

Continuing Competence: What is it? How can we assess it?

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Pathways to Growth:

Testing. Management. Credentialing.

ICE 2011 ANNUAL
EDUCATIONAL
CONFERENCE

Strategies for Excellence in Credentialing

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Flaws of certification for life model

- Certificants change
 - Job focus
 - Impairment
- Professions change
 - Emerging knowledge
 - Technological advances
 - Specialties
- The world changes
 - Economic factors
 - Regulations
 - Globalization

Relevant accreditation standards

ANSI/ISO 6.5.1

- The certification body shall define recertification requirements according to the competence standard and other relevant documents, to ensure that the certified person continues to comply with the current certification requirements.

Relevant accreditation standards

ABSNC STANDARD 13

- The certifying organization has a recertification program in place that requires certificants to maintain current knowledge and to provide documentation showing how competence in the specialty is maintained over time.

Relevant accreditation standards

NCCA Standard 19

- The certification program must require periodic recertification and establish, publish, apply, and periodically review policies and procedures for recertification.

NCCA commentary on Standard 19

A. The goals of recertification can differ for different organizations. Examples might include:

- to assess core knowledge and skills;
- to assess knowledge and skills in specific areas of practice;
- to encourage continued professional development;
- to ensure maintenance of competence;
- to promote lifelong learning; etc.

An organization's recertification policy should clearly state the purpose of recertification.

A definition

Continuing competence is the ongoing commitment of a registered nurse to integrate and apply the knowledge, skills, and judgment with the attitudes, values, and beliefs required to practice safely, effectively, and ethically in a designated role and setting.

NBCPHN Statement on Continuing Competence for Nursing: A Call to Action,
June 2011

Initial v. continuing competence

Initial

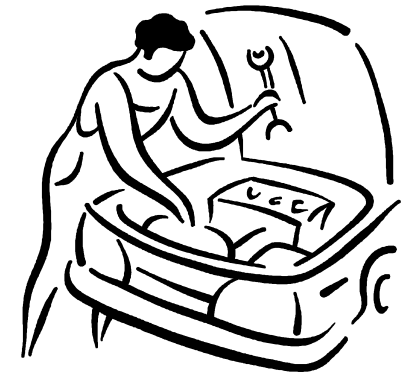
- Snapshot
- Knowledge
- Entry point

Continuing

- Sampling over time
- KSAs/integrative
- Experience-based

Maintenance philosophy

- Re-validate original competencies
- Possible underlying assumptions
 - Certifier knows best
 - Potential for harm due to incompetence great
 - Remediation may be required
- Possible mechanisms
 - Learning directed by certifying body
 - Re-examination
 - Practice audit



Enhancement philosophy

- Certificants have individualized development needs
- Possible underlying assumptions
 - Practitioner / professional knows best
 - Professional practice evolves
- Possible mechanisms
 - Self-directed learning
 - Portfolio
 - Peer/colleague assessment



Maintain or enhance?

- ICE Survey (2008)
 - Maintain 51.7%
 - Enhance 31.4%
 - N/A 11.5%
 - Other 5.4%
- Philosophy and components need not be either/or

Methods/program elements

- Examination
- Self-assessment
- Portfolio/work sample
- Peer/colleague assessment
- CEUs
- Practice audit
- Professional practice requirements
- Other

Considerations in program development

- Administratively feasible
- Publicly credible
- Professionally acceptable
- Legally defensible
- Economically affordable

Group Activity

- Gather in groups of 3-4.
- Which of these methods do you use for your continuing certification program?
- What pros / cons of them have you observed?
Consider the APPLE criteria.
- Be prepared to report out to the group.

Metrics in program evaluation

- Certificant satisfaction
 - with value of certification
 - with renewal program
- Employer satisfaction
- Renewal rates
- Reasons for nonrenewal
- Complaints/disciplinary actions

Recent developments/trends

- Needs assessments linked to learning plans
- Verification of learning outcomes
- Evolution of e-platforms
- Avatars

CASE STUDY – NASBITE INTERNATIONAL

Intro to NASBITE International

- NASBITE International is a professional organization for the global business community. Members include educators, trainers, trade specialists and practitioners that engage in or facilitate global business activity.

