Competency:
Legislation, Policy and Curricula

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Presentation Overview

- Legislation
- Policy & Competencies In Practice
  - Converging Policy, Legislation & Curricula
  - Curricula
    - Competency-Based Education
      - Alberta’s Continuing Competency Program
      - Northern Lakes LPN Case Study
- Conclusion
A Process To Apply Competencies in Practice

Legislation

Regulation

Policy/Curriculum
HEALTH PROFESSIONS ACT

Revised Statutes of Alberta 2000
Chapter H-7

Current as of July 1, 2015
Purpose:

• Delegates governance of the profession to the colleges

• Protection of Public

• No exclusive scopes of practice
Part 1: Governance:
Part 2: Registration
Part 3: Continuing Competence
Part 4: Conduct
Part 5: Corporations (n/a)
Part 6: Other – suspension, incapacity, ombudsman
Part 7: Title Protection \((OT, SW, RN, LPN, Dr.)\)

Part 8: Regulations, Bylaws, COE, SOP

Part 8.1: Minister’s Direction

Part 9: Amendments

Part 10: Schedules
GOVERNMENT ORGANIZATION ACT

Revised Statutes of Alberta 2000
Chapter G-10

Current as of May 14, 2014
Regulators

- Regulates Profession
- Provide Direction
- Competencies
- Standards of the Profession
- Education
Outcome Competency

Indicators to Competence + Regulatory Approval = Outcome Competency
Competency

Scope

Overarching Organizational Policies

Client Population

Resources

Staff Mix
• Defined by legislation
• Outlined by the regulator

• Competencies in practice require;
  1. Requisite knowledge
  2. Practice Knowledge
  3. Policy Support
Converging Policy, Legislation & Curricula
Educational Institutions:

- Organizational Context
- Theoretical Underpinnings
- Planning Process

When a curriculum change is needed for an educational program to support competencies (Kowalski, 1988).
The health disciplines supports the integration of cognitive and practical learning into the practice environment

- by aligning educational activities to focus on competency based curricular outcomes
- the entry-to-practice competencies of the discipline (Leggert, 2015).
The trend in curriculum development is to create:

• an education framework that ensures access to care

• high-quality outcome competencies for future health care professionals

(Bellack & O’Neil, 2000; McEwen, 2002).
CASE STUDY:
Northern Lakes College’s Licensed Practical Nurse Program
Curricula and Accreditation
The Alberta Competency Profile for LPNs

- **1998** Introduced

- **2004** 2nd Edition following initial proclamation of the profession under the Health Professions Act.

- **2005** 2nd Edition version was released with slight edits following a pan-Canadian project that involved the review and validation of competencies for LPNs in **Alberta**, **British Columbia**, **Saskatchewan**, **Manitoba**, **New Brunswick**, **Nova Scotia**, **Newfoundland/Labrador**, and **Prince Edward Island**.

- **Competency and Standardized Metric Throughout Canada**
CHANGE in Competencies over Time:

2005, The Competency Profile for Licensed Practical Nurses in there has been considerable change and advancement to LPN scope of practice within Alberta.

2015, The Competency Profile for Licensed Practical Nurses reflects LPN education, role and scope of practice occurring in 2015.
Each LPN Graduate has a set of competencies specific to their individual knowledge, experience, practice, and workplace setting.

No one LPN Graduate is required to possess all competencies and the degree of proficiency in each competency will vary on practice area.
Competency-Based Education + Curriculum Requirements

- Support the learner to strengthen the attributes they currently possess
- Focus teaching on new competency attributes that are required to be “competent in practice”.
Significant: The **updated Competency Profile**

- marks a clear change for the profession of the Licensed Practical Nurse

- will guide the profession well in the coming years.

**POST SECONADRY ROLE: ACCREDIATION**

- UPDATED curricula will be required by post secondary institutions such as Northern Lakes College LPN Program to ensure the curriculum aligns with the Update Competency Profiles.
Revisions of the 2015 Competency Profile for LPNs.

The process of revision involved consultation with over a thousand individuals,

- LPNs
- Practical Nurse Educators (Curricula)
- Employers of LPNs
- Practice experts
| E-12-6    | Demonstrate knowledge of use of therapeutic phlebotomy for conditions including:  
|           | • hemochromatosis  
|           | • sickle-cell anemia  
|           | • polycythemia  |

| E-12-7    | Demonstrate knowledge and ability to perform therapeutic phlebotomy according to agency policy.  

**Introduced June 1\textsuperscript{st}, 2015 - NEW COMPETENCY IN CURRICULUM**
LPNs have the responsibility and accountability for autonomous nursing practice.

Curricula threads the competencies student require to provide the knowledge and skill for a NOVICE student scope of practice. (Applin, H., Williams, B., Day, R., & Buro, K. (2011).
Knowledge Utilization and Application

competencies
Aligning Curriculum with Competencies Course by Course IE) Nursing Communication Course:

**New Competencies updated by the regularity Body:**

1) Global Health Connections

2) Diversity and Cultural Sensitivity

3) Truth and Reconciliation in Indigenous Health Outcomes with curricula
Defines the scope of practice of LPNs in Alberta and provides a foundation for the College of Licensed Practical Nurses of Alberta’s Continuing Competency Program (CCP) by providing a reference for LPN ongoing assessment of individual competence.

IE) Assignment in Curriculum to support the student learning of competency program post licensure
It’s important to consider a number of factors in full utilization of LPN competencies:

- **Client needs** – complexity, predictability, acuity of individuals and groups of clients
- **Nurse Competency** – individual competence and team competencies
- **Environment** – supports within an area to facilitate autonomous practice.
Individual Sections by Competency Band

Introduction.

A. Nursing Knowledge

B. Nursing Process

C. Safety

D. Communication and Interpersonal Skills

Z. Perioperative Specialty
A (NURSING KNOWLEDGE)

Licensed Practical Nurse will:

A-1-1 Identify the normal structures and functions of the body.

A-1-2 Describe the anatomical organization of the body.

A-1-3 Describe the cellular chemistry and organization of the body.
A-1-5 Explain how cells are organized into tissue, organs, and systems of the body.

A-1-6 Identify the structure and explain the function of body systems:
- cardiovascular system
- circulatory system
- digestive system
- endocrine system
The Education Standards Advisory Committee (ESAC)

• ESAC reviews current and proposed Practical Nurse programs in Alberta,

• specialty programs outlined in the Health Professions Act (OR Technician)

• Reports to the CLPNA’s Council with it’s recommendations.

• Accreditation of Practical Nurse programs in Alberta
• Assures that graduates of practical nurse programs have the necessary knowledge, skills, behaviors, attitudes, and judgments to competently perform nursing services in accordance with the Licensed Practical Nurse Regulations – “Holds Curricula Accountable to the Regulations”

• The Standards of Practice, and the Competency Profile.

• The Council determines the acceptance of ESAC’s Report and Recommendations.
Council Assures:

Graduates of practical nurse programs have the necessary knowledge, skills, behaviors, attitudes, and judgments to competently perform nursing services in accordance with the Licensed Practical Nurse Regulations.
Accountable to the Regulations & Transparent to the outcome competencies
Summary

• Supporting competency development is **significant** to Alberta’s success and sustainability

• Stakeholders are **catalyst** for change in a technologically advanced province that mandates competency outcomes

• Learners/teachers/mentors are the **core** to achieving competency by understanding **Legislation, Policy and Curricula**.


