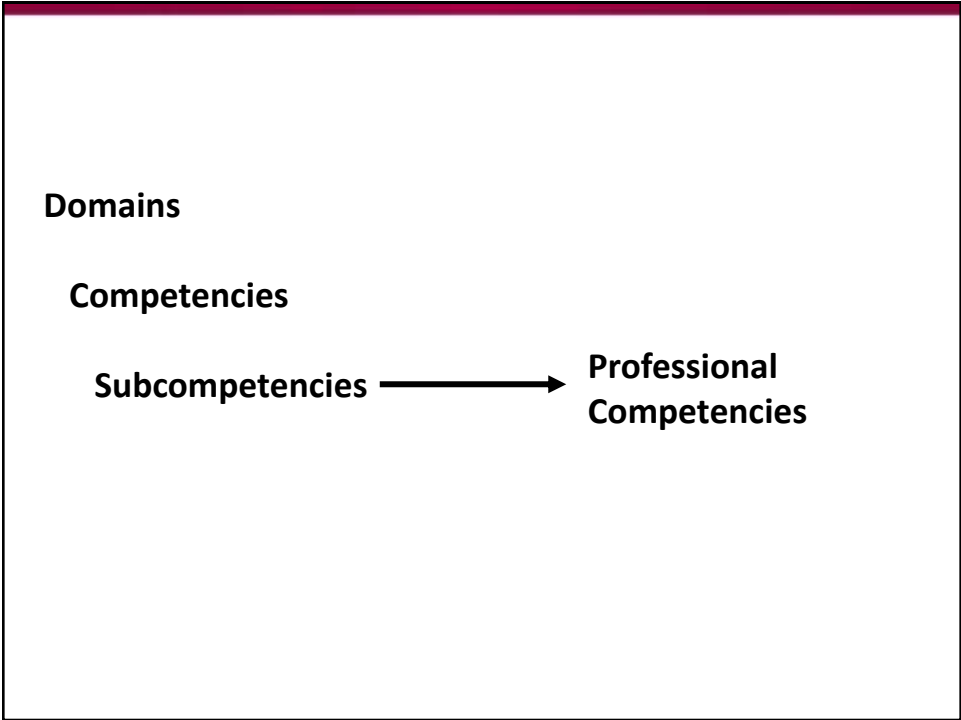
Faith in God and the Religious Tradition *through creating a safe place to search for meaning; respecting our potential for achievement while accepting our limitations*

Service that Promotes Justice *through using learning and leadership in open and generous ways to ensure freedom of inquiry, pursuit of truth, and care for others*

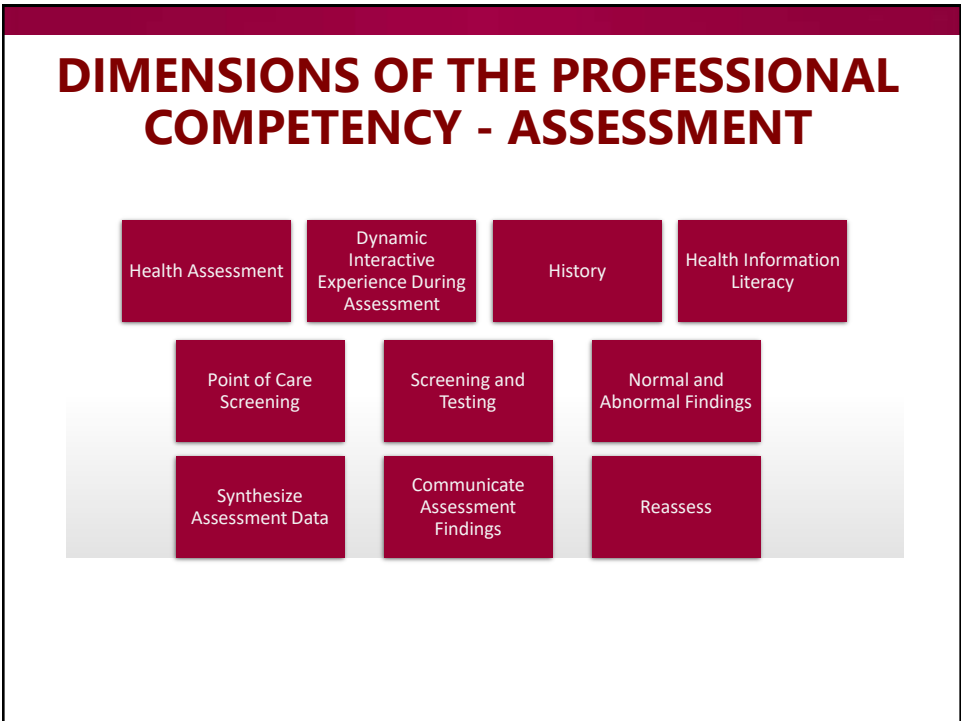
Values-Based Leadership *through synergistic collaborations; embracing tensions; and a culture of purposeful transparency*

Global Awareness *through fostering relationships and engaging in partnerships; applying and sharing lessons we learn*

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ESSENTIALS SUBCOMPETENCIES RELATED TO "ASSESSMENT"

Health Assessment

- 2.3c Perform a clinically relevant, holistic health assessment.

