Competency Statements and Verification Methods
A general statement that describes the desired knowledge, skills, and behaviors

Defines what we want to evaluate

Drives Verification Methods
Bloom’s taxonomy to assist in verb selection

**Bloom’s Taxonomy**

- **Remember**
  - Recall facts and basic concepts
  - Define, duplicate, list, memorize, repeat, state

- **Understand**
  - Explain ideas or concepts
  - Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

- **Apply**
  - Use information in new situations
  - Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

- **Analyze**
  - Draw connections among ideas
  - Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

- **Evaluate**
  - Justify a stand or decision
  - Appraise, argue, defend, judge, select, support, value, critique, weigh

- **Create**
  - Produce new or original work
  - Design, assemble, construct, conjecture, develop, formulate, author, investigate

Vanderbilt University Center for Teaching
### Creating a Competency Statement

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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Step 5: Determine Verification Methods/Validators

Knowledge
- Tests/Exams
- Presentations

Skills
- Return Demonstration
- Evidence of Daily Work

Attitude/Behavior
- Case Studies
- Exemplars
- Peer Review
- Self Assessment
- Discussion/Reflection Groups

Multiple Domains
- Mock Events/Surveys
- Quality Improvement Monitors
Test/Exam

▪ Domain: Skills and Knowledge
▪ Method: Measures attainment of cognitive information
▪ Examples: Written Exam, oral exams, calculation tests and cross word puzzles
▪ Limitations: Does not reflect behavioral, performance or psychomotor skills
▪ Things to Consider
  – What is your pass rate?
  – Is it ok if they get certain items incorrect
Return Demonstration

- Domain: Technical Skills
- Method: Demonstrate a set of skills to a skilled observer
- Examples: Airway Bagging Techniques, lab tests and cleaning equipment
- Limitations: Observer Influence
- Things to consider:
  - Is your observer competent?
  - Standardized criteria for successful observation
  - Artificial Environment or real-world setting
    - If real world ensuring safe practice
Evidence of Daily Work

- Domain: Technical
- Method: Assess actions we do within our daily work
- Examples: Confirm set up of a new piece of equipment
- Limitations: Captures a moment in time
- Things to consider:
  - Cost Effective
  - Ability to capture and document it
Case Studies

- **Domain:** Critical Thinking
- **Method:** Use a story to answer questions
- **Examples:**
  - Create a story and ask questions that reflect the situation and capture the nature of the competency
  - Identify questions then have employees use their real-life situations as the story
- **Limitations:** Cannot be used for technical skills
- **Things to consider:**
  - Applying to real life situations is better at capturing what they would do in practice
Exemplars

- Domain: Critical Thinking and Interpersonal Skills
- Method: Story you tell or write about yourself and actions taken
- Examples: Customer service, effective communication and others. Describe rationale for action
- Limitations: Does not assess technical skills
- Things to consider:
  - Standardized criteria for successful exemplar
  - Possible consideration for awards
Peer Review

- Domain: Critical Thinking and Interpersonal Skills
- Method: Peers evaluate practice
- Examples: Written or face to face review
- Limitations: Observation bias
- Possible Competency Statement Keyword Examples:
  - Demonstrate
  - Show
  - Use
- Things to consider:
  - Can be a positive motivating experience or devastating negative experience
  - Environment must be safe for those giving, receiving and interpreting feedback
  - Discuss the intent of the peer review
  - Confirm, with the group, that the above meets all the safe criteria
  - Standard criteria for success
Self Assessment

- Domain: Critical Thinking
- Method: Evaluate self
- Examples: Pain Management Self assessment
- Limitations: Self Bias
- Things to consider:
  - Reflective exercise
  - Best if used for Affective Domain- values, beliefs, opinions and attitudes
  - Questions regarding validity
Presentations

- Domain: Knowledge
- Method: Present on a topic
- Examples: Presenting information gained from an experience or educational event
- Limitations: Not everyone is comfortable giving a presentation
- Things to consider:
  - Giving a presentation, not merely attending one.
  - May be more time consuming then other methods
  - Standard criteria for success
Mock Events/Surveys

- Domain: Can assess multiple domains
- Method: Simulations of real world situations:
  - Examples: Mock Code
- Limitations: Realism of scenario
- Things to consider
  - Often used for events that are high risk, time dependent, infrequent or hazardous
  - Reflects individual performance
  - Debriefing sessions are essential
  - Announced versus unannounced
  - Standard criteria for success
Quality Improvement Monitors

- Domain: All 3 domains
- Examples: Chart audits, compliance reports and others
- Limitations: Limited by type of data used
- Things to consider:
  - Can only be used when a QI monitor reflects individual performance
  - Can encourage staff to be part of the QI process
Discussion/Reflective Groups

- Domain: Critical Thinking
- Examples: Debriefing after a code, discuss a hypothetical situation and others
- Limitations: Does not capture technical skills unless linked with mock events
- Things to consider:
  - Can promote group cohesiveness and mutual support
  - May use a case study to prompt discussion
  - Need a facilitator
  - Competency criteria should be established and discussed with the group
Onsomble: Competency Statements Verification

## Competency Validation Method Selection

Demonstrates understanding of the special needs of elderly and confused patients who may be at high risk for falls

<table>
<thead>
<tr>
<th>Verification Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case Study</strong></td>
</tr>
<tr>
<td>Complete the case study on Falls Risks with the Elderly and Confused</td>
</tr>
<tr>
<td><strong>Discussion / Reflection Groups</strong></td>
</tr>
<tr>
<td><strong>Evidence of Daily Work</strong></td>
</tr>
<tr>
<td>Provide a care plan you created for a elderly or confused patient that includes falls risk.</td>
</tr>
</tbody>
</table>

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Competency Statements and Verification Methods

Competency methods must align with your verification methods

Example:

**Competency Statement**

*Demonstrate* proper technique for foley catheter removal

**Verification Methods**

- Written Test
- Return Demonstration