

COMPETENCE

HOW DO WE KNOW  
WHEN WE GET THERE?

SUSAN THOMAS ART MA  
BCSL TELEHEALTH  
MARCH 27 2014

1

---

---

---

---

---

---

---

---

COMPETENCE

OBJECTIVES

- DEFINE COMPETENCE
- ADULT LEARNING CHARACTERISTICS
- THE LEARNING MODEL
- ASSESSMENT LEVELS
- ASSESSMENT TOOLS

2

---

---

---

---

---

---

---

---

COMPETENCE

WHAT DO WE KNOW?

- DEVELOPES OVER TIME

KNOWLEDGE TRAINING EXPERIENCE COMPETENCE

LEARNING ORGANIZATIONS ARE HIGH IN COMPETENCE

3

---

---

---

---

---

---

---

---

**COMPETENCE**

FUNDAMENTAL TO PROFESSIONALISM

HUMAN RESOURCES, BUSINESS, HEALTHCARE

- KNOWLEDGE
- SKILLS
- 'OTHER'

4

---

---

---

---

---

---

---

---

**COMPETENCE**

KNOWLEDGE, SKILLS AND ...

- ABILITIES
- ATTITUDES
- SYNERGY

5

---

---

---

---

---

---

---

---

**LEARNING**

6

---

---

---

---

---

---

---

---

## LEARNING

ADULT LEARNER *CHARACTERISTICS\**

- SELF DIRECTED AND ENGAGED
- FOUNDATION OF EXPERIENCE AND KNOWLEDGE
- GOAL ORIENTED AND PRACTICAL
- RELEVANCY ORIENTED
- NEED RESPECT

\*Based on Knowles (1970)

7

---

---

---

---

---

---

---

---

## LEARNING

ADULT LEARNER *STYLES*

VISUAL – SHOW ME

AUDITORY – TELL ME

KINESTHETIC – LET ME DO IT

8

---

---

---

---

---

---

---

---

## THE LEARNING MODEL

*CONSCIOUS COMPETENCE LEARNING\**

1. UNCONSCIOUS INCOMPETENCE
2. CONSCIOUS INCOMPETENCE
3. CONSCIOUS COMPETENCE
4. UNCONSCIOUS COMPETENCE
5. COMPLACENCY

\*Based on Maslow

9

---

---

---

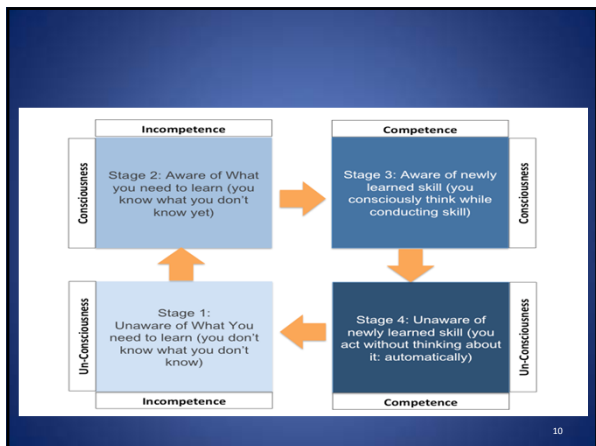
---

---

---

---

---



---

---

---

---

---

---

---

---

### ASSESSMENT LEVELS

ASSUMPTIONS

- EXPECTATIONS AT EACH LEVEL ARE DEFINED
- EXPECTATIONS ARE MEASUREABLE
- TRAINING FACILITATES COMPETENCE
- COMMITMENT TO SELF ASSESSMENT, SELF DIRECTED LEARNING AND NEW SKILLS DEVELOPEMENT

---

---

---

---

---

---

---

---

### ASSESSMENT LEVELS\*

NOVICE

- RULE BASED BEHAVIOR
- SELF ASSESSMENT/COMPETENCE ASSESSMENT BASED ON CONFORMING TO RULES

\*Based on Dreyfus and Dreyfus (1980) and Brenner (1986)

---

---

---

---

---

---

---

---

### ASSESSMENT LEVELS

EXPERIENCED BEGINNER

- INCORPORATES CONTEXT, ENVIRONMENT, LIMITED EXPERIENCE, SITUATIONAL LEARNING
- CONCEREND ABOUT LOOKING STUPID/MAKING MISTAKES

