HEART FAILURE COMPETENCY ASSESSMENT

PLANNING AND
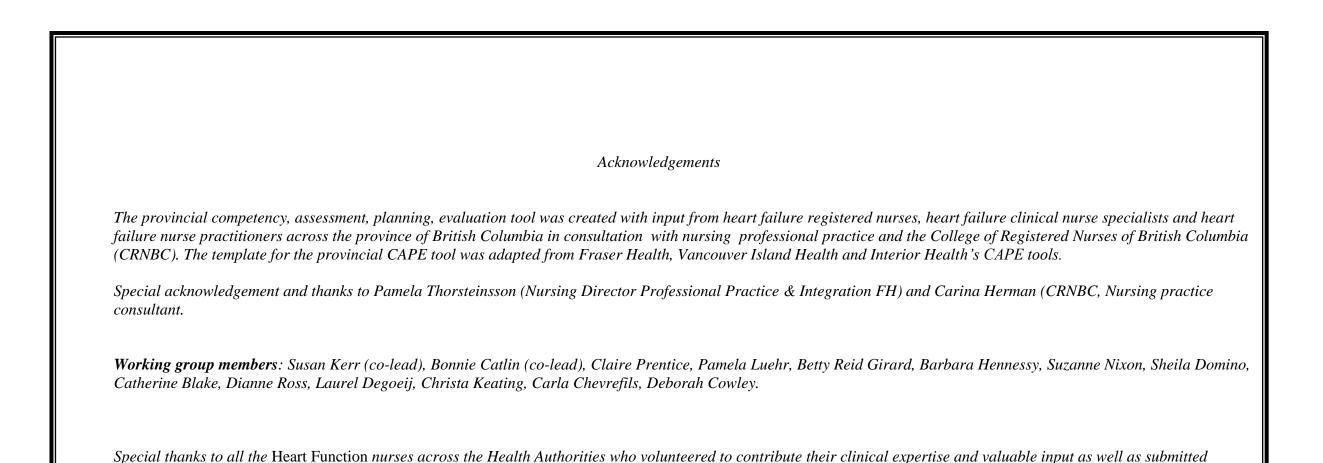
EVALUATION (HF-CAPE) TOOL

FOR

HEART FUNCTION CLINIC NURSES

Introduction to Competency Based Professional Development
SECTION A
Key Concepts and definitions

Nursing competence is defined as:

The integration and application of knowledge, skills, attitudes and judgments required to perform safely and ethically within an individual's nursing practice or in a designated role and setting and includes both entry-level and continuing competence (CRNBC, 2012).

Competence develops over time. Each nurse's development is unique and unfolds according to his/her learning needs, initiative, and education/practice experiences. Generally, you commence as a beginner in a new specialty area, building on your foundational knowledge, gradually your abilities and confidence increase and you will progress to competent, through proficient and eventually to expert practitioner.

Competency based professional development is enabled when continuing education is valued, available, utilized, and founded on a competency based education framework. Competency based education includes informal and formal educational programs and learning activities aimed at developing competent nurses; that is, nurses who are able to apply their knowledge and perform their roles effectively and safely under ever changing conditions.

Competency based education focuses on the learner emphasizing performance outcomes and targeting time and resources on the individual's learning needs.

Competency based education . . .

➢ Assists nurses to achieve, maintain, and surpass competence for their specialty
➢ Applies to all nurses whether they are beginners or experts because it is based on the learner's needs
➢ Starts at orientation and continues throughout ongoing professional development
➢ Can complement performance appraisal and planning to support ongoing professional learning and development
➢ Assist nurses to meet CRNBC annual continuing competence requirements and standards
➢ Promotes evidenced based practice
➢ Directs a specific role and setting
➢ Clearly articulates outcomes that are stated up front
➢ Focuses on what the learner can do

Definitions:

Novice: "a person new to and inexperienced in a job or situation" (Oxford Dictionary of English 3rd ed., 2010)

Advanced Beginner: "still need a level of supervision and guidance; only beginning to perceive recurrent meaningful patterns in clinical practice (Rhodes & Curran, 2005, p. 257)

Competent: "having the necessary ability or knowledge to do something successfully; acceptable and satisfactory" (Concise Oxford English Dictionary 11th ed., 2008)

Competency develops when the nurse begins to see his/her own actions in terms of long range goals or plans. The competent nurse uses conscious, deliberate planning efficiently and effectively and accurately discriminates between relevant and irrelevant data. The competent nurse intervenes as a confident and independent team member and is able to cope with and manage some situations of clinical nursing (Benner, 1982, 1984 and Fearon, 1998).

Proficient: "making progress; that has made progress in learning" (Oxford Dictionary of English Etymology, 2003)

The proficient nurse perceives situations as wholes and his/her practice is guided by an intuitive perspective that is based on the nurse's past experience. The proficient nurse recognizes when the expected or "normal" picture is absent and he/she makes holistic decisions in a timely and effective manner. The proficient nurse intervenes with initiative and adaptability to most special problem situations.

