

Version: January 13, 2010

COMPETENCY EVALUATION TOOL – 2010

INTRODUCTION:

The following is a COMPETENCY EVALUATION TOOL under development for clinical education programs training *Hospice Palliative Care Spiritual Care Providers (HPC-SCP's)*. It is based upon the *competency profile* for HPC-SCP's produced at a formal DACUM Workshop in Calgary, AB, in January 2005 (used with permission). Wilson Associates–Education Consultants, Inc., in contract with the Pallium Project, facilitated the Workshop, bringing together HPC-SCP's from across Canada. Tools produced through the DACUM process can reasonably be construed to represent a widely peer-validated set of the competencies (Knowledge, Skills and professional Attitudes) most likely requisite for any discipline.

This tool was tested in CPE 2005, 2006 and 2008 in Regina, SK. We are further testing this tool in 2010 to evaluate its suitability as a means of measuring learner self-assessed and other-assessed learning of core competencies deemed requisite for Spiritual Care practice in HPC. Learners are made aware both at the time of acceptance into the program and on day one of the program (signed consents on file) that this core competency measurement questionnaire is being completed and that this data may be utilized in a de-identified fashion for educational analysis, presentations and publication. Indeed, the de-identified cumulative results of this tool have been presented at a variety of national and international conferences as a contribution to the discussion about how best to evaluate the acquisition of learner competencies in CPE programs focused in HPC.

It is hypothesized that, as learners participate in the program, their self- assessed competency will improve. Learners will self-assess using this tool on day 1 of the program (to provide a baseline measurement of prior learning), the program mid-point and the final day of the program. For a sense of perspective, the Teaching Supervisor acquainted with the learner's work, or clinical staff well acquainted with the learner and comfortable with the tool could also evaluate the learner in week 12. At this time in the development of this tool, this information will NOT form part of the learner's formal CPE evaluation but will be for the purpose of educational evaluation of the program and evaluation of the competency profile itself.

Fourteen (14) major areas of responsibility and eighty-one (81) related tasks have been identified for HPC-SCP's. To assist you in understanding the tasks related to these competencies, you will be provided with a copy of the *Professional HPC-SCP Competency Profile*. This should clarify what is meant under each competency description. Thanks for your collaboration.

FACE SHEET:

DATE: _____ 2010

CODE FOR LEARNER: A _____ B _____ C _____ D _____ E _____ F _____

WEEK IN CPE UNIT: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____

FORMAL EDUCATION OF LEARNER:

DIPLOMA _____ UNDERGRAD DEGREE _____

GRAD DEGREE _____ POST-GRAD DEGREE _____

LEVEL OF CPE: BASIC 1 _____ BASIC 2 _____ BASIC 3 _____

ADVANCED 1 _____ ADVANCED 2 _____

LEVEL OF CAPPE (or Other) CERTIFICATION: _____

RATER: PARTICIPANT _____ CPE SUPERVISOR _____

UNIT MANAGER _____ OTHER (specify) _____

DEFINITIONS AND SCORING DIRECTIONS:

COMPETENCE is defined herein as a measure of the optimal set of Knowledge, Skills and Attributes (KSA's) for the discipline of Spiritual Care that are observed to be **DEMONSTRATED in practice**. Please score where you see yourself / the person you are rating **TODAY** in terms of **ability to understand the related theory and effectively execute in practice the following competencies**. Keep in mind that it is expected that learners will enter training with different levels of theoretical and practical competence and acquire different KSA's in the course of training.

Interpretive Suggestions -- on a scale of 1 – 5:

1	2	3	4	5	N/Obs.
minimal competence	some competence	satisfactory competence	strong competence	advanced competence	not observed

- **1 indicates MINIMAL** observed demonstration of the identified competency (i.e. learner is at an early ENTRY LEVEL and requires complete training to acquire the stated competency and direct supervision in the discipline)
- **2 indicates SOME** observed demonstration of the identified competency (i.e. learner is at a good BASIC LEVEL but requires significant further training and direct supervision to establish capacity for independent professional functioning in the discipline)
- **3 indicates ADEQUATE /SATISFACTORY** observed demonstration of the identified competency (i.e. learner is ready to enter an ADVANCED level of training and is capable of functioning professionally in the discipline with some direct supervision)
- **4 indicates WELL DEVELOPED/STRONG** observed demonstration of the identified competency (i.e. learner is mostly functioning at an ADVANCED educational level and is reasonably capable of functioning professionally in the discipline with minimal or no direct supervision)
- **5 indicates FULL/ADVANCED** observed demonstration of the identified competency (i.e. learner is entirely functioning at an ADVANCED educational level, is fully self-directed and is capable of functioning professionally without direct supervision) – learner ready for Specialist Certification

N.B. STAFF ONLY – IF YOU DID NOT OBSERVE the learner's function concerning a particular competency, score that item only: N/Obs. A score of 1 indicates that you did observe the learner's function but that they were not competent or were minimally competent in that skill area.

WRITE IN appropriate number only for EACH competency – no middle scores

A.	Discern, identify & understand spiritual and religious history, resources and care needs	
B.	Provide appropriate, culturally sensitive spiritual care	
C.	Provide for appropriate religious care	
D.	Provide spiritual counseling	
E.	Collaborate as a member of an interdisciplinary team	
F.	Provide leadership in ethical decision making	
G.	Advocate on behalf of patient and family	
H.	Provide grief and bereavement care	
I.	Facilitate functional relationships	
J.	Provide support to staff	
K.	Nurture the organizational soul	
L.	Provide education and engage in research	
M.	Perform administrative duties	
N.	Commit to personal and professional integration	

ADDITIONAL QUESTIONS FOR MANAGERS/EMPLOYERS:

1. Based upon the above competencies and the 5 point scoring system, what would be the MINIMAL level you would accept in order to employ a Spiritual Care professional in Hospice Palliative Care? (1 – 5) _____

2. If you scored less than 5 in question 1 (immediately above), after how many years of practice in your employment would you expect a Spiritual Care professional in Hospice Palliative Care to demonstrate FULL competence (level 5)? (# of years) _____

Thank you for completing this questionnaire. **Please return it today** to:

Dan Cooper
 Clinical Pastoral Education Teaching Supervisor