Intro to CGBP

- NASBITE Certified Global Business Professional (CGBP) provides a benchmark for competency in global commerce. The CGBP designation demonstrates an individual's ability to conduct global business in the areas of:
 - Global Business Management
 - Global Marketing
 - Supply Chain Management
 - Trade Finance

CGBP History

- 2001 – 2005 Creation of Certification
 - Feasibility study
 - National survey
 - Development of the tasks and knowledge statements
- 2005 CGBP Launched
- 2011 NASBITE CGBP Program Accreditation & Certified CGBP Trainer launched
- 2012 CGBP Recertification Program Launch

CGBP Recertification Challenges & Opportunities

Challenges	Opportunities
Getting Started	Build on the CGBP established relationship with PES to help frame the recertification work plan
Identify funding resources to support recertification development	Secured grant funding to support with the development
Bringing together all of the NASBITE International stakeholders to participate in the development of a recertification program	Engage CGBP, NASBITE Board members, and partner organizations to work toward a common goal of developing a continuing competency model as well as a value proposition

CGBP Recertification Challenges & Opportunities

Challenges	Opportunities
Introduction of recertification program “new initiative”	Promote and provide opportunities for CGBP credential holders to continuing to maintain and advance in the profession
Ability to administer a recertification program	NASBITE CGBP housed at Cleveland State University with FT staff

CGBP Recertification Purpose

Whereas the purpose of recertification as a CGBP credential holder is the promotion of continuing competence, all associated policies and procedures should focus on the promotion of continuing competence.

Program Structure

- A minimum threshold of credit hours many will be required for each of the four CGBP domains of practice with the application of additional hours at the discretion of each candidate for recertification.
- The recertification cycle should be set at 5 years with a minimum requirement of 10 CPEs for progress toward recertification in at least 4 of the 5 years.

Program Structure

- Candidates for recertification should be required to earn 40 CPE units during the five year recertification cycle.
- Recertification Cycle for all CGBP credential holders will begin on January 1, 2012.

Recertification Mechanisms

Professional Development Activities

- Attendance/participation in an accredited profession-related program—either in-person or virtually
- Attendance/participation in a government sponsored profession-related program—either in-person or virtually
- Attendance/participation in a designated course at the NASBITE Annual Conference
- Acquisition/maintenance of licensure or certification related to the focus of the CGBP credential

Recertification Mechanisms

Contributions to the Profession

- Publication of relevant, peer-reviewed materials related to the four CGBP domains of practice
- Developing learning materials and/or coursework for NASBITE accredited initiatives
- Participation in CGBP certification program services (e.g., job analysis, item writing group, examination construction, pass point study)
- Participation in NASBITE or CGBP committee or Board
- Public Policy development

Lessons Learned

Best Practice	How To
<p>Design models for continuing competence that are flexible and allow for continuous monitoring and maintenance of competence.</p>	<p>Take the time up front to define the purpose and the approach.</p>
<p>Do not limit the variety of tools (mechanisms) to support continuing competence.</p>	<p>Ensure the process allows for diverse thinking and cross sector and industry participation to identify a variety of tools (mechanisms).</p>
<p>Develop an iterative process to support continuing competence.</p>	<p>Make sure that it is understood that recertification is a continuous process of improvement and will need to be reviewed on an on-going basis.</p>

Other Lessons Learned

- Seek an expert/consultant to help guide you through the process
- Develop communication tools to support committee work
- Research “Best Practice”
- Identify a champion/point of contact to promote and move the recertification through the organization

Group Activity

- What in the NASBITE Case Study is applicable to your organization?
- Who amongst you has been in the position of starting a new continuing competence program? Other lessons learned to share with the group?

CASE STUDY – PROJECT MANAGEMENT INSTITUTE (PMI)

What is PMI?

- **Core Purpose:** To advance the practice, science and profession of project management throughout the world in a conscious and proactive manner
- **Envisioned Goal:** Worldwide, organizations will embrace, value, and utilize project management and attribute their success to it

What is PMI?



PMI Certifications

PMP®

- Lead and direct project teams to deliver results within the constraints of budget, time, and scope

CAPM®

- Demonstrates understanding of knowledge, processes, and terminology of the *PMBOK Guide*®

PgMP®

- Oversee the success of the program and oversee multiple projects, advancing strategic and business objectives
- Define and initiate projects and assign project managers

PMI-ACP®

- Understand and apply agile principles and practices on basic projects

PMI-RMP®

- Assess and identify project risks while mitigating threats and capitalizing on opportunities

