



Best Practice Considerations for Aging Services - Pros

Staff Competency and Caring for the Older Adult

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Let's Connect!



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Objectives

Upon completion of this presentation, participants should be able to:

- Identify a process for competency-based education delivery
- Describe examples of training modalities
- Verbalize documentation to substantiate evidence of employee competency

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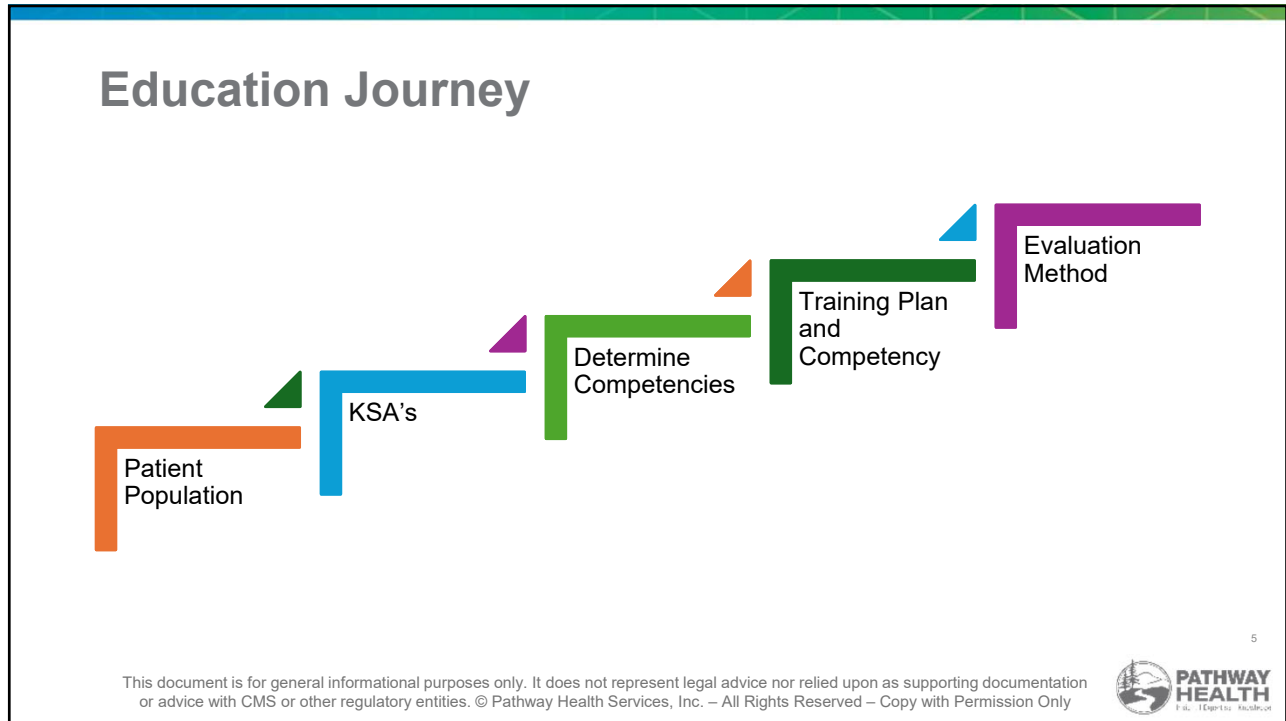


