



CENTRE D'INNOVATION
EN FORMATION INFIRMIÈRE
CENTER FOR INNOVATION
IN NURSING EDUCATION

Essential Concepts of the Competencies-based Approach and its Self-assessment Tool : Brief Overview

CIFI Team

Presentation's Objectives

- Brief overview of the main concepts of the competencies-based approach
- Presentation of the professional self-assessment and developmental tool



The concept of competency

Polysemy of the competency concept



From a behavioral definition (skills, capacity) to
a constructivist definition (complex *know-act*)

The concept of competency

The chosen definition

« ... a complex know-act based on the effective mobilization and combination of a variety of internal and external resources within a family of situations.» (Tardif, 2006, p. 22)

Example: **Provide culturally safe care to the person, family and community**



The 5 characteristics of a competency

- Inclusive
- Combinative
- **Developmental**
- Contextual
- Evolving



(Tardif, 2006)

Development of competencies

INITIAL EDUCATION

PROFESSIONAL PRACTICE



YEAR 1 YEAR 2 YEAR 3

BEGINNER; EXPERIENCED; RESOURCE-PERSON; EXPERT

**SPECIFIC, ESSENTIAL, LEARNING
AT EACH LEVEL OF DEVELOPMENT
FOR EACH COMPETENCY**



Competencies framework

- Developmental perspective of nursing practice
- Share a common vision and a common language
- Professional developmental tool
- Attraction and retention tool



Competency's elements

Generally, a competency can be broken down into **2 or 3** elements. These are the **reference points of the competency**, which can be used to describe it globally. **No hierarchy** exists among a competency's various elements, and they are found at **all levels of development** (from beginner to expert, for example).

Example: «**Provide culturally safe care to the person, family and community**»: 1) **Integrate history and culture of the person, family, and community in all nursing interactions and activities**; 2) **Engage in dialogue and relationships building with the person, family, and community**.



Development indicators (Tardif, 2006)

A development indicator determines a **manifestation expressing one or more critical learnings** and characterizes a level of development.

A specific set of development indicators exists **for each level of development**. Therefore, development indicators are **mutually exclusive**.



Indicators for the determination of the levels : mutually exclusives, interrelated and qualitative.

A

COMPÉTENCE : PRODIGUER DES SOINS CULTURELLEMENT SÉCURITAIRES À LA PERSONNE, LA FAMILLE ET LA COMMUNAUTÉ

Débutant

Expérimenté

Personne-ressource

Expert

1 Intégrer l'histoire et la culture de la personne, la famille et la communauté dans toutes les interactions et activités infirmières

1.1.1 Explique comment l'histoire des Premières Nations et le savoir traditionnel influent sur la santé, les pratiques de santé et la structure organisationnelle des soins.

1.1.2 Inclut des éléments du savoir traditionnel et des croyances de la personne, la famille et la communauté dans les activités de soins de santé.

1.1.3 Collabore avec la personne, la famille et la communauté à la planification des soins qui intègrent des pratiques exemplaires et des pratiques traditionnelles de guérison.

1.1.4 Collabore avec des membres clés de la communauté, y compris les guérisseurs traditionnels de la communauté dans ses activités infirmières.

1.2.1 Respecte la diversité culturelle des personnes au sein la communauté.

1.2.2 Respecte la diversité culturelle des communautés en regard des pratiques de soins.

1.2.3 Active les principes d'humilité et de sécurité culturelle au sein de l'équipe.

1.2.4 S'assure des soins culturellement sécuritaires et un respect mutuel des pratiques de santé.

2 Établir un dialogue et des relations avec la personne, la famille et la communauté

2.1.1 Établit des relations thérapeutiques bénéfiques, axées sur la compréhension, le respect, l'honnêteté, l'humilité et l'empathie.

2.1.2 Démonstre une curiosité et de l'écoute active dans ses relations thérapeutiques avec les personnes et familles.

2.1.3 Collabore avec des membres clés de la communauté en regard de la santé et des soins de santé de la communauté.

2.1.4 Promeut l'équité en ce qui a trait à l'accès à des soins de qualité, en défendant le droit à la santé de la communauté des Premières Nations, tant au sein de la communauté qu'à l'extérieur de celle-ci.

