

STAFF COMPETENCIES AND THE NEW REQUIREMENTS OF PARTICIPATION: IT'S NOT JUST INSERVICING ANYMORE

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- California Association of Health Facilities

- Staff Competencies and the New Requirements of Participation: It's Not Just Inservicing Anymore

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Objectives

At the end of the presentation the participant will be able to:

1. Differentiate between a competency and a skill.
2. Identify the components of competency training programs.
3. Develop a facility specific training and competency program based on the facility assessment encompassing the needs of the population served.

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Benefits of Training

- ❖ Quality Outcomes
- ❖ Positive Resident Experiences
- ❖ Engaged Workforce
- ❖ Loyalty/Tenure
- ❖ Community Reputation
- ❖ Attract Partnerships
- ❖ Public Reporting Measures



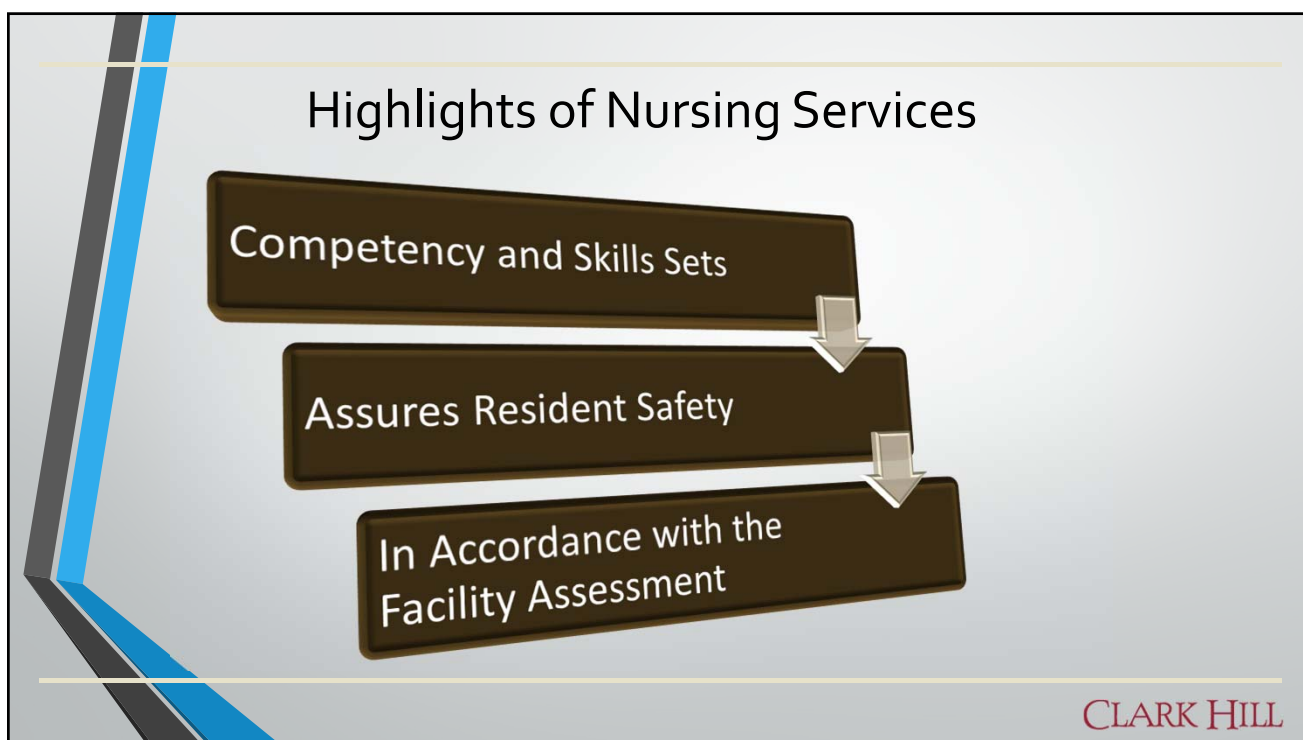
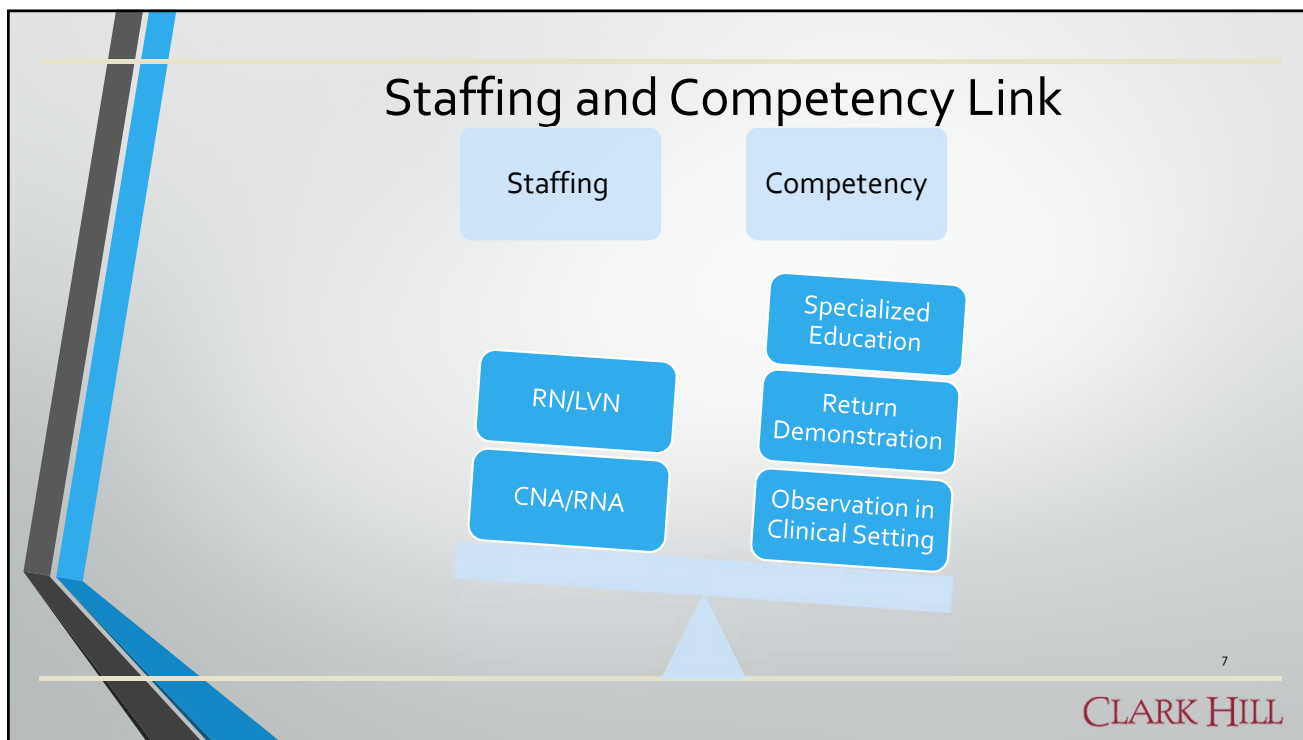
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Why Have Competency Based Training?