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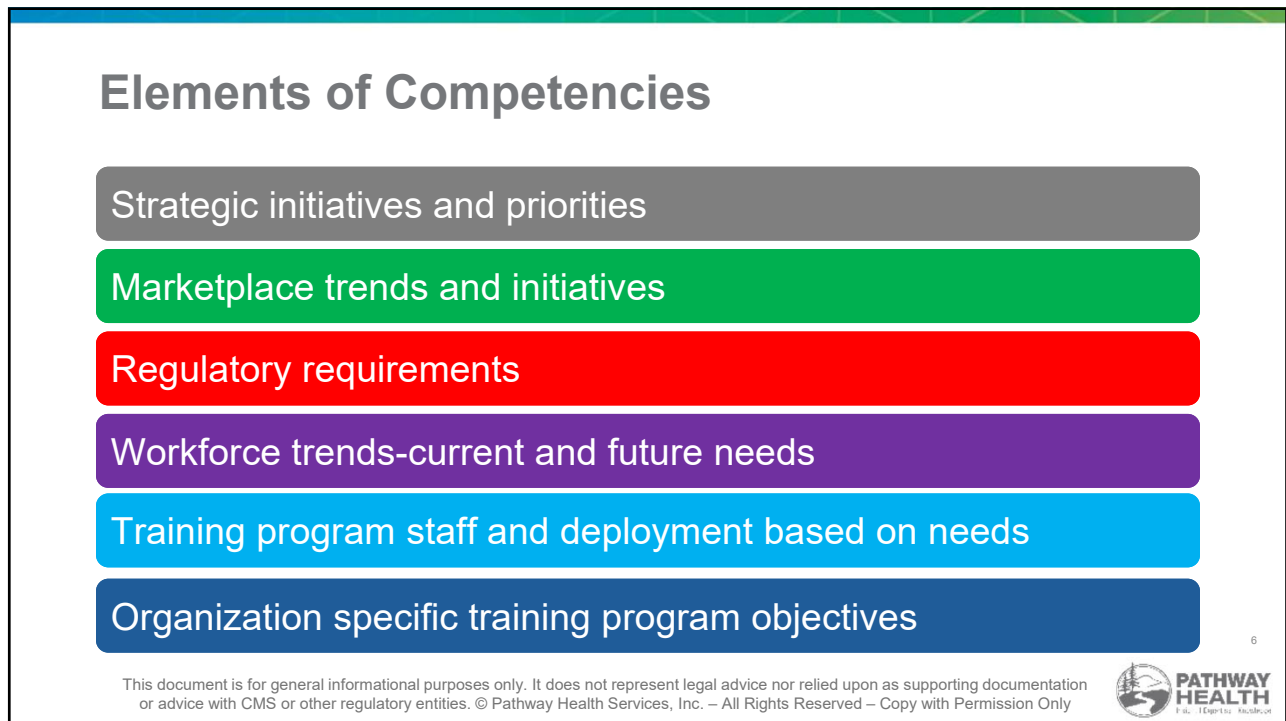


Importance of Staff Competency– Care Continuum

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Competency - Definition

“A measurable pattern of knowledge, skills, abilities, behaviors and other characteristics that an individual needs to perform work roles or occupational functions successfully”

All nursing staff must also meet the specific competency requirements as part of license and certification requirements defined under state law or regulation.

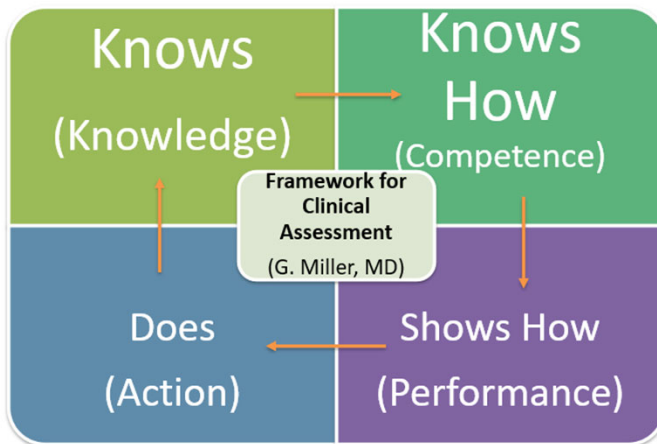
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Competency



https://open.umich.edu/sites/default/files/downloads/0202-f13-ms-courseira-imhpe-cstalburg-millers_pyramid_cleared.pdf

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Overall Goal

- Evaluate ability
- Ongoing
- Prevent negative outcomes
- Provision of quality care



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Examples of Required Training/Competency Topics

- Preventing and reporting abuse, neglect, and exploitation
- Dementia management
- Infection Control
- Competencies related to an approved nurse aide training and evaluation program
- Medication management
- Change in condition
- Resident/Patients rights
- Person-centered care
- Communication
- Basic nursing skills
- Basic restorative services
- Skin and wound care
- Pain management
- Cultural competency
- Behaviors and TIC