PMI-SP®

- Develops and maintains the project schedule

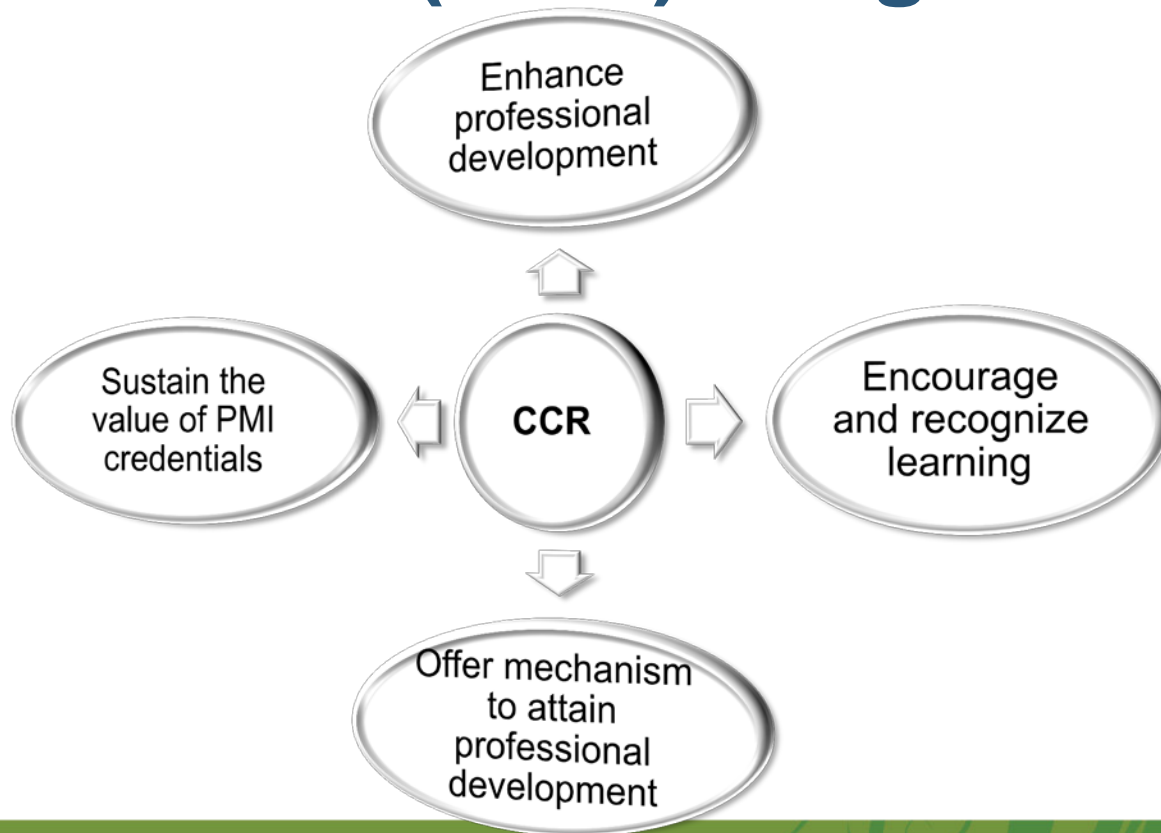
PMI's Credential Holders



PMI's Continuing Certification Requirements (CCR) Program

- CCR Program established in 1999
- Required for all credentials, except CAPM (retesting)
- Set number of Professional Development Units (PDUs) required for each certification
 - All run on a 3-year certification cycle which starts on day of certification

