

Competency Programs in Pharmacy Practice: Where Are We Today?

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Monday Morning

Objectives

- Discuss the elements of competence in pharmacy practice
- Discuss competence standards in pharmacy practice
- Establish an effective competency program

Competence

Why is it important?

- Ensure effective, appropriate, and safe patient care
- In the best interest of patients, visitors, and staff
- Required by accreditation and professional organization standards
- Required by some laws and regulations

Polling Question

Competency assessment is especially important to my institution because:

- a. Our current process is not well-structured
- b. Accreditors have told us we need to improve
- c. Our current process is stale
- d. New performance expectations need to be integrated
- e. Other



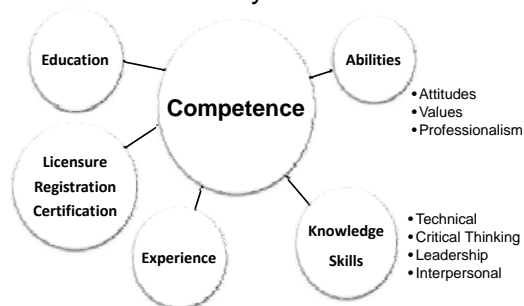
Defining Competence

The ability to perform a job according to defined expectations

Competent Individual:

- Possesses essential knowledge, skills, and abilities to perform the job
- Actually performs according to defined expectations

Components of Competence in Pharmacy Practice



Polling Question

Which component of competence is the most challenging for me to assess?

- 1) Knowledge Base
- 2) Technical Skills
- 3) Interpersonal Skills
- 4) Leadership Skills
- 5) Clinical Decision Making



What is a Competency?

- Variability of definitions in the literature
 - Dependent on variety of social, political, economic factors
 - Some common elements
- A definition using the common elements:

A set of observable knowledge, skills, and abilities necessary for performing a job

➤ Use to set standards of performance that must be met

Desirable Characteristics of a Competency

- Focus on the performance of the end-product or goal-state of instruction
- Reflect expectations that are an application of what is learned in the immediate instructional program
- Expressible in terms of measurable behavior
- Use a standard for judging competence that is not dependent upon the performance of other learners
- Inform learners, as well as other stakeholders, about what is expected of them

Medical Education 2008; 42: 248–255

Polling Question

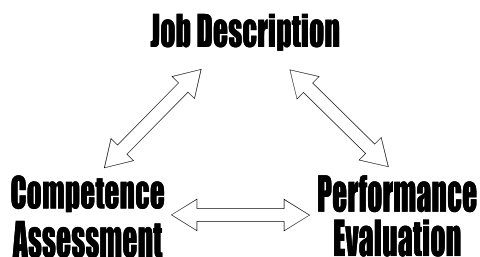
*Pharmacotherapy Knowledge:
Demonstrate knowledge of
hypertensive medications through
performing in the top 80% of
students on the course examination.*

The above meets all 5 desirable characteristics of a competency.

- 1) True
- 2) False (correct)



The Performance Triad



Job Description

- Defines qualifications and performance expectations
- Performance expectations or standards are
 - Employee specific
 - Job-related (includes duties and responsibilities)
 - Measurable
- Provides the basis for competencies required
- Reviewed and updated periodically to reflect current practice

Competence Assessment

- Validates the ability to perform to minimum defined expectations (i.e., competencies)
- Competencies must be
 - Pre-defined
 - Objective
 - Measurable
 - Related to job-specific performance standards
- Includes processes for feedback, mentoring, and remediation
- Ongoing at defined intervals

Performance Evaluation

- Evaluates overall job performance
 - Measures how well one performs
- Evaluates performance standards in job description
- Not a substitute for competence assessment
 - Can consolidate into a simultaneous activity
- Includes processes for feedback, mentoring, and remediation
- Performed at defined intervals

Competence Standards in Pharmacy Practice

- Centers for Medicare and Medicaid Services (CMS)
 - Conditions of Participation and Interpretive Guidelines
- Accreditation Standards
 - The Joint Commission
 - National Integrated Accreditation for Healthcare Organizations (NIAHOSM)
 - Healthcare Facilities Accreditation Program (HFAP)
- Differences in terminology:
competence assessment **vs** performance assessment

