Validating Competency
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Objectives

- Process for tool validation
- Identified competencies related to managing responsive behaviours
- Alignment with interdisciplinary healthcare providers
- Importance of stakeholders
- Orientation to focus groups
Tool Validation Process

Phase 1: Constructing the items
- Participants: Expert group
- Constructing the items & face validity

Phase 2: Pilot test
- Participants: Expert group & Healthcare professionals
- Content validity

Phase 3: Pilot test
- Participants: Healthcare professionals
- Consistency test

Phase 4: Assessment of the stability
- Participants: Healthcare professionals
- Stability test (test-retest)

Phase 5: Final test
- Participants: Healthcare professionals
- Validity, reliability and internal consistency test

Emami & Safipour, 2013
Where are we in the process?

Phase 1: Constructing the items

Participants: Expert group

Constructing the items & face validity
Competency areas as identified by Behavioural Supports Ontario

- Knowledge
- Person Centered Care Delivery
- Clinical Skills
- Field Based Quality Improvement
- Change Management Skills
- Leadership, facilitation, coaching and mentoring
Competency areas continued..

- Cultural Values and Diversity
- Prevention and Self-Management
- Resiliency and Adaptability
- Collaboration and Communication
- Professional and Work Ethics
- Technology Skills
Competency Alignment

Alignment with:
Competencies defined by Behavioral Supports Ontario

- Specific to behaviors related to Mental Health, Dementia, Addictions, Neurological Disorders
- Validated competencies
  - Build Capacity of Care Teams
  - Caregivers
Stakeholder Feedback

• **Phase 1 - Behavioral Supports Alberta**
  • Focus Groups
  • Large Group Discussions

• **Phase 2 - Further validation**
  • Post tool development
  • Stakeholder feedback
Conclusion

• Evaluating competency occurs on a continuum

• Application of competency-related education is essential in competency practice

• Adopting a framework for competency measurement with an interdisciplinary focus and alignment can support the alignment in care delivery, team cohesion and ultimately provide a safe, supportive workplace.
Focus Groups

Policy Makers/ Regulators: Room 2-140

Administration/Organizational Level: Room 2-135

Clinical Management- Program or Unit level: Room 2-131

Direct Clinical Practice: Room 2-125

Educators- Clinical: Room 2-121

Educators- Post Secondary: Room 1-135

Community Based Service: Room 1-121

Researchers: Room 1-131

Teleconference Group: facilitated, stay on the line

Calgary- 2 Groups

Videoconference sites: discuss amongst your colleagues