PMI's Continuing Certification Requirements (CCR) Program



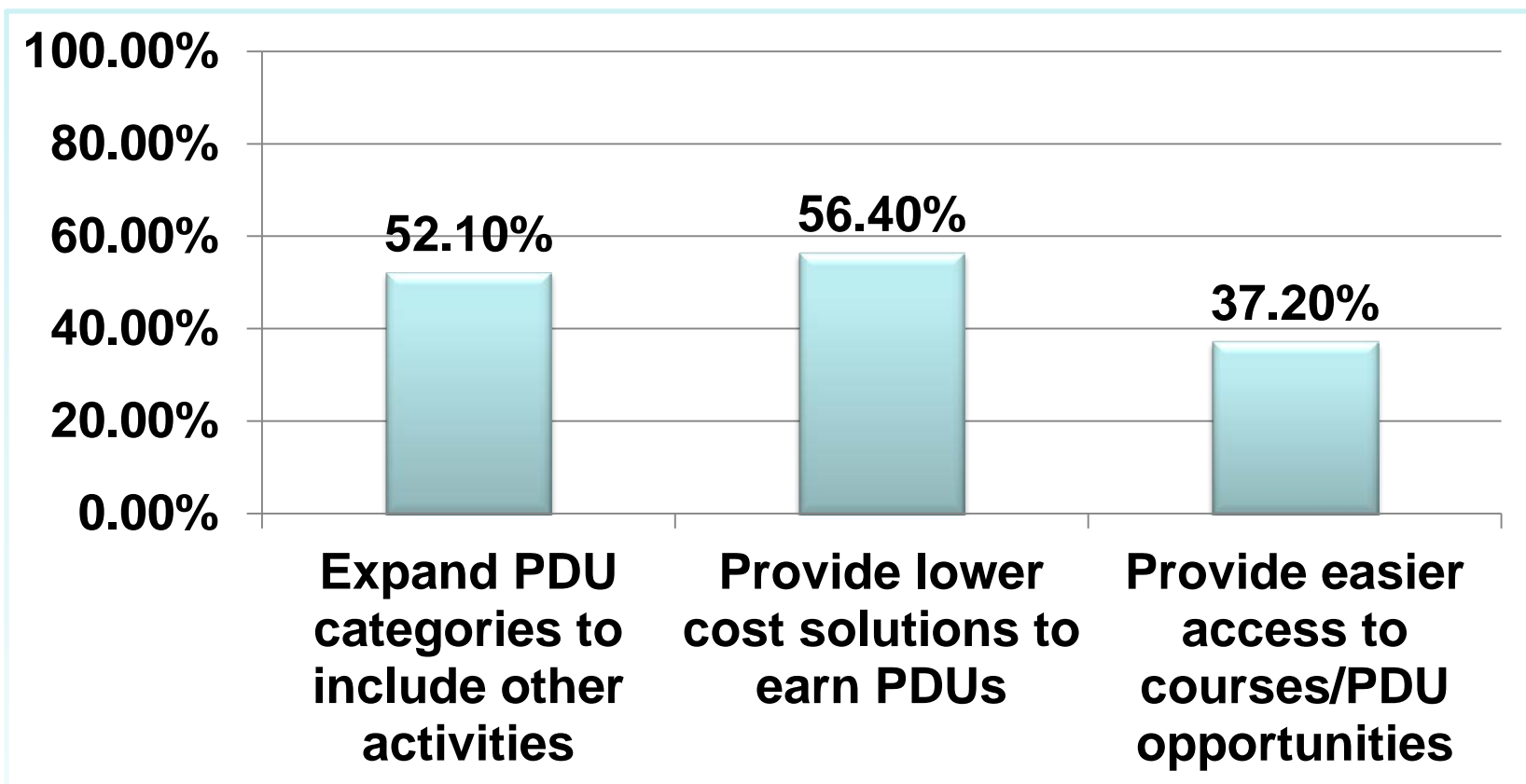
2011 Update of CCR

- Extensive research and customer feedback
 - In 2007, PMI commissioned a major study, conducted by the Univ. of Georgia
 - This study identified several areas of concern for the CCR program
 - The first was resolved by the creation of the Continuing Certification Requirements System (CCRS), where you now log and track your PDUs
 - Once this system was complete, PMI could address concerns with the PDU category structure

