Clinical Competency Assessment Tool (CCAT)

An overview for Students on UCD SNMHS Post Graduate Diploma programmes

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Outline

- Definitions
- Aim of the CCAT
- Criteria for Assessors
- Domains of Competence
- Preparation for (learning needs) and completion of CCAT
- Timelines for completion
Definitions

• Competence is understood as:
  – the attainment and application of knowledge, intellectual capacities, practice skills, integrity and professional and ethical values required for safe, accountable, compassionate and effective practice as a registered nurse or registered midwife (NMBI, 2015)

• Domains of competence: represent a broad enabling framework to facilitate the assessment of … nurse/midwife’s clinical practice (NMBI, 2015)

Each domain consists of performance criteria and their relevant indicators
Aim of CCAT

• The aim of this assessment tool is to facilitate the assessment process and to enable the student to demonstrate her/his knowledge, skills and understanding of specialist theory and practice.

• The student may also be required to complete programme specific clinical/theoretical outcomes which will need to be presented as evidence for this assessment.

• The assessment tool is used to record the student’s level of competence in the domains identified.

• Functions as a formal assessment of the Clinical Practicum Modules with a Pass/Fail outcome.
Criteria for Assessors

• Assessments will be undertaken by clinical co-ordinators/clinical facilitators (CF)/CNMs/staff nurses who show a willingness to accept the responsibilities of the role in collaboration with the programme director
  – Be registered nurses with professional qualifications appropriate to the programme being examined and/or have at least two years post registration experience in area of clinical practice appropriate to the programme being examined
  – It is preferable that the same assessor undertakes all 3 assessments with the student
Quality, Safety and Leadership

10.0 Quality, Safety and Leadership Learning Object

It is a requirement of this module that the student must engage with the three concepts of Quality, Safety and Leadership utilising the Comprehensive Unit-based Safety Programme (CUSP) toolkit.

Criteria for Students

- The student must demonstrate engagement with the Quality, Safety and Leadership learning object utilising the Comprehensive Unit-based Safety Program (CUSP Toolkit, 2014).
- The student must liaise with her/his nominated assessor in the selection of an episode of care before completing the reflective exercise.

The student has demonstrated engagement with the Quality, Safety and Leadership learning object utilising the Comprehensive Unit-based Safety Program (CUSP Toolkit, 2014).

Needs to be signed by Assessor & Student before the date of final submission on completion of programme.
1. Professional Values and Conduct of the Nurse Competences
2. Nursing Practice and Clinical Decision Making Competences
3. Knowledge and Cognitive Competences
4. Communication and Inter-personal Competences
5. Management and Team Competences
6. Leadership and Professional Scholarship Competences

Next few slides: Focus is on preparation of and completion of CCAT
Prior to each meeting, Student must have identified learning needs appropriate to each domain (6) complete the relevant section for each domain for the upcoming meeting.

Review each domain, subdomain and indicators and consider how they apply with reference to your current role and your patient population. Some examples are given in the following slides.

Discuss with Assessor – please be specific.

Programme specific outcomes should be consulted when considering your learning needs.
5.0 Domain One: Professional Values and Conduct of the Nurse Competences
Knowledge and appreciation of the virtues of caring, compassion, integrity, honesty, respect and empathy as a basis for upholding the professional values of nursing and identity as a nurse.

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Identified Learning Needs</th>
<th>Assessor’s Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting One</td>
<td>Need to have completed prior to 1\textsuperscript{st} meeting with assessor (October/November)</td>
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<tr>
<td>Meeting Two</td>
<td>Need to have completed prior to 2\textsuperscript{nd} meeting with assessor (January/February)</td>
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<tr>
<td>Meeting Three</td>
<td>Need to have completed prior to 3\textsuperscript{rd} meeting with assessor (April/May)</td>
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</table>

Discuss the dates for completion with the programme director
1. Professional Values & Conduct of the Nurse Competences

Subdomains
1. Practice safely, responsibly and accountably
2. Demonstrate appropriate professional behaviour
3. Practices within the limits of own competence
4. Practise compassionately

Examples of learning needs
• Need to update myself on the data protection policy, GDPR, Dignity and Respect policy … new protocol for the management of x procedure … ,
• Need to update myself on … NMBI Standards and Guidance (e.g. Working with Older People), legislation.
2. Nursing Practice & Clinical Decision Making Competences

Subdomains
1. Assess nursing and health needs
2. Plan and prioritise person-centred nursing care
3. Demonstrates effective clinical decision-making

Examples of learning needs
• To further refine my assessment skills of patients admitted with x complication
• To become competent in identifying patients at high risk of … based on diagnosis, age, comorbidities
• To be able to effectively assess and manage patients who have undergone x procedure/surgery
3. Knowledge & Cognitive Competences