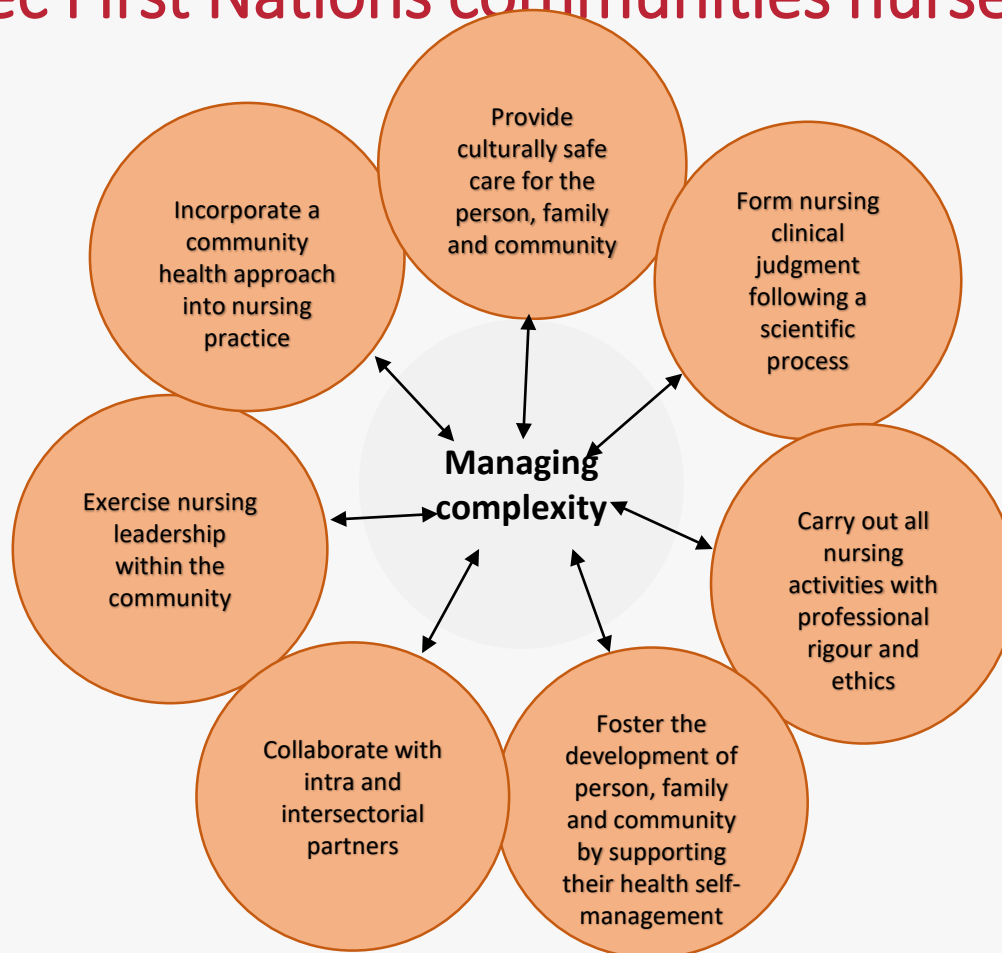
2.2.1 Reconnaît les valeurs, croyances et perspectives qu'elle possède ayant un impact sur les soins et les relations avec la personne, la famille et la communauté.

2.2.2 Modifie, dans sa propre pratique, les attitudes et comportements ayant un impact sur la culture d'une personne, d'une famille ou d'une communauté.

2.2.3 Identifie, dans la pratique de ses collègues, les attitudes et comportements pouvant porter atteinte à la culture d'une personne, d'une famille ou d'une communauté et oriente leurs modifications.

2.2.4 Crée un environnement favorable à la réflexion critique sur la pratique des professionnels de la santé afin de réduire les attitudes et comportements actuels ou potentiels pouvant porter atteinte à la culture de la personne, la famille et la communauté.

