Establishing and Maintaining Core Competencies for Nurses for CRRT

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Definition

• **Competency** is person oriented, referring to the person’s underlying characteristics and qualities that lead to an effective and/or superior performance in a job.

• **Competence** is job related-being a description of an action, behavior or outcome that a person should demonstrate in their performance.
Introduction

• Competence can be determined by
  – Standards established by professional practice organizations. (ANNA, AACN)
  – Best evidence
  – Job descriptions
  – Standards of Care
  – Graduation from an accredited program
  – Licensing exams for practice entry
  – Continuing Education courses for license renewal
  – Work based programs
CRRT certification

• There is no national certification for CRRT
• All competencies are institutional based
• Common base of knowledge and skills for all programs
• Specific skills and knowledge to each institution and machine.
• NNCC Nursing Skills Competency Program-”demonstrates competency”
Required competency elements

- For each competency there is
  - Conceptual understanding – Why
  - Skills performance- How
  - Abilities component- actual patient performance that include professional behaviors i.e. critical thinking, ethics, patient safety.
Getting Started

– Determine all the cognitive components that are important to the task

– Determine what skill set the RN needs to perform the task.

- based on:
  
  • Evidence
  
  • Professional Standards of Practice/Care
  
  • Job descriptions/clinical practice guidelines
  
  • Protocols
  
  • Regulations
Acute Care Hemodialysis Orientation Manual & Assessment Tools

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Critical Thinking

• Didactic class room/Computer based
  – Mechanics
  – Flow pathways
  – Modalities
  – Fluid balance
  – Trouble shooting alarms
  – Access care
  – Code Blue
Skills competencies

• Priming machine
• Flushing and returning blood
• Trouble shooting alarms
• Care of access
• Bag changes
• Pressure limits adjustments
• Calculating fluid balance
• Anticoagulation regulation
• Lab draws, interpretation
• Individual equipment skills
Competency Development

1. Determine Cognitive information needed to perform task

2. Determine skill set to perform task - What outcome do you expect.

3. Determine evaluation method.
Cognitive design

• What do you want the nurse to know?
  - Content

• What level are you presenting?
  – Is this a basic group or your super users
  – Who is presenting the information
Presentation Method

• What method of presentation is the best for your audience?
  – Classroom- lecture, demonstration, sim labs etc
  – Small group
  – Individual training modules/computer modules
  – Keep in mind generational differences to learning
Skills design

- What do you want the nurses to be able to do?
- Is this a basic skill or advanced?
Skills evaluation

• What evaluation method do you want to use?
  – Hands on return demonstration
  – Simulator
  – 1:1 Mentoring
  – Skills day
### Competency Validation Methods

There is no one set method for validation of competency. The method selected must compliment the competency and enhance the use of the method.

<table>
<thead>
<tr>
<th>Method</th>
<th>Use/Intent</th>
<th>Weakness</th>
<th>Additional considerations</th>
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</thead>
<tbody>
<tr>
<td>Test/ Exam</td>
<td>Measure attainment of cognitive information</td>
<td>Does not measure behavior, performance, psychomotor skills</td>
<td>What is the acceptable score? Are there elements that must have 100% Score?</td>
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<tr>
<td>Return Demonstration</td>
<td>Technical Skill&lt;br&gt;Can be used in artificial or real setting</td>
<td>Use in real world only if it will not harm patients&lt;br&gt;Do not measure interpersonal or critical thinking skills</td>
<td>Need uniform documented evaluation criteria</td>
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<tr>
<td>Daily Work</td>
<td>Capture skills done on an everyday basis</td>
<td>Ability to capture and document</td>
<td>Use other team members/departments to promote team building</td>
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<tr>
<td>Case Studies</td>
<td>Critical thinking skills - can be combined with discussion</td>
<td>Difficult to measure psychomotor skills</td>
<td>2 methods creation of a story w/ question following Identify questions and have employees use their own real life situations</td>
</tr>
<tr>
<td>Exemplars</td>
<td>Critical thinking &amp; interpersonal skill&lt;br&gt;May assess appropriate actions NOT taken</td>
<td>Unable to assess psycho motor performance</td>
<td>Written by the employee-describe, explain rationale&lt;br&gt;Can be used for many job classifications&lt;br&gt;Able to assess actions not taken as well</td>
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<tr>
<td>Peer Review</td>
<td>Interpersonal skills, critical thinking&lt;br&gt;Must be safe for the person giving the feedback&lt;br&gt;Must be safe for the person receiving the</td>
<td>Cannot measure all aspects of job</td>
<td>Keep short and focused “peers” see you do the job-may not be in the same job class</td>
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Performance in Practice

• Ability to integrate the cognitive data with the skill set in a patient environment using professional behaviors such as ensuring patient safety, ethics, cultural sensitivity etc.
  – Mentorship program
  – Evaluating without bias
  – Checklists- good or bad?
Continuing Competencies

• Organization needs to determine
  – How often to reevaluate skill competencies?
  – Which skills to focus on-low frequency/high safety risk or high frequency/high risk?
  – How to determine a need for refresher course?
    • CQI projects
    • Multidisciplinary CRRT committee input
  – When do standards need to be raised?
Identifying Ongoing Needs

- Quality variance reporting
- Data collection/ Audit tool
- Antidotal information
- Walking rounds
- New policies
- New equipment
- Multidisciplinary committee input
Success

• Involve bedside nurse
• Keep your expectation of excellence
• Use your champions
• Promote a culture of safety not shame and blame
• Give a consistent message