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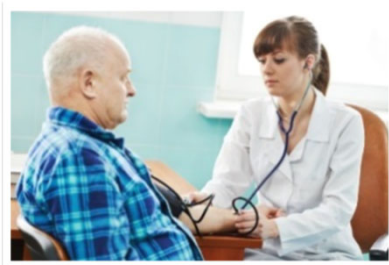


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Change of Condition-All Staff

All staff will need to be aware of the protocol for identification and communication of a resident with an early, acute change of condition in order for the nurse to evaluate and provide approaches to prevent decline or hospitalization whenever possible



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Organization Training Program

To ensure any training needs are met for:

- New Staff
- Existing Staff
- Individuals providing services under a contractual arrangement
- Volunteers



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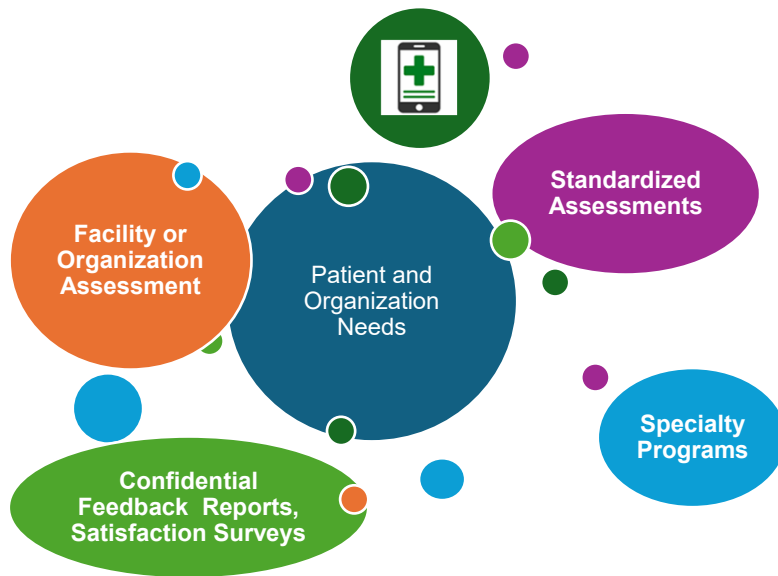


Step 1

Patient Population

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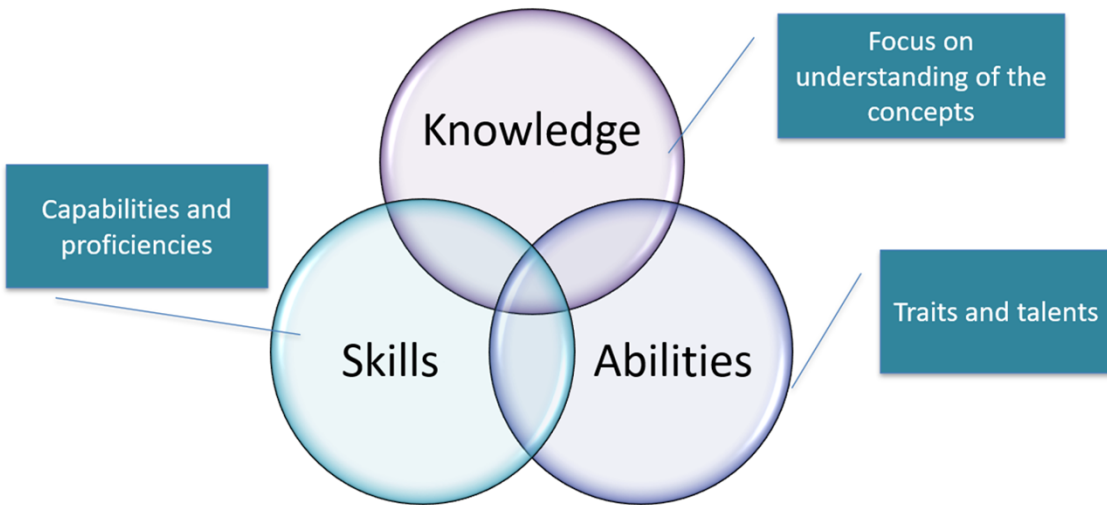
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Step 2: KSA Needs

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Assess - Capabilities & Competencies



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Other



- Nursing
- Interdisciplinary Team
- Direct Care Staff
- Non-Direct Care Staff
- Leadership
- Governing Body
- Others