7 key-competencies of Québec First Nations communities nurses



The 7 Key Competencies

- A. Provide **culturally safe care** to the person, family and community
- B. Form nursing **clinical judgment** following a scientific process
- C. Carry out all nursing activities with **professional rigour** and **ethics**
- D. Foster the development of the person, family and community by **supporting their health self-management**
- E. **Collaborate** with intra- and inter-sectoral partners
- F. Exercise **nursing leadership** within the community
- G. Incorporate a **community health approach** into nursing practice



The Concept of stages or levels

Stages or levels of development from learning to the development of expertise:

- **Crucial stages** while considering specific aspects of some paths;
- **Description of a progression;**
- Every stage includes **critical learnings that mark an irreversible change**

(Tardif, 2006)



Levels of professional development

Beginner	Experienced	Resource-person	Expert
<p>A beginner level is an experienced nurse who is new to the practice in First Nations communities. She demonstrates autonomy and effective practice with occasional support from nurses who have experience in this context. At the end of probation, a nurse should at least practice nursing according to the beginner level in each competency.</p> <p>0</p>	<p>The experienced level refers to the nurse who is at ease in practicing nursing in First Nations communities and who integrates new intervention strategies based on her experience in this context and on research results. She demonstrates autonomy, team collaboration, and effective practice without requiring support. She prioritizes levels of care.</p> <p>0</p>	<p>The resource-person level corresponds to the nurse who acts as a leader in the nursing team and who gives support to all particularly to the beginner nurses. She practices nursing with a constant focus on the optimisation of her care and the care given by the team members.</p> <p>0</p>	<p>The expert level is the demonstration by a nurse of accurate and specialized care with persons, families, and communities that is so integrated that she refers to her practice as intuitive. She has a deep understanding of the situations and collaborates with key community members. Not all nurses will reach this level of development.</p> <p>0</p>

Self-assessment tool's description

Three sections of the self-assessment tool

- **Section 1:**
 - Community Health Priorities
- **Section 2:**
 - The 7 competencies, their elements and the 4 levels of professional development
- **Section 3:**
 - Strengths, areas of improvement as well as learnings objectives



Self-assessment tool's description

SECTION 1: CONTEXT OF PRACTICE

Identify three community health priorities, check the degree of frequency of health problems and the degree of your professional experience with those health priorities.

Health priorities identified by the community	Throughout the people you meet in your practice, what is the health problem frequency related to those priorities?					What is your professional experience with those health problems?				
	<input type="radio"/> never	<input type="radio"/> rarely	<input type="radio"/> sometimes	<input type="radio"/> often	<input type="radio"/> very often	<input type="radio"/> none	<input type="radio"/> little	<input type="radio"/> good	<input type="radio"/> very good	<input type="radio"/> solid
Health priority #1 in my community is:										
Health priority #2 in my community is:										
Health priority #3 in my community is:										

Section 2 : self-assessment

For each of the 7 competencies :

- Under each element, chose an indicator corresponding to your current level of professional development.
- Support your choice with a brief example taken from your practice (examples are found in the next pages) for each indicator or element. These will guide the global assessment in the next section. They could also serve during a dialogue with your supervisor.
- Transcribe your level of development for each competency in the table for your global assessment.



A

COMPETENCY: PROVIDE CULTURALLY SAFE CARE TO THE PERSON, FAMILY AND COMMUNITY

Beginner

Experienced

Resource-person

Expert

1 Integrate history and culture of the person, family, and community in all nursing interactions and activities

☐ **1.1.1** Explains how the history of First Nations and traditional knowledge influence health and the organization of health services in the community.

☐ **1.1.2** Includes elements of traditional knowledge and beliefs of the person, family, and community in health care activities.

☐ **1.1.3** Collaborates with the person, family and community to plan care that integrates best practices and traditional healing practices.

☐ **1.1.4** Collaborates with key community members including traditional healers of the community in her nursing activities.

☐ **1.2.1** Respects the persons' cultural diversity within the First Nations community.

☐ **1.2.2** Respects the communities' cultural diversity in health care practices.

☐ **1.2.3** Promotes cultural safety and humility principles within the team.

☐ **1.2.4** Ensures that culturally safe care is provided in mutual respect of health practices.

Example and completed actions

1.1.1 I identify the values and beliefs of my culture and, acknowledge the impact to this day of the historical trauma and the residential school on the community health.

1.2.4 In the planning of nursing care, I make sure that the treatments correspond to the client's values and customs. I respect his/her decision to use traditional medicine and inform on alternatives if the health condition does not improve.