Subdomains

1. Use critical thinking effectively to inform practice
2. Practise from a competent knowledge base

Examples of learning needs

- *I need to develop my critical thinking skills further in the context of caring for patients presenting with certain symptoms i.e. consider other possible conditions/complications … needs to be evidence based*
- *I need to reflect on and consider my own learning needs in relation to undertaking x procedure*
4. Communication & Interpersonal Competences

Subdomains
1. Demonstrates the ability to communicate effectively in writing
2. Demonstrates the ability to communicate effectively verbally
3. Demonstrates the ability to communicate effectively with the multi-disciplinary team

Examples of learning needs
*I need to improve communication with the MDT … engage more with consultants, observe senior staff member discuss prognosis, breaking bad news*
*I need to develop strategies to overcome barriers to communication (sensory, psychosocial, language, literacy)*
5. Management & Team Competences

Subdomains
1. Demonstrate an ability to plan, lead, organise & co-ordinate nursing care.
2. Practise collaboratively
3. Manage team, others and self safely

Examples of learning needs
I need to become more familiar with supports for patients within/outside hospital On placement, I need to spend time with the MSW, dietician, physiotherapist, psycho-oncologist in order to gain a better understanding of his/her role so that the referrals I make are appropriate.

I need to take charge of the unit … agree dates with CNM
6. Leadership & Professional Scholarship Competences

Subdomains
1. Develop leadership potential
2. Reflect on & appraise practice

Examples of learning needs

I need to seek regular constructive feedback from my CNM/senior colleagues in order to enhance my skills in x area.

I need to become more involved in clinical audits on my unit, for example, I will aim to contribute to the planned audit on x.

I need to focus my case presentation on x complication as this is something we see quite often on the unit. I will share the most recent evidence with my colleagues.
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>STANDARD</th>
<th>QUALITY INDICATOR</th>
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</thead>
</table>
| Novice (N)  | Safe, accurate and effective performance with constant supervision        | • Skilful in some aspects but lacks co-ordination.  
• Displays limited confidence.  
• Spends considerable time in achieving learning outcomes.  
• Occasionally able to focus on the patient, but concentrates on skills. |
| Advanced Beginner (AB) | Safe, accurate and effective performance with appropriate supervision | • Skilful and co-ordinated performance in some aspects of care.  
• Displays some degree of confidence.  
• Spends excess time in achieving outcomes.  
• Focuses on patient but is distracted when skill is more complex. |
| Competent (C) | Safe, accurate and effective performance without the need for direct supervision | • Skilful and co-ordinated performance.  
• Displays increasing confidence.  
• Economical, effective and efficient use of time.  
• Able to focus primarily on the patient. |
| Proficient (P) | Safe, accurate and effective performance without the need for supervision | • Skilful and co-ordinated performance.  
• Has the ability to problem solve and engage in discriminate thinking.  
• More holistic understanding and improved decision making.  
• Learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. |
| Expert (E)  | Safe, accurate and effective performance without the need for supervision | • Skilful and co-ordinated performance.  
• Intuitive grasp of situations without the need for extensive consideration of a wide range of alternative ineffective diagnoses or solutions.  
• Is able to recognise patterns and quickly make decisions. |

Need to be here by the 3rd (final) meeting.
For successful completion of the programme

- Although some students may attain higher levels of achievement, all students should be deemed at least ‘competent’ in all indicators of all sub-domains of all domains by the third assessment.

- The level of achievement (N, AB, C, P, E) must be individually recorded for all indicators (i.e. not AB-C) or “√”

- Must achieve the clinical learning outcomes (where required) and have them signed by the assessor.
<table>
<thead>
<tr>
<th>Domain of Competence</th>
<th>Sub-Domain</th>
<th>Indicator</th>
<th>Level of Achievement Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Management and Team</td>
<td>Demonstrates an ability to plan,</td>
<td>• Contribute to the overall goal/mission of health care institution</td>
<td>One</td>
</tr>
<tr>
<td>Competences</td>
<td>lead, organise &amp; coordinate nursing</td>
<td>• Is aware of the legal, social, political &amp; cultural issues which impact</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>care</td>
<td>on the provision of health care</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Use a range of supportive strategies when supervising aspects of care</td>
<td>AB</td>
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<tr>
<td></td>
<td></td>
<td>delegated to others</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Delegate to others activities which are commensurate with their</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>competence &amp; within their scope of professional practice</td>
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<tr>
<td></td>
<td></td>
<td>• Recognise the changing nature of care &amp; adapts accordingly</td>
<td>AB</td>
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<tr>
<td></td>
<td></td>
<td>• Understand the roles &amp; functions of other members of the multi-</td>
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<tr>
<td></td>
<td></td>
<td>disciplinary team &amp; uses/involves them appropriately in patient care</td>
<td>AB</td>
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<tr>
<td></td>
<td></td>
<td>• Demonstrate familiarity with local management structures &amp;</td>
<td>AB</td>
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<tr>
<td></td>
<td></td>
<td>communication/reporting channels</td>
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<tr>
<td></td>
<td></td>
<td>• Assess priorities, manage time, caseload and resources safely and</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>effectively</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Act as a positive role model in decision-making, taking action, and</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>supporting others</td>
<td></td>
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</tbody>
</table>

