

Component V: Education

Module B: Staff Development

Topic 2: Competency-Based Education

I. Statement of Purpose

To increase the understanding of the difference between competency-based education and skill-based education and the most common barriers that prevents incorporation of learning into daily practice.

II. Terminology:

None identified

III. Performance Standards

1. Describe how competency-based education is different from skill-based education
2. Identify the barriers that could prevent a nurse from maximizing the learning experience

IV. References

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5. Brixey, Linda (2010) Ambulatory Care Nursing Orientation and Competency Assessment Guide, (2nd ed.) , New Jersey: AACN
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7. *Laughlin, C. B. (2006) Core Curriculum for Ambulatory Care Nursing, AACN Core Curriculum, (2nd Ed.) Pitman NJ: Anthony Jannetti, Inc.
8. Miller, M. A., and Stoeckel, P. R. (2011) Client Education, London: Jones & Bartlett.
9. Inott, T. and Kennedy, B. B., Assessing Learning Styles: Practical Tips for Patient Education *Nursing Clinics of North America*_46 (2011) 313-320
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 12. Monheit, D. F., Evaluating Health Information Web Sites for Credibility, *Journal of Hospital Librarianship* 11:39-44, 2011
 13. Speros, C. I., Promoting Health Literacy: A Nursing Imperative, *Nursing Clinics of North America*, 46 (2011) 321-333
 14. Redman, B. K. (2006) *The Practice of Patient Education: A Case Study Approach*, (10th ed.), St. Louis: Mosby.
 15. Study Approach, (10th ed.), St. Louis: Mosby.
- Asterisk (*) indicates recommended texts**

Websites

1. http://www.pfizerhealthliteracy.com/asset/pdf/NVS_Eng/files/nvs_flipbook_english_final.pdf
2. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1466931/>
3. [http://english2.slss.ie/resources/SMOG_Readability_Formula_G._Harry_McLaughlin_\(1969\).pdf](http://english2.slss.ie/resources/SMOG_Readability_Formula_G._Harry_McLaughlin_(1969).pdf)
4. http://www.ucsfhealth.org/education/evaluating_health_information

Content Outline Theory Objectives	Suggested Learning Activities/Evaluation
<p>Objective 1 Describe how competency-based education is different from skill-based education</p> <ul style="list-style-type: none"> A. Dimensions of Competency Performance: Competency-based education is focused around set measurable objectives of performance: B. The skills are: technical, interpersonal and critical thinking skills performed to a specific standard under a specific situation. C. Creating a Checklist for Competency Identification: For a competency checklist to be useful, it must identify the competency required, the criteria and conditions under which it will be evaluated, the supporting theory, the individual's competencies and the evaluation of performance for all components. 	<p>Develop a competency checklist for an ambulatory care nurse that will triage all pediatric patients who present with symptoms of cold and congestion. Include technical, interpersonal and critical thinking skills needed in this situation.</p> <p>Use the DACUM lists on the HWI website: www.ca_hwi.org to develop a checklist of behaviors, skills, and attitudes of the Ambulatory Care RN for testing purposes.</p>
<p>Objective 2 Identify the barriers that could prevent a nurse from maximizing the learning experience</p> <ul style="list-style-type: none"> A. Preventing Barriers to Learning: B. 1. Identifying the individuals' motivation for learning, C. 2. Reinforcing the learning behavior, D. 3. Identifying the purpose for the change to promote retention, 4. Incorporation of the behavior into daily practice 	<p>You have been asked to remediate an experienced nurse who has not incorporated the required safety process in her practice when administering immunizations and now has made a medication error. Describe your process and rationale for this education.</p>