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Identify Gaps – Possible Strategies

- Data gathered
- Determine individual and organization root cause
- KPI's
 - Organization
 - Individual evaluation
- Employee assessments
- Observations
- Orientation, Annual, Ongoing or Change



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Step 3

Determine Competencies

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- Identify Gaps
- Determine Competencies Needed
- Prioritize Competencies
- Develop Education
- Evaluate

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Provider Considerations

- Knowledge of local culture
- Beliefs about what consumers value
- History / reputation in community
- Availability of continuum of care
- Education, competency, skills of staff
- Evaluation of facility training program for staff and volunteers
- Human resources
- Compliance, ethics and HIPAA

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Basic Care Clinical Considerations

Additional Basic Nursing Skills such as:

- Infection
- Incontinence
- Weight/Nutrition
- Mood and behaviors
- Device use
- Psychotropic medications
- Medication reconciliation



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Additional Clinical Considerations

Position Responsibilities for RN and LPN/LVN

- Foundational Clinical Areas
- Change of Condition*
- Treatments (i.e., IV, Wound, others)
- Infection Prevention and Control
- Cultural Competence
- Trauma Informed Care



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Additional Clinical Considerations

Position Responsibilities for RN and LPN/LVN

- Medications
- Fall Prevention
- Pressure injuries
- Specialty Programs
- Patient/Residents Rights
- Abuse Prevention



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Additional Clinical Considerations

- Person Centered Care
- Communication
- Restorative nursing
- Pain management



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Additional Clinical Considerations for Post-Acute Care Providers

- Alignment with resident population and organization data
 - Acuity
 - Demographics
- Continuum or partner expectations
- Marketplace needs and expectations
- Leadership/supervisory skills



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Competencies

Job Description

Scope of Practice

Needs Assessment

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Job Category

Questions:

- New Policies and Procedures
- New Equipment
- New Specialty Program
- New initiatives
- Changes in P&P
- High Risk aspects of this job category (cause harm, death, legal, risk)
- Problematic aspects of the job category (incident trends, organization data trends, outcomes of evaluation, etc.)

Competency Need	Priority			Action Steps
	High	Medium	Low	

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Education and Competency Questionnaire Example

Name: _____ Position: _____

I would like more training in:

Area of Competency	yes	no	Comment
Head to toe assessment			
Respiratory System Assessment including Lung Sounds			
Cardiac Assessment including Heart Sounds			
GI Assessment including Bowel Sounds			
Neurological			
Mental Status Evaluation			
Functional Assessment			
Skin/Wound Assessment, Care, Documentation			
Pain Management			
Documentation			
EHR			
Care Planning			
Accident/Incident Investigation			
Medication Management			

Top 3 areas I can benefit from additional education or competency include:

- _____
- _____
- _____

Develop a
“Needs
Assessment”

(Name) _____ (Job Title) _____ (Date) _____
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Step 4

Training Plan and Competencies

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Training Program Components

- Individual plan and Organization plan
- Orientation/Onboarding
 - All employees
 - Nursing
 - Contract
 - Vendor/Volunteer
- Organization specific identified areas
- Skills verification based upon job category
- Mandatory training (Federal/State/Corporation)
- Specialty program specific training
- Organization specific
- Identified competencies, gaps, opportunities



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Competency Based Training Program

- Orientation specific skills checks and competency verification
- Evaluates current training program
- Gap identification
- Outlines need
- Training agenda, outline and objectives
- Tracking system
 - Assess
 - Plan
 - Implement
 - Evaluate
- Modalities



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Curriculum



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Training Plan Example

Training Plan: Interdisciplinary – Competency Evaluations Policy and Procedure – All Department Staff