Expert: "a person who is very knowledgeable about or skillful in a particular area" (Oxford Dictionary of English 3rd ed., 2010)

In addition to possessing all the attributes of a proficient nurse, the expert has profound intuitive grasp of many situations which enables the expert nurse to intervene in a unique and accurate manner. Expert interventions appear seamless to the observer. Experts rely most heavily on past experiences as opposed to using rules and guidelines overtly to direct their decision making. Over time, experts have refined ideas, concept, and theories by encountering many actual practical situations that add detail and nuances to theory. Experts can lead others in clinical practice. (Benner, Fearon)

"The ability to appraise one's knowledge, performance and practice is fundamental to any professional". (CRNBC, 2009)

Client: for the purpose of this HF-CAPE tool, *client* shall be defined as the individual, the family, a group or the community

Introduction of Competency Based Professional Development

Methods to Assess Competencies

SECTION B

Today's health care environment is complex and frequently changing. Heart Function Clinic (HFC) nurses recognize that becoming a HFC nurse takes time. They value the professional support and guidance from their colleagues, whether they are starting as a novice or are progressing to an expert.

Mentoring new HFC nurses has been shown to be an effective strategy for guiding and supporting the novice practitioner. Nurses who are supported in their new practice role feel comfortable and confident to perform competently. They are then more likely to remain in their practice area in order to continue evolving as a professional. Nurse who have the knowledge, competencies and are motivated to improve and progress professionally also are competent and motivated to deliver quality client care.

METHODS TO ASSESS COMPETENCY

Competency level can be assessed by using one or a combination of the following methods:

- ♥ **Self-assessment (completed CAPE tool)**
- ♥ Written/oral tests of knowledge
- ♥ Return demonstration of competency (simulation or actual practice setting)
- ♥ Mock scenarios
- ♥ Observation of performance in actual practice setting
- ♥ Case studies
- ♥ Peer review

Purpose of a Competency Assessment, Planning and Evaluation tool
CAPE Tool

Competency based learning tools are one type of resource that can be used to guide the professional nurse in planning and implementing his/her professional development. These tools outline the essential expectations of the professional nurse working in a specific area.

This Competency Assessment, Planning, and Evaluation (CAPE) tool was developed by a team of nurses and practitioners who are considered experts in their field. It is modeled after a variety of tools both sited in the literature and used in education and practice in British Columbia.

Generally, this CAPE tool will serve three purposes:

A. Record and guide your professional development and growth
B. Prepare you for performance appraisal and learning at work.
C. Provide evidence for CRNBC that you have completed a self-assessment of your practice using the Standards of Nursing Practice in British Columbia.

The CAPE tool gives direction to both the mentee and mentor and enables the agency to design meaningful and effective resources to support nurses in their orientation and beyond. It will also compliment the nurse's (RN's) ability to substantiate their CRNBC continuing professional competence. **Specifically**, this tool will help you assess your level of competency regardless of where you are in the continuum of nursing practice, identify your knowledge gaps and learning needs, assist you in creating your learning plan to fill in your knowledge gaps and increase your continuing professional competency.

Planning your professional development and progress
SECTION C

These steps may assist you to achieve your professional development that we are each accountable for:

Step 1: *Assess your current level of competency*. You will consider various aspects of your role by reviewing all the categories on the CAPE tool.

Step 2: *Evaluate your level of practice in all of the categories of the competency statement*. You may require knowledge and practice to become competent in some of the categories, you may already be competent, and/or there may be competencies that you already perform at the proficient or expert level.

Step 3: *Identify your learning needs*. Highlight the competency(s) which you wish to receive more experience performing.

Step 4: *Begin to plan your learning* for your orientation and/or professional development.

Step 5: *Review this plan with your mentor* so that he/she will be able to guide and support your progress.

No single tool will address every learner's needs. There are some basic assumptions underpinning the use of this CAPE tool.

Assumptions about needs assessment:

1. Learners can identify their own learning needs. Communicating and collaborating with mentors will enhance this activity.

2. Conditions are always changing, and experiences to help meet learning needs may not be available in the clinical area in a timely manner. Flexibility should be emphasized to maximize learning opportunities.

3. Learning outcomes can be specified and measured.

To assist you in planning your professional development and progress, the next pages provide specific directions for using the enclosed CAPE Tool.

COMPETENCY ASSESSMENT, PLANNING, AND EVALUATION TOOL
(CAPE Tool)
How to use the CAPE tool
SECTION D

1. Complete the applicable sections of the CAPE TOOL according to the areas of your practice by evaluating yourself on every competency statement and marking the appropriate box in columns 2-5.