B

COMPETENCY: FORM NURSING CLINICAL JUDGMENT FOLLOWING A SCIENTIFIC PROCESS

Beginner

Experienced

Resource-person

Expert

1 Assess the health experience of the person, family, and community

☐ **1.1.1** Uses her theoretical knowledge and clinical tools to assess the health experience using a holistic approach.

☐ **1.1.2** Acknowledges one's health expertise and considers interrelations between person and family when conducting a health assessment.

☐ **1.1.3** Includes right from the start individual, family, and community's dynamics in her evaluation.

☐ **1.1.4** Supports the team by adding her clinical evaluation expertise to that of the team, particularly in complex situations.

☐ **1.2.1** Demonstrates autonomy in her health evaluation while referring to her professional experience and based on the person's previous experiences.

☐ **1.2.2** Chooses her specific questions according to the situation for a more efficient health evaluation.

☐ **1.2.3** Evaluates the complex health issues of the person, family, and community in a systematic approach.

☐ **1.2.4** Widens her evaluation according to epidemiological tendencies of the community.

Example and completed actions

1.1.3 I assess the needs of each patient admitted to Home Care Service with the tool ATMC. From the beginning, this tool assesses the dynamics individual, familial, and community.

1.2.3 In my work as a school health nurse, I look beyond the presenting problem of the youth. I take into account the family context and the community's strengths and limitations.

C

COMPETENCY: CARRY OUT ALL NURSING ACTIVITIES WITH PROFESSIONAL RIGOUR AND ETHICS

Beginner

Experienced

Resource-person

Expert

1 Demonstrate ethical judgment

☐ 1.1.1 Follows the order of nurses' Code of Ethics.

☐ 1.1.2 Detects deontological issues and reports to her supervisor.

☐ 1.1.3 Prevents and addresses any situation that presents a deontological issue.

☐ 1.1.4 Ensures team members have the necessary resources to handle any deontological issue.

☐ 1.2.1 Consults colleagues to identify possible solutions to identified ethical dilemmas.

☐ 1.2.2 Shares with the appropriate internal and external resources to deepen her understanding and analysis of ethical dilemmas.

☐ 1.2.3 Leverages appropriate resources to resolve ethical dilemmas, including persons or groups of experts in ethics.

☐ 1.2.4 Advocates the informed decision of a person and her family in front of all involved authorities.

Example and completed actions

1.1.4 During meeting, I make sure that the staff knows the internal and external resources available in order to help solved ethical issues and emphasize the importance to consult them.
1.2.2 When an ethical issue emerges from a clinical situation, it is important to discuss with colleagues and if necessary to consult specialized resources.

D

COMPETENCY: FOSTER THE DEVELOPMENT OF PERSON, FAMILY, AND COMMUNITY BY SUPPORTING THEIR HEALTH SELF-MANAGEMENT

Beginner

Experienced

Resource-person

Expert

1 Accompany person, family, and community through their health experience

☐ **1.1.1** Researches ways with the person, family, and community to improve their health self-management.

☐ **1.1.2** Uses strategies to enhance the person, family, and community health self-management.

☐ **1.1.3** Develops and shares with the team strategies that enhance the person, family, and community health self-management.

☐ **1.1.4** Elaborates strategic orientations and tools in order to ensure the quality of the person, family, and community health self-management.

☐ **1.2.1** Adapts her teachings to the needs of the person, family, and community.

☐ **1.2.2** Shares teaching methods focused on the person, family and community with team members.

☐ **1.2.3** Develops or adapts educational tools focused on the needs of the person, family, and community.

☐ **1.2.4** Guides the implementation and evaluation of educational tools adapted to the needs of the community.

1.1.2 I adapt my teaching tool to the client by using pictograms to facilitate the integration of a new routine of body care.

1.2.2 I identify with the client the changes he wants to make and I explore with him the best strategies to use in order to reach his health objectives.

Example and completed actions

E

COMPETENCY: COLLABORATE WITH INTRA AND INTERSECTORAL PARTNERS

Beginner

Experienced

Resource-person

Expert

1 Communicate to ensure continuity of care

☐ **1.1.1** Communicates relevant information to appropriate persons that are involved in the person, family, and community's care inside and outside of the community.

☐ **1.1.2** Collaborates with various partners involved in the person's care, including the person, family, and community.

☐ **1.1.3** Establishes and improves relationships and communication in order to improve the service delivery.