13

---

---

---

---

---

---

---

---

### ASSESSMENT LEVELS

INITIAL COMPETENCE

- FOCUSES ON PROCESS AND TASKS
- HEAVY CONSCIOUS INVOLVEMENT

14

---

---

---

---

---

---

---

---

### ASSESSMENT LEVELS

PROFICIENT

- PERCEIVES SYSTEM AS A WHOLE
- SYNERGY OF KNOWLEDGE, SKILLS ABILITES
- INCORPORATES CRITICAL THINKING, PROBLEM SOLVING; INTEGRATES JUDGEMENT

15

---

---

---

---

---

---

---

---

### ASSESSMENT LEVELS

EXPERT

- RAPID ANALYTICAL ASSESSMENT
- JUDGEMENT BASED ON EXTENSIVE THEORETICAL AND EXPERIENTAIL LEARNING OF SIMILAR SITUATIONS
- VERY HIGH INTUITION

16

---

---

---

---

---

---

---

---

### ASSESSMENT LEVELS

NOVICE



EXPERIENCED BEGINNER  
INITIAL COMPETENCE  
PROFICIENT  
EXPERT

*EACH STAGE HAS OWN COMPETENCE OBJECTIVES  
LEARN BY DOING*

17

---

---

---

---

---

---

---

---

### COMPETENCE IS ...

THE WHAT ...  
WHERE ...  
WHEN ...  
WHY ...  
HOW ...

OF COMPETENCE.

18

---

---

---

---

---

---

---

---

## ASSESSMENT TOOLS

FOR ASSESSMENT AND REASSESSMENT

- MEASURE OBJECTIVES ACROSS FULL SCOPE OF EXPECTATIONS ... KNOWLEDGE, SKILLS, ABILITIES
- USE ACTION WORDS
- NOT JUST TASKS

19

---

---

---

---

---

---

---

---

## WHY RE-ASSESS COMPETENCE?

CHANGES

- OF REQUIRED KNOWLEDGE AND SKILLS
- OF ENVIROMENT

PEOPLE ARE 'COMFORTABLE' (BUT COMPETENT?)

COMPLACENCY

20

---

---

---

---

---

---

---

---

## ASSESSMENT TOOLS

CSLI GP-21. POLICIES, PROCESS AND PROCEDURES FOR COMPETENCE ASSESSMENT AND RE-ASSESSMENT

KNOWLEDGE   TRAINING   EXPERIENCE   COMPETENCE

WHEN TO USE?

NEW PERSON TO WORK AREA; PROCESS, PROCEDURE , EQUIPMENT, SKILLS

WHERE 'COMPETENCE' LOOPS BACK TO KNOWLEDGE AND TRAINING

21

---

---

---

---

---

---

---

---

**ASSESSMENT TOOLS**

QUIZZING – VERBAL AND WRITTEN

- THEORY
- TECHNIQUE/SKILLS
- INTERPRETATION
- PROBLEM SOLVING/CRITICAL THINKING
- INTERPERSONAL SKILLS
- SAFETY/QUALITY/ENVIRONMENT/SYSTEM

22

---

---

---

---

---

---

---

---

**ASSESSMENT TOOLS**

DIRECT OBSERVATION CHECKLIST

- LEARNER, TRAINER, ASSESSOR
- EXPLICIT BEHAVIOR ORIENTED OBJECTIVES
- MEASURABLE
- SAFETY

23

---

---

---

---

---

---

---

---

**ASSESSMENT TOOLS**

MONITORING RESULTS, REPORTS, RECORDS, RESPONSE TO ISSUES

- QC, EPT
- RETESTING OR BLIND SAMPLES
- NON-CONFORMAING EVENTS
- MAINTENANCE RECORDS

24

---

---

---

---

---

---

---

---



**SUMMARY**

WHAT, WHERE, WHEN, WHY, HOW

*IT'S A LOT OF WORK TO DO RIGHT ...  
BUT COMPETENCE ASSESSMENT IS A KEY DRIVER OF  
QUALITY*

25

---

---

---

---

---

---

---

---

**THANK YOU**

26

---

---

---

---

---

---

---

---


**BCSLs Telehealth March 25 2014 Survey**  
With Susan Thomas

**Enter to WIN \$100 by doing our NEW SURVEY ONLINE!!** It's quick!! It's anonymous.

Use the below QR code to take you directly to the survey or use the below web address.

<http://goo.gl/QXIRO6>

<https://www.surveymonkey.com/s/TelehealthMarch2014Survey>



---

---

---

---

---

---

---

---