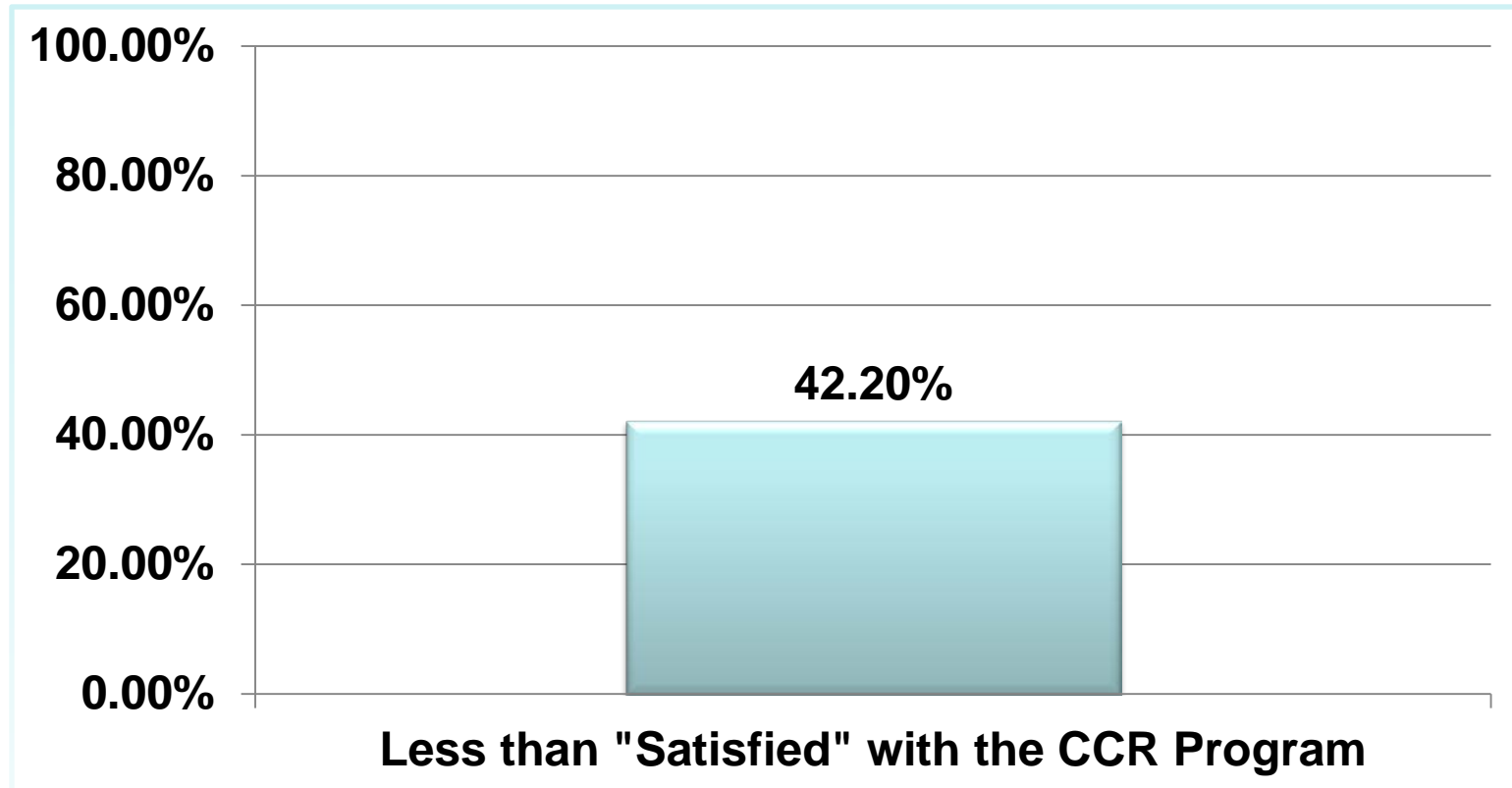
2011 Update of CCR

- What provoked the change?
 - 33% of Customer Care calls at PMI were related to CCR
 - Confusion from non-English speakers on category structure
 - Lack of awareness of non-classroom PDU opportunities
 - Need to accommodate “Web 2.0” learning
 - Ensure that all types of learning opportunities provided equal opportunity for credit