Assessment 1: Date: [Signed Clinical Assessor]
Assessment 2: Date: [Signed Clinical Assessor]
Assessment 3: Date: [Signed Clinical Assessor]
## Knowledge and Cognitive Competences

### Use critical thinking effectively to inform practice
- Use relevant knowledge to underpin critical thinking
- Develop analytical skills for problem-solving, critical thinking, reasoning, evaluation and synthesis of information.
- Demonstrate a thoughtful questioning attitude to his/her practice and that of others
- Demonstrate ability to draw on past experience & knowledge to recognise patterns & salient cues to guide decision-making process
- Demonstrate an ability to see current situation in a wider context
- Identify personal learning needs and the steps needed to meet them.

### Practise from a competent knowledge base

<table>
<thead>
<tr>
<th>Domain of Competence</th>
<th>Sub-Domain</th>
<th>Indicator</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Cognitive Competences</td>
<td>Use critical thinking effectively to inform practice</td>
<td>Use relevant knowledge to underpin critical thinking</td>
<td>N</td>
<td>AB</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Practise from a competent knowledge base</td>
<td>Develop analytical skills for problem-solving, critical thinking, reasoning, evaluation and synthesis of information.</td>
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</tbody>
</table>

This will be handed back and will need to be resubmitted!
Important Points

• Please ensure that the learning needs you identify are specific and meaningful … i.e. rather than stating I will adhere to the policies … identify which policies/protocols in particular that you need to update yourself on and adhere to

• All clinical documents should be completed using pen rather than pencil.

• Students need to ensure to co-sign and that all content including signatures are legible and clear
Supportive Action Plan

• At any stage in the assessment process, a supportive action plan can be formulated using the pro-forma provided at the end of the document to assist the student to attain the desired level of competence prior to the next assessment.

• An Action Plan will normally be formulated within three weeks, in the event of the student not having reached the required standard of competence.
Assessment of progress

• CCAT will be taken up by programme director *normally* on the last day of class in Trimester 1

• First Assessment should be completed and signed off

________________________________________

Students who have not attained the required level of Competence by **Formal Assessment Three** will be submitted as a fail mark in the Clinical Practicum Module to the Exam Board

→ Need to repeat the assessment using new copy of CCAT and a Supportive Action Plan will be initiated under the direction of UCD programme director
Important Points

• Student’s responsibility to approach Assessor to discuss the arrangements for the 3 assessments Normally

• First Assessment around **October/November** Second Assessment in **January**

Third Assessment before the end of the programme – **April/May**

• Plan meetings earlier rather than later in anticipation of unexpected issues that may arise

So please discuss with programme director

Please make a copy of this completed document for yourself prior to submission at the end of the programme to have for your portfolio
Contact

• Students and/or Assessors may contact the relevant programme director in UCD at any time if clarification is required

• It is better to identify and address problems/issues early on in the process

• Any Questions?
• Enjoy your programme over the coming year
• Thank you
Resources

• HSELand Learning Programmes
  – http://www.hseland.ie/tohm/default.asp

• Nursing and Midwifery Board of Ireland (NMBI)
  – http://www.nursingboard.ie
  – Current publications
  – NMBI Ezine
Acknowledgements

• Thank you to all assessors for undertaking the role of assessing students on the UCD Graduate Diploma in Nursing Studies programmes

• The CCAT document was developed by UCD colleagues in partnership with clinicians in MMUH, SVUH, OLH, CHI, Crumlin, The National Rehabilitation Hospital, The Children’s University Hospital
Bibliography

• Health Service Executive Standards and recommended practices for healthcare records management (2011) Available online at:
  - Nursing and Midwifery Board of Ireland (NMBI) (2015) *Scope of Nursing and Midwifery Framework*. Nursing and Midwifery Board of Ireland, Dublin.
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• NMBI (2003) *Guidelines on the key points that may be considered when developing a quality clinical learning environment*. NMBI, Dublin, Ireland.

• NMBI (2014) *Code of professional conduct and ethics for registered nurses and registered midwives*, NMBI, Dublin.