☐ **1.1.4** Advocates for the community to internal and external partners in order to optimize service delivery.

☐ **1.2.1** Provides information to the person, family, and community regarding available resources.

☐ **1.2.2** Encourages the use of appropriate resources in accordance to the situation of the person, family, and community.

☐ **1.2.3** Promotes the continuity of care between the person, family, and community and all service providers.

☐ **1.2.4** Develops strategies to ensure seamless communication processes.

Example and completed actions

1.1.2 I plan with the caregiver, Social Services and Home Care Centre, a temporary placement for a client with special needs.
1.2.3 I play a pivotal role when referring the client to the appropriate resources and making sure that he receives the recommended treatment. I communicate the results to the other partners involved in the care.

F

COMPETENCE: EXERCISE NURSING LEADERSHIP WITHIN THE COMMUNITY

Beginner

Experienced

Resource-person

Expert

1 Demonstrate initiative and creativity in one's clinical practice

☐ 1.1.1 Shows initiative, respecting her strengths and limitations.

☐ 1.1.2 Demonstrates autonomy in any encountered situations.

☐ 1.1.3 Directs actions and delegates responsibilities.

☐ 1.1.4 Helps all team members use their strengths to support the health partnership with the community.

☐ 1.2.1 Is actively involved in the healthcare center team according to its current structure.

☐ 1.2.2 Recommends changes within the healthcare center team regarding the care of persons and families.

☐ 1.2.3 Offers innovative ideas for community's health issues inside and outside of the healthcare center team.

☐ 1.2.4 Brings innovative ideas to the community level.

☐ 1.3.1 Consults a nursing mentor (resource-person)

☐ 1.3.2 Supports and guides the beginner nurses while learning from various team members.

☐ 1.3.3 Acts as a mentor within the nursing team.

☐ 1.3.4 Coordinates the mentorship process.

Example and completed actions

1.1.3 I coordinate the services given to a client living with his family with my teamwork composed of nursing aids and nursing assistant. I delegate some tasks and supervise the whole care administration.
1.2.3 I sit on the Suicide Prevention Committee where I have the opportunity to share my ideas. All together we organize activities aimed toward prevention and, to sensitize the community to this health issue.

G
(cont'd)

COMPETENCY : INCORPORATE A COMMUNITY HEALTH APPROACH INTO NURSING PRACTICE

Beginner

Experienced

Resource-person

Expert

2 Promote health equity in First Nations communities

2.1.1 Participates with the team in the implementation of strategies that promote health equity based on the knowledge of the specific determinants of health.

2.1.2 Collaborates with community and intersectoral partners to initiate strategies to promote health equity.

2.1.3 Ensures that a consistent effort is made to promote health equity in First Nations communities by building capacity to address the health priorities of that particular community.

2.1.4 Evaluates the cultural relevance and effectiveness of strategies used to promote health equity in the First Nations community.

2.1.4 I implement programs adapted culturally based on health determinants tied to specific populations (on territory and in indigenous language).

Example and completed actions

Section 2: global assessment

OVERVIEW OF MY SELF-ASSESSMENT

Please check, under each competency, your professional level

Competency

A Provide culturally safe care to the person, family and community

B Form nursing clinical judgment following a scientific process

C Carry out all nursing activities with professional rigour and ethics

D Foster the development of person, family, and community by supporting their health self-management

E Collaborate with intra and intersectorial partners

F Exercise nursing leadership within the community

G Incorporate a community health approach into nursing practice

For each competency, my level of development is...

- ☐ Beginner
- ☐ Experienced
- ☐ Resource-person
- ☐ Expert

- ☐ Beginner
- ☐ Experienced
- ☐ Resource-person
- ☐ Expert

- ☐ Beginner
- ☐ Experienced
- ☐ Resource-person
- ☐ Expert

- ☐ Beginner
- ☐ Experienced
- ☐ Resource-person
- ☐ Expert

- ☐ Beginner
- ☐ Experienced
- ☐ Resource-person
- ☐ Expert

- ☐ Beginner
- ☐ Experienced
- ☐ Resource-person
- ☐ Expert

- ☐ Beginner
- ☐ Experienced
- ☐ Resource-person
- ☐ Expert

Please check the definition describing the best your actual level of professional development.