Training Name: Competency Evaluations Policy and Procedure					
	<input type="checkbox"/> Training <input type="checkbox"/> Simulation <input type="checkbox"/> Workshop <input checked="" type="checkbox"/> Presentation				
Training Objectives	<ol style="list-style-type: none"> 1. Obtain a basic understanding of the new changes to the facility Competency Evaluation Policy. 2. Understand the roles and responsibilities of the facility staff for hiring, training and evaluating competency for nursing staff 3. Understand cultural competency and how it relates to your position 4. Understand the importance of identification and reporting of early changes in resident condition. 				
Connection to Overall Project Goals	<ul style="list-style-type: none"> This training is part of the overall project to educate and support, facility operators and the interdisciplinary team regarding the revised requirements of participation for nursing homes as it relates to the– Competency Evaluations Policy and Procedure. 				
Participants: Who should attend?	<p>For the purposes of this education, we will refer to the regulations for the new – Competency Evaluations policy and procedure. Education is offered in slide presentation form with speaker's notes for use by each facility.</p> <table border="1"> <tr> <td>What training should they attend before this one?</td> <td> <ul style="list-style-type: none"> No pre-requisite </td> </tr> <tr> <td>What training should they attend after this?</td> <td> <ul style="list-style-type: none"> Annually or as needed </td> </tr> </table>	What training should they attend before this one?	<ul style="list-style-type: none"> No pre-requisite 	What training should they attend after this?	<ul style="list-style-type: none"> Annually or as needed
What training should they attend before this one?	<ul style="list-style-type: none"> No pre-requisite 				
What training should they attend after this?	<ul style="list-style-type: none"> Annually or as needed 				
Facilitators: (How many trainers should participate and whom?)	<p>One presenter will be needed to facilitate the presentation, discussion and post-test</p>				
Logistics Requirements	<p>What is needed?</p> <ul style="list-style-type: none"> Room for training Projector Screen or another blank light-colored surface 				

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Determine HOW Education will be delivered

In person	Web based – Commercial or others	Conference	Skills fair
Lecture and demonstration	Mini bytes or chunk type training (TED talk formats)	Pod casts	Video messaging
Self-Directed Platform	Gamification - gaming	Role Playing	Case Study

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Example

Evaluate and Monitor

Individual Training Program Evaluation Summary

Education Topic	Method of Teaching	Date of Education
Instructor		
Teaching Methodology (Circle One) Lecture Demonstration Protocol or procedure review Self-Directed On-line Skills Fair Simulation Clinical practice Other:		
Course Description		
Objectives		
Handouts – Attached		
Method of Understanding	Verification or Evaluation Conducted	
<input type="checkbox"/> Written post-test <input type="checkbox"/> Oral post-test <input type="checkbox"/> Return demonstration <input type="checkbox"/> Skills check/competency check <input type="checkbox"/> Verbal review <input type="checkbox"/> Sign in sheets verbalizing the understanding of the material <input type="checkbox"/> Other	<i>Utilize applicable monitoring data collect method</i> <input type="checkbox"/> Observation – care and practice <input type="checkbox"/> Walking rounds <input type="checkbox"/> Interviews <input type="checkbox"/> Medical record review <input type="checkbox"/> Verbal review <input type="checkbox"/> Monitoring audits <input type="checkbox"/> Other	

Evaluation Results:
 Analysis conducted to determine trend and potential performance improvement needs
 Correlate training evaluation findings with Facility Assessment
 Included in QAPI process

Evaluator **Date Completed**

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Validation

- Lecture with return demonstration for physical activities
- Written or Verbal Tests - A pre-test and post-test for documentation issues
- Skills Demonstration - Demonstrated ability to use tools, devices, or equipment that were the subject of the training and used to care for residents
- Return Demonstration
- Observation
- Self Assessment
- Simulation
- Preceptor
- Peer to Peer



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Competency Evaluation - Example



Licensed Nurse and CNA Competency Checklist for Basic Nursing Skills

Name: _____ Title: _____ Hire Date: _____

Skill Area	Evaluation (Check One)	Method of Evaluation (Check One)	Verification (Initials/Date)					
			Competency Demonstrated/Meets Standards	Needs Additional Training	D	O	W	V
Observational Skills Discuss the important of observation. Describe the various observation techniques: • See • Feel • Hear • Smell Identify observations to be made during resident care. Describe how to report and record observations.								
Taking and recording vital signs Identify abbreviations of vital signs. Identify the cause of body temperature fluctuations. Identify the "normal" range or average body temperature.								