2. Only mark one box per competency statement.

3. Once completed, meet with your manager, educator and/or mentor to review your CAPE tool, collaboratively develop a learning plan that will include activities to assist and support you in achieving your goal, and increase your competency.

4. Once the learning has been completed, re-evaluate yourself on each competency that was rated below the level of ***competent*** (column 2c). Once all competency statements are rated as *competent*, in collaboration with your manager/clinical educator/mentor, plan on how you may continue to progress in your professional development. This may take a year or more to become *competent*. You may see the progression of the competency with yearly CAPE tools

What each column represents:

Column 1: Contains the framework of CRNBC's Professional Standards (2012) for clinical practice. Each standard outlines the indicators identified by CRNBC; however, each indicator outlines the specific competencies for nurses practicing in Heart Function Clinics including the CNA competencies for cardiovascular nursing that pertain to heart failure.

Columns 2 (a, b, c, d, e, f) - 5: progressive terms depicting the level of practice you are currently achieving.

   (a) **Novice:** *needs learning and practice*. This column reflects whether you know the concepts and skills required for safe and effective performance of a particular action/intervention. If you have acquired the knowledge through prior education or on the job training, leave blank. If you need further knowledge or practice, mark with a "✓"

   (b) **Advanced Beginner:** *knowledgeable but needs practice*. This column reflects your ability to apply your knowledge/skill in changing practice. If you have had several opportunities to apply your knowledge/skill, leave blank. If you need more knowledge or practice to feel confident, independent, and competent, mark with a "✓".

COMPETENCY ASSESSMENT PLANING EVALUATION TOOL
(CAPE Tool)

How to use it cont'd:

(c) Competent: This column applies to you if you have the required knowledge/skill and you have had several opportunities to apply interventions/clinical decisions independently, confidently, and effectively in a consistent and timely manner. Mark a "✓" if this column applies.

(d) Proficient: This column applies if you have the required knowledge/skill to practice expediently recognizing salient features of the entire situation and applying knowledge in changing and unstable situations. Your practice has progressed to the point where you recognize unusual or unexpected patterns in client situations and you intervene effectively with initiative and adaptability to problem situations. Mark a "✓" here if this column applies.

(e) Expert: This column applies if you have an extensive knowledge base and are proficient, confident, and consistently effective in intervening in complex situations. You are able to assume the role of preceptor/mentor for other nurses learning these skills and you demonstrate consistent leadership in various aspects your role in your specialty area. Mark a "✓" here if this column applies.

(f) Not applicable: This column applies if this skill is not applicable to practice in your specific Heart Function Clinic. Mark a "✓" here if this column applies.

Column 3: This column lists learning resources available for you to access to assist you in achieving your learning outcomes.

Column 4: This column lists the learning activities you will engage in to fulfill learning outcomes that enable you to achieve your desired level of performance. This column also records who reviewed your planned learning activity (eg. Mentor/ Educator)

Column 5: This column records completion of learning activities. Place a date in the appropriate box once the activity is completed and the learning has occurred.

Patricia Benner's Novice to Expert definitions that set the foundation for the RN's self assessment:

Novice
- Beginner with no experience
- Taught general rules to help perform tasks
- Rules are: context-free, independent of specific cases, and applied universally
- Rule-governed behavior is limited and inflexible
- For example: "Tell me what I need to do and I'll do it."

Advanced Beginner
- Demonstrates acceptable performance
- Has gained prior experience in actual situations to recognize recurring meaningful components
- Principles, based on experiences, begin to be formulated to guide actions

Competent
- Typically a nurse with 2-3 years experience on the job in the same area or in similar day-to-day situations
- More aware of long-term goals
- Gains perspective from planning own actions based on conscious, abstract, and analytical thinking and helps to achieve greater efficiency and organization

Proficient
- Perceives and understands situations as whole parts
- More holistic understanding improves decision-making
- Learns from experiences what to expect in certain situations and how to modify plans

Expert
- No longer relies on principles, rules, or guidelines to connect situations and determine actions
- Much more background of experience
- Has intuitive grasp of clinical situations
- Performance is now fluid, flexible, and highly-proficient

Reference: Benner, P. (1984). From novice to expert: Excellence and power in clinical nursing practice. Menlo Park: Addison-Wesley, pp. 13-34.

Anything checked-marked in boxes (a) or (b) in the competency document should be added to you annual learning plan.

This column records successful practice that exemplifies the level of practice you set out to achieve. At the conclusion of each section, there is place to record orientation (first time mentioned) evaluation comments, pertinent signatures, and a section to summarize performance review comments and to record goals for continuous professional development. This tool can integrate into existing performance appraisal documents.

Learning Goals	Learning Methods	Timeline	Evidence the Goal has been met	Date/Initials

_____ _____ _____
Employee Name   Employee Signature   Date

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