CMS and Accreditation Standards

Requirements and Expectations:

- Organization defines competencies to be assessed
- **However**, the standards mention
 - Specific competencies
 - Specific areas of competence
 - High-risk, low volume, problem-prone procedures
 - New/updated procedures, technology, equipment, duties
 - Need for improvement identified through QA/PI indicators
 - Required by laws and regulations
 - Some standards mention performance by "qualified" or "competent" individuals

CMS and Accreditation Standards

Requirements and Expectations (cont.):

- Use objective, measurable criteria to assess competence
- Competence assessed initially and at intervals defined by
 - The organization
 - Laws and regulations
 - Accrediting organization-specific intervals
- Competence is documented

Competence Standards in Pharmacy Practice

Pharmacy-related Organizations:

- Pharmacy Professional Organizations
 - Pharmacists: ACCP, ASHP, APhA, ASCP
 - Technicians: AAPT, NPTA, ASHP, APhA
- Residency, Fellowship, and Certification Programs
 - Examples: BPS, ASHP, PTCB
- Other Pharmacy Organizations
 - Examples: ACPE, NABP

Competence Standards in Pharmacy Practice

Other Sources of Competence Standards:

- Regulatory
 - Boards of Pharmacy
 - State scope of practice acts
- United States Pharmacopeia (USP)
 - Examples: sterile compounding, non-sterile compounding
- ACLS and BLS certification programs
- Organization-specific
 - Examples: fire safety, emergency management, infection prevention

Polling Question

Laws/regulations in my state limit the ability to develop new staff roles and competencies needed to implement practice model change.

- 1) Yes
- 2) No
- 3) Unsure



Education and Training in Competency Programs

- Essential for providing the necessary knowledge, skills, and abilities
- Types of education and training programs
 - Didactic
 - Experiential
- Technology has greatly expanded methods of delivery
 - Examples:
 - Web-based training
 - computer-assisted simulations
 - patient robots
- Most effective if developed in a competency format

Methods of Assessing Competence

- Cognitive Testing
 - Primarily evaluates factual knowledge
 - May include basic abstract problem-solving
- Simulation
 - Usually in form of case studies
 - Integrates application of knowledge, skills, and abilities in problem-solving
- Observation
 - Evaluates competence in actual "real-life" practice
 - Involves evaluation of a process or end product of performance
- Combination of methods

Methods of Assessing Competence

Effective methods

- Are appropriate for the knowledge, skills, and abilities being assessed
- Use objective, measurable criteria
- Consistently validate the demonstration of knowledge, skills, and abilities required

Polling Question

In my opinion, what is the most effective method of assessing competence?

- 1) Cognitive testing
- 2) Simulations
- 3) Observation
- 4) A combination of methods



Competence: When to Assess

- Orientation
- Education and training
- New/updated duties and responsibilities
- New/updated procedures, technology, equipment
- Need for improvement identified through quality/performance indicators
- As required by laws and regulations
- Ongoing assessment of critical competencies

Polling Question

In my institution, what is the most effective method of scheduling ongoing competence assessment?

- 1) Annual "skills assessment" days
- 2) Assessments assigned throughout the year
- 3) Individual-directed



Documenting Competence

Documentation should include

- Date of assessment
- Reason for assessment
- Method(s) of assessment
- Outcome of assessment
- Recommendations for improvement
- Date of re-evaluation or next assessment



Barriers to Effective Competency Programs

- Complexity of organization's program
- "One size fits all" approach by organizations
- Staff question need to evaluate their competence
- Failure to review and update competencies to reflect current practice
- Inadequate training and education resources
- Lack of time and resources to perform assessments



Polling Question

What is the primary barrier to an effective competency program in my institution?

- 1) Complexity of the organization's program
- 2) Failure to review and update competencies
- 3) Lack of time and resources to perform assessments
- 4) Staff attitudes regarding the need to evaluate competence
- 5) Inadequate resources for training and education



Polling Question

We need to invest more _____ in competency development.

- a. Human resources
- b. Fiscal resources
- c. Educational resources
- d. Other resources
- e. We have the proper investment