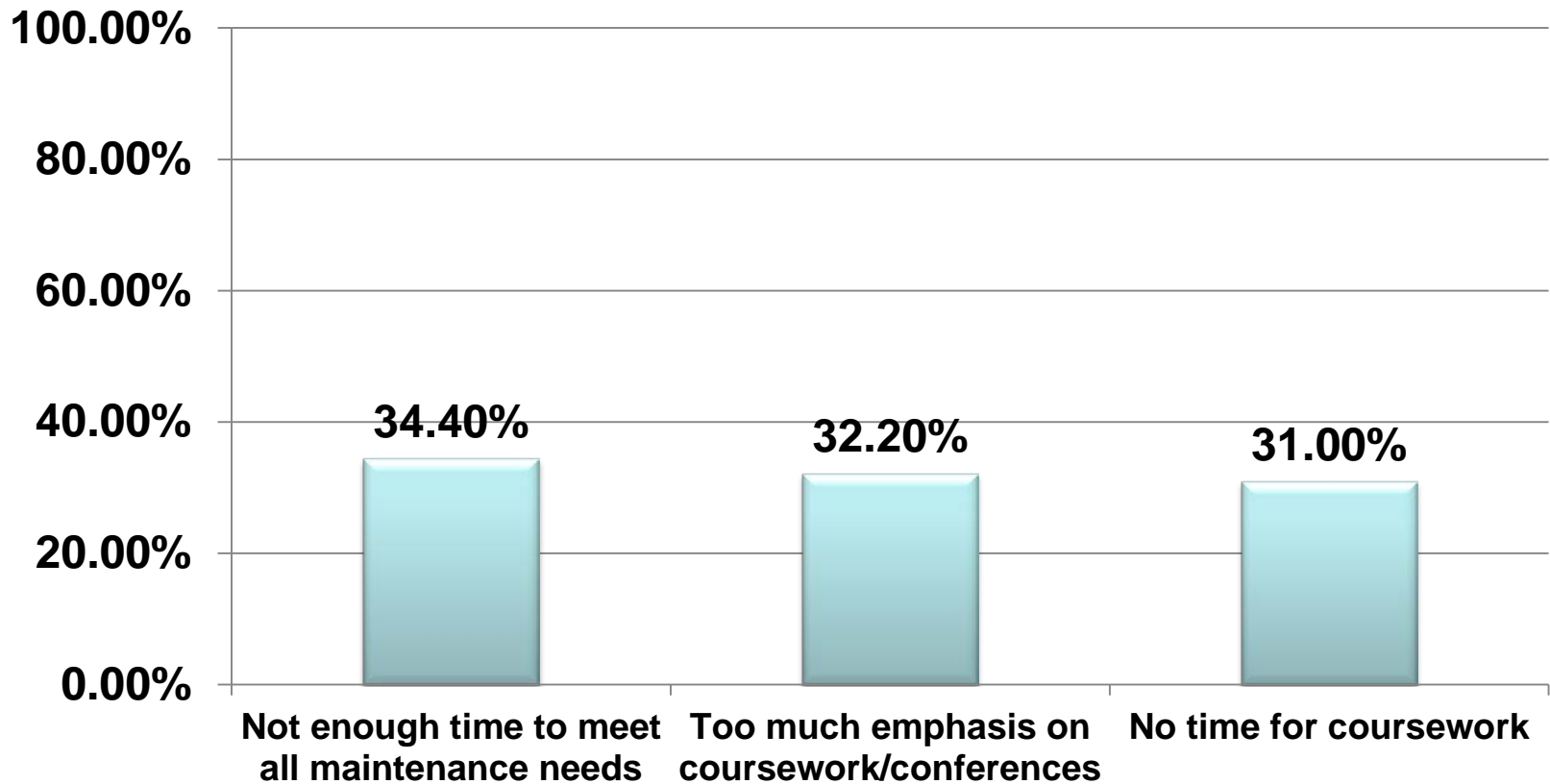
Customer Feedback before change



Customer Feedback before change



Customer Feedback before change



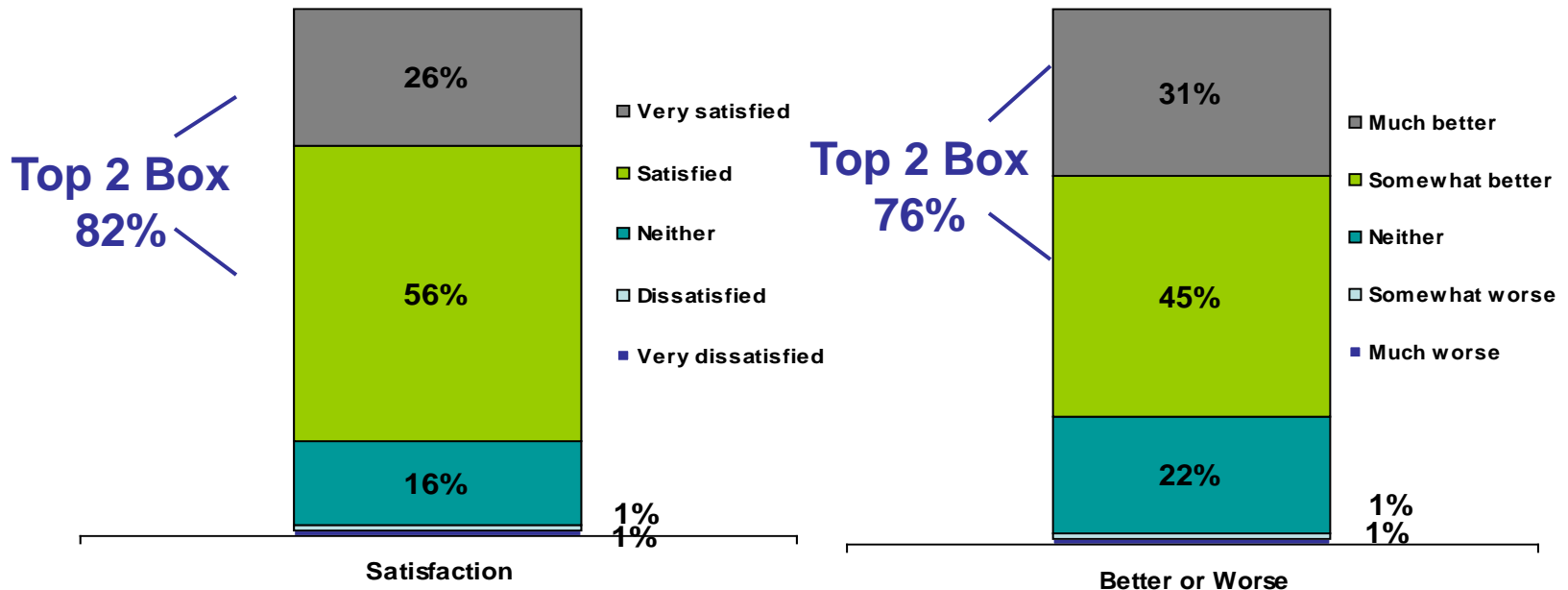
Research for change project

- In 2010, PMI surveyed credential holders, REPs, Chapter leaders about potential changes to the structure
- This research involved both quantitative surveys and qualitative comments
- Customer feedback showed resoundingly positive feedback to the new structure