Beginner

A beginner level is an experienced nurse who is new to the practice in First Nations communities. She demonstrates autonomy and effective practice with occasional support from nurses who have experience in this context. **At the end of probation, a nurse should at least practice nursing according to the beginner level in each competency.**



Experienced

The experienced level refers to the nurse who is at ease in practicing nursing in First Nations communities and who integrates new intervention strategies based on her experience in this context and on research results. She demonstrates autonomy, team collaboration, and effective practice without requiring support. She prioritizes levels of care.



Resource-person

The resource-person level corresponds to the nurse who acts as a leader in the nursing team and who gives support to all particularly to the beginner nurses. She practices nursing with a constant focus on the optimisation of her care and the care given by the team members.



Expert

The expert level is the demonstration by a nurse of accurate and specialized care with persons, families, and communities that is so integrated that she refers to her practice as intuitive. She has a deep understanding of the situations and collaborates with key community members. Not all nurses will reach this level of development.



Section 3

- My strengths and my areas of improvement
- My learning objectives
- The learning strategies more suitable to reach my learning objectives



SECTION 3: MY STRENGTHS AND MY AREAS OF IMPROVEMENT AS WELL AS MY LEARNING OBJECTIVES

Example: Once I completed the tool my professional rigour (competency C) emerged as my strength. However one area of improvement would be to exercise my clinical leadership in my community more effectively (competency F). My learning objective will be: Within a 5-year Plan, to further mobilize people and resources from different sectors of activities in order to better respond the community needs' priorities. Registering to a coaching training program could consolidate my competency.

AFTER COMPLETION OF THE SELF-ASSESSMENT AND DEVELOPMENTAL TOOL.

What are my strengths and my areas of improvement?

Strengths

Ex. : Professional rigour (competency C)

Competency C is my strength. I am up-to-date on evidence base data in my domain of practice.

Areas of improvement

Ex. : Clinical leadership (competency F)

Competency F is to be improved. See my learning objective.

What are my learning objectives/learning strategies for the year coming?

Learning objectives

(regarding 1 or 2 competencies)

Ex.: Within the 5-year Plan, to further mobilize people and resources from different sectors of activities in order to better respond the community needs' priorities.

Learning strategies

(ex: online course, reflexive practice group)

Ex.: Coaching training program

1 In perspective of a quinquennial plan, be more proactive to engage the individuals and resources of various sectors in order to respond the priorities of the community.

2

3

Coaching - online course.

Date: January 2020

Name of the nurse: _____

Supervisor: _____



EXAMPLES

	Competency	Element	Level marked	Example and completed action
	A. Provide culturally safe care to the person, family and community	Element 1: Integrate history and culture of the person, family, and community in all nursing interactions and activities	Beginner	I identify the values and beliefs of my culture and, I acknowledge the actual impact of the historical trauma and the residential school on the community health.
	B. Form nursing clinical judgment following a scientific process	Element 2: Reach a clinical decision based on one's evaluation of the health experience of the person, family and community	Beginner	I ask my colleagues for advice when I have some doubts about my clinical assessment.
	C. Carry out all nursing activities with professional rigour and ethics	Element 2: Demonstrate a scientific approach	Experienced	Knowledge of the last recommendations found in Clinical Practice Guidelines (regarding the health problem of my client).
	D. Foster the development of person, family and community by supporting their health self-management	Element 1: Accompany person family, and community through their health experience	Experienced	<ul style="list-style-type: none"> ■ Identification with the client of the changes he wants to make. ■ Explore with him the best strategies to use to reach his health objectives.
	E. Collaborate with intra and inter sectoral partners	Element 3: Ensure coordination of services	Resource-person	I coordinate inter-sectorial meetings in order to support the development of a teenager whose mother is having difficulties.
	F. Exercise nursing leadership within the community	Element 1: Demonstrate initiative and creativity in one's clinical practice	Resource-person	<ul style="list-style-type: none"> ■ Coordination the services given to a client living with his family with my team (nursing aids and nursing assistant). ■ Delegate some tasks. ■ Supervision of the health care administration.
	G. Incorporate a community health approach into nursing practice	Element 2: Promote health equity in First Nations communities	Expert	Implementation of a program based on health determinants for a targeted population + culturally adapted (targeted territory, and in First Nation language).



Once the tool is completed...