- Because it is a significant part of the new Requirements of Participation; and
- It is a factor in determining deficient practice during surveys; and
- It is an outcome of the required facility assessment (as of November 28, 2017). Specifically the Facility Assessment is [in part] for "...the determination of sufficient number and competencies of staff..."

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What are Competencies?

Definition

Measurable pattern of knowledge, skills, abilities, behaviors, and characteristics that an individual needs to perform work roles or occupational functions successfully.

Used For

- Assessing and selecting candidates for jobs;
- Assessing and managing employee performance;
- Workforce planning; and
- Employee training and development *

*U.S. Office of Personnel Management

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Is there a difference between skills and competencies?

- YES!
- Both are similar in that they identify an ability a nurse has acquired through training and experience. But they are not identical in definition and function.

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Skills vs Competencies

- Skills define the “what” and Competencies define the “how.”
- What is the competency? For example mopping a floor and performing wound care are both skills. But the skill does not tell us the “how.” **HOW** does the employee perform the job successfully? **HOW** is the desired result obtained? (the floor is clean and signs are up and the wound is treated in an aseptic manner and dressed appropriately).
- Competency provides the missing piece by translating the skills into behaviors in the SNF setting that demonstrate the ability to perform the job competently.

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Skills vs. Competencies

- Another major difference between skills and competencies is one of scope: competencies define the requirements for success on the job in broader, more inclusive terms than skills do.
- Think of skills as one of several facets that make up a competency. To succeed on the job, employees need to demonstrate the right mix of the components of competency based on their position in the organization.

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Knowledge

- Knowledge is defined as
 - A clear and certain perception of something
 - An act, factor, state of knowing, understanding
 - And through formal training or experience



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Assessing Knowledge vs. Competency

Knowledge/Educational Training

- Pre- and post-tests
- Lecture/didactic
- Videos

Competency

- Requires actual application of the educational material presented

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Example of Knowledge vs. Competency

- Mary attends a class on early identification of sepsis. Mary takes a pre-test and scores 65%. After the class, Mary scores 95%.
- Mary is told by a CNA that a resident who is normally calm is very agitated. Mary completes a CAM (Confusion Assessment Method) assessment for delirium and then reviews her guide to sepsis. She notes the vital signs are stable but the temperature is >100.9 and a HR of 96 and RR 22. The resident had a PICC line inserted two days prior. Mary calls the physician and gets labs ordered, an IV started and one dose of a broad spectrum antibiotic. The resident does not get transferred to the acute hospital and the resident avoids a septic event.

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Example: Competency Specific to Behavioral Health Section 483.40 (F Tags 740-745)



Caring for those with mental illness



Caring for those with psychological disorders



Competencies for non-pharmacological interventions



Caring for those with a history of trauma or PTSD (2019)

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Common Core Skill Sets in Nursing



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General Components of Competencies

KNOWLEDGE



SKILLS



PERFORMANCE



EXPERIENCE



LEADERSHIP



POTENTIAL



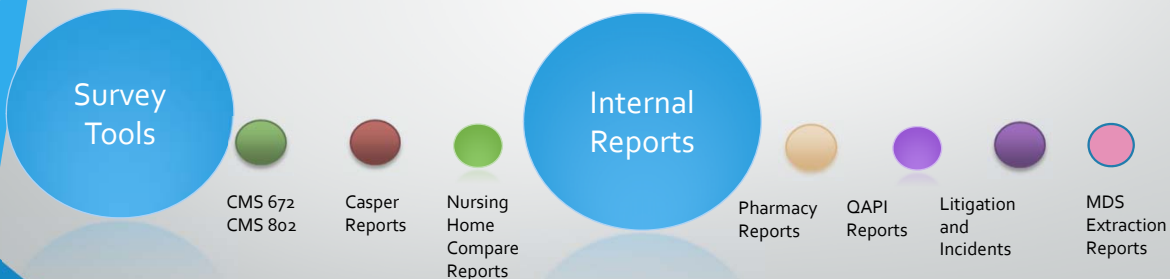
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Competency Training Plan



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Where do I Start?



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Considerations in Developing Competency Program – Survey Tools

- CMS 672 and 802
 - Focus Medications (antipsychotics with dementia, hypnotics, anxiolytics, antidepressants, insulin, anticoagulants, respiratory drugs, opioids)
 - Falls
 - Pressure injuries – skin programs, wound vacs
 - IV, trach, vent, enteral feedings
 - Dementia care
 - ADL dependence
 - Bowel/Bladder – retraining programs

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Considerations in Developing Competency Program – Survey Tools

- CASPER Reports
 - Quality Measures
 - Facility Characteristics Report
 - Survey reports
- Nursing Home Compare Reports
 - Pain
 - Improvement or Decline in Function
 - Emergency Visits (claims based)
 - Community discharges (claims based)

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Considerations in Developing Competency Program – Internal Reports

- Pharmacy Reports
 - Pharmacy reports/medication pass observations
 - Number of medications with black box warnings
- QAPI Reports
 - Current QAPI Projects
- Litigation and Incident Reports
 - Incident logs for trends
 - Current lawsuits and issue(s) alleged as poor care
- MDS Extraction Reports

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Also Consider....

New Equipment/New Tasks

Unplanned Discharges

New Admissions

New Programs

Mandatory Training Programs

Geriatric/Chronic Conditions

Staffing Patterns/NHPPD

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Questions?



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