Research for change project

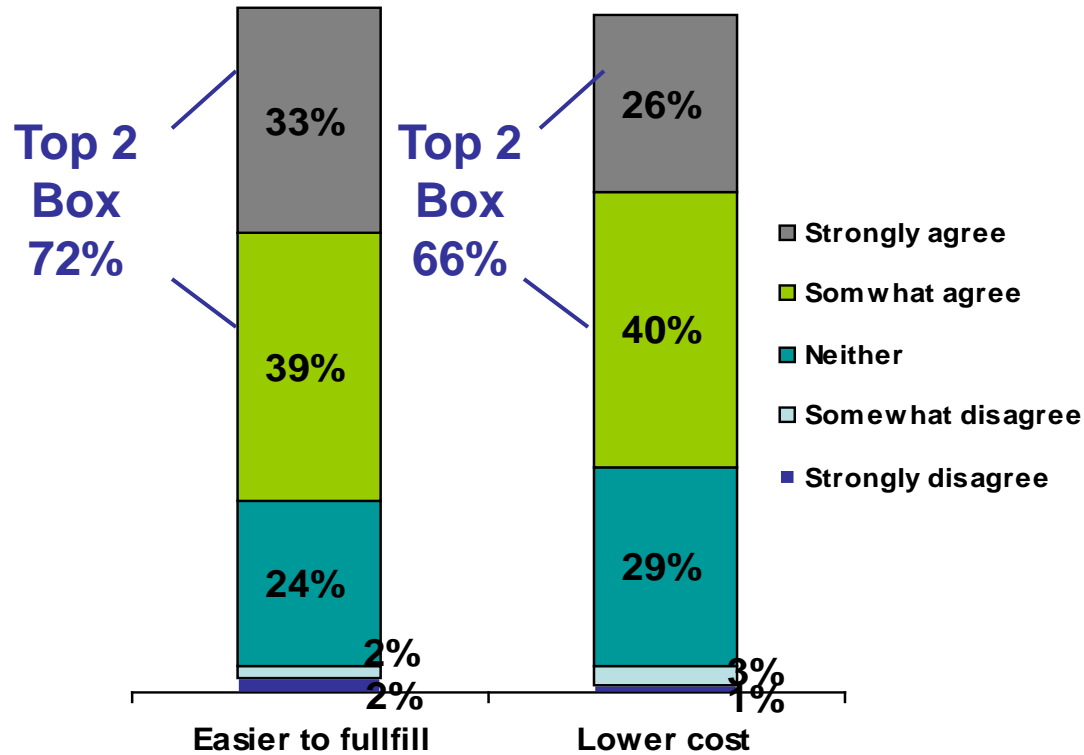
Overall, how satisfied are you with the revised PDU categories?

How much better or worse would it be?