Dynamic Interactive Experience During Assessment

- 2.3a Create an environment during assessment that promotes a dynamic interactive experience.

History

- 2.3b Obtain a complete and accurate history in a systematic manner.

Health Information Literacy

- 8.2d Demonstrate the appropriate use of health information literacy assessments and improvement strategies.

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ESSENTIALS SUBCOMPETENCIES RELATED TO "ASSESSMENT"

Point of Care Screening

- 2.3d Perform point of care screening/diagnostic testing (e.g. blood glucose, PO2, EKG).

Screening and Testing

- 2.4d Understand and apply the results of social screening, psychological testing, laboratory data, imaging studies, and other diagnostic tests in actions and plans of care.

Normal and Abnormal Findings

- 2.3e Distinguish between normal and abnormal health findings.

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ESSENTIALS SUBCOMPETENCIES RELATED TO "ASSESSMENT"

Synthesize Assessment Data

- 2.4a Synthesize assessment data in the context of the individual's current preferences, situation, and experience.

Communicate Assessment Findings

- 2.3g Communicate findings of a comprehensive assessment.

Reassess

- 2.7a Reassess the individual to evaluate health outcomes/goals.

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DEVELOPING CRITICAL ELEMENTS OF PERFORMANCE (CEPS)

- Critical Elements are:
 - Principles essential to competent performance of a given ability
 - Criterion referenced performance
 - Singular, specific

Any ability required for practice can be defined and developed with associated critical elements and therefore be assessed objectively!

Lenburg, 1979; 1999

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CHARACTERISTICS OF CRITICAL ELEMENTS



On average, 4-6 critical elements are usually sufficient for a competency or subcompetency



Language must be clear, unambiguous, and have common interpretation



Include behaviors that are at the high end of the thinking and doing continuum that subsume lower-level actions



Include only actions and skills necessary and essential for competence



Critical elements are expected of all who perform the skill; 100% of the elements must be performed as stated

Lenburg, 1979; 1999

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CRITERIA FOR IDENTIFYING CRITICAL ELEMENTS (LENBURG, 1979)

Critical Elements:

1. Specify performance behaviors to be judged; not intended to test theory
2. Establish realistic expectations for competence
3. Apply to **all** procedures or activities that might be included in area of care or competency
4. Are specific and complete
5. Are *Essential* (critical) to demonstrate competence in the area of care
6. States a specific behavior that is observable or measurable
7. Are stated as a single behavior to be performed
8. Specify a discrete behavior in unambiguous terms
9. Specify the range of acceptable behaviors
10. Begin with an action verb
11. Focus student behavior on the client's needs

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RESULTS

- Ten subcompetencies from the Essentials® were identified to relate to the assessment professional competency.
- Critical elements were identified for each subcompetency.
- Critical elements of performance were developed for each subcompetency.

EXAMPLE OF CRITICAL ELEMENTS DEVELOPED

Dimension of Assessment	Subcompetency	Critical Elements of Performance
Dynamic Interactive Experience During Assessment	2.3a Create an environment during assessment that promotes a dynamic interactive experience.	<ol style="list-style-type: none"> 1. Provide private, quiet, comfortable setting free from environmental distractions. 2. Introduce self and determine how client wants to be addressed 3. Establish purpose of the encounter with the client. 4. Use therapeutic communication skills and techniques to collect data. <ol style="list-style-type: none"> a. Open-ended questions before closed-ended questions b. Employ nonverbal and verbal cues c. Summarize what client says

Dimension of Assessment	Subcompetency	Critical Elements of Performance
Point of Care Screening	2.3d Perform point of care screening/ diagnostic testing: <i>measuring oxygen saturation</i>	<ol style="list-style-type: none"> 1. Select monitoring site that has local circulation, is free of moisture, and if digit is used, free of nail polish or an artificial nail 2. Apply sensor probe to monitoring site 3. Verify oximeter pulse rate matches patient's pulse rate 4. Read oxygen saturation value when oximeter display registers a constant value

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CONCLUSION

- Adopting the COPA model for transformation to a competency-based education was valuable in accomplishing the project goals.
- Next step: Field test professional competency, subcompetencies, and critical element sets

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Thank you!

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