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For All Education Programs



- Staff attendance and sign in compliance
- Documentation of training sessions
- Training plans
- Curriculum
- Calendar
- Competency verification
- Post training review
- Observation
- Engage and collaborate with staff – creative/SME
- Incorporate into professional development plan of employees
- Employee files for all training documents per policy
- Review education attendance routinely for compliance
- Evaluate effectiveness of individual training
- Evaluate effectiveness of overall training plan
- QAPI

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Step 5


Evaluation Method

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Evaluate Training Program

- Required to determine effectiveness
- Meeting training objectives Phases:
 - Individuals' response
 - Trainers' effectiveness
 - Training effectiveness
 - Changed behaviors and improved outcomes
 - Overall training program reviewed annually or as needed



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Best Practice Into Action

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Example of a Training Plan In Action:

Client/Patient Example:

- Client condition
- Client impact
- Support tools utilized
- Family Involvement



Professional Care Team Training:

- How is training provided?
- How are skills tested/maintained?
- What is gained in a long-term program?

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Utilizing Different Training Methods

- Instructor-led training
- eLearning
- Blended learning
- Coaching
- Role playing
- Shadowing



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Maintaining Training Success For The Long Term

- Access training needs: initial & ongoing-update content as needed
- Set clear objectives
- Evaluate effectiveness
- Gather regular feedback
- Train your trainers
- Always plan ahead, training should never be an afterthought



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Key Strategies for Leaders



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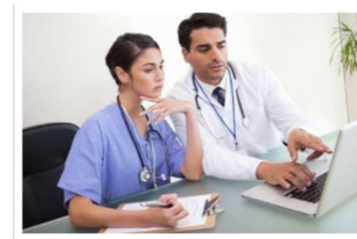
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Steps for Developing the Process (Using Clinical as an Example)

1. Prepare a “Needs Assessment” of our Team!
 - a. Communication System for Changes of Condition
 - b. Basic Care Skills of all Employees
 - c. Assessment Skills of the Nurses
 - d. Knowledge of Disease States
 - e. Pharmacology knowledge for nurses
 - f. Comprehensive, person-centered care planning
 - g. Communication
 - h. Documentation
 - i. Others based upon unique facility needs



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Steps for Developing the Process

2. Engage Key Players:

- a. Medical Advisor/Director
- b. Practitioners
- c. Acute Care Partners
- d. Pharmacy Consultant
- e. Lab/Radiology
- f. Home Care, Assisted Living, Hospice entities, Nursing Facilities



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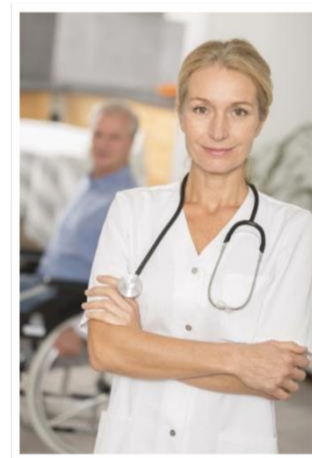


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Steps for Developing the Process

3. Develop Your System

- Policies and Procedures
- EHR/Forms Documentation Management
- Assessment/Evaluation Process
- Care Plan Process (Including Discharge Care Planning)
- Communication Process
- Staff Education
- Patient/Family Education
- Evaluation and Follow-up
- Include regulatory (State and Federal) requirements
- Include evidence-based materials



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Tips For Training Leaders Success

- Be a lifelong learner
- Be open to learning
- Be adaptable
- Be open to different learning methods and styles
- Respect your audience-their time, needs, and challenges
- Be an effective communicator
- Encourage continuous learning
- Don't be afraid to repeat



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**“Tell me and I forget,
Teach me and I may
remember,
Involve me and I will learn”
- Benjamin Franklin**



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Question and Answers

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Let's Connect!



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Continuing Education

Reminder: You must have been attended the entire presentation and complete and return the evaluation.



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Thank You!



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Helpful References and Resources

- Stalburg, C.M. Miller's Pyramid: Clinical Competence: https://open.umich.edu/sites/default/files/downloads/0202-f13-ms-coursera-imhpe-cstalburg-millers_pyramid_cleared.pdf
- Centers for Medicare & Medicaid Services. State Operations Manual, Appendix pp, Guidance to Surveyors for Long Term Care Facilities. https://www.cms.gov/Regulations-and-Guidance/Guidance/Manuals/downloads/som107ap_pp_guidelines_ltcf.pdf

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