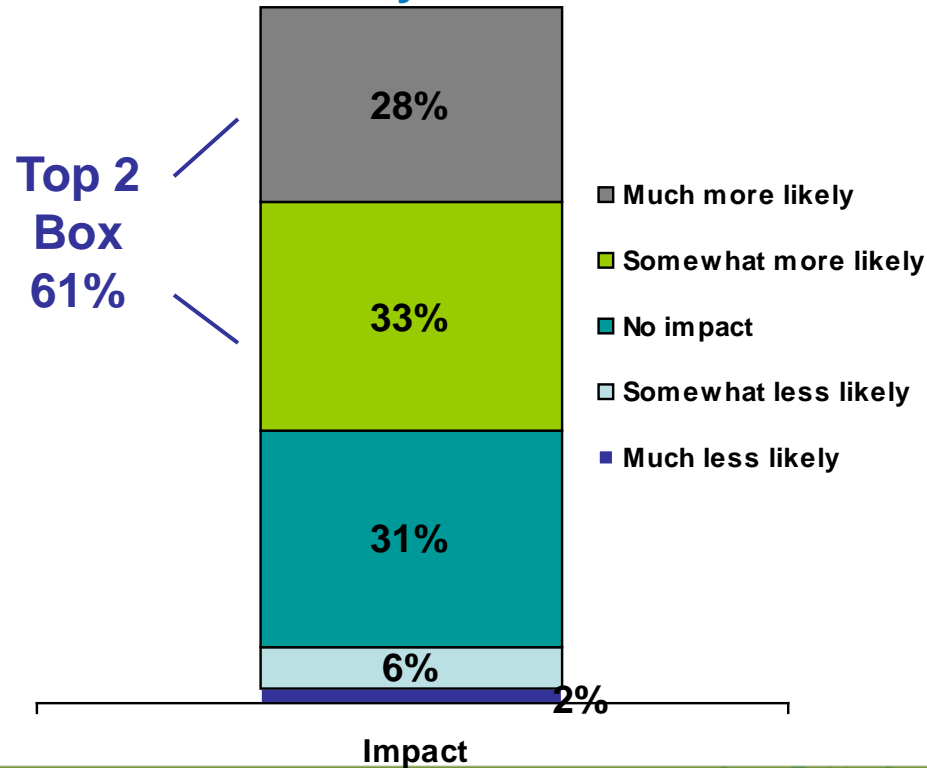
Research for change project

Agreement with Statements



Research for change project

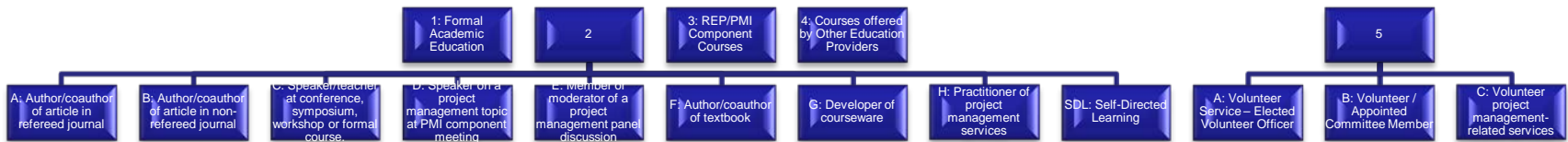
How will the revisions to the PDU categories impact your decision to renew your credential?



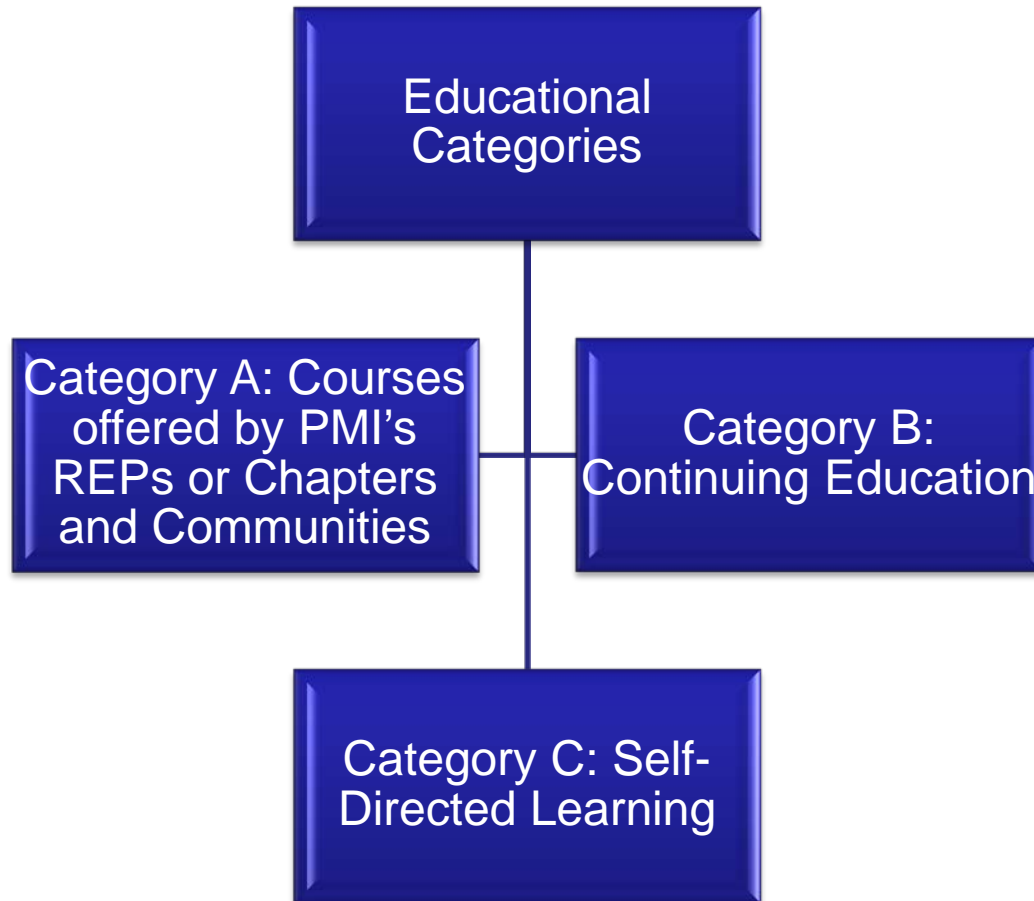
What did the change look like?

- Simplification of the category structure (18 → 6 categories)
- 1 hour of activity (education, volunteering, writing project management material, etc.) = 1 PDU
- Recognize the changes in how people learn (Web 2.0 and distance learning)
- Ensure that all credential holders obtain education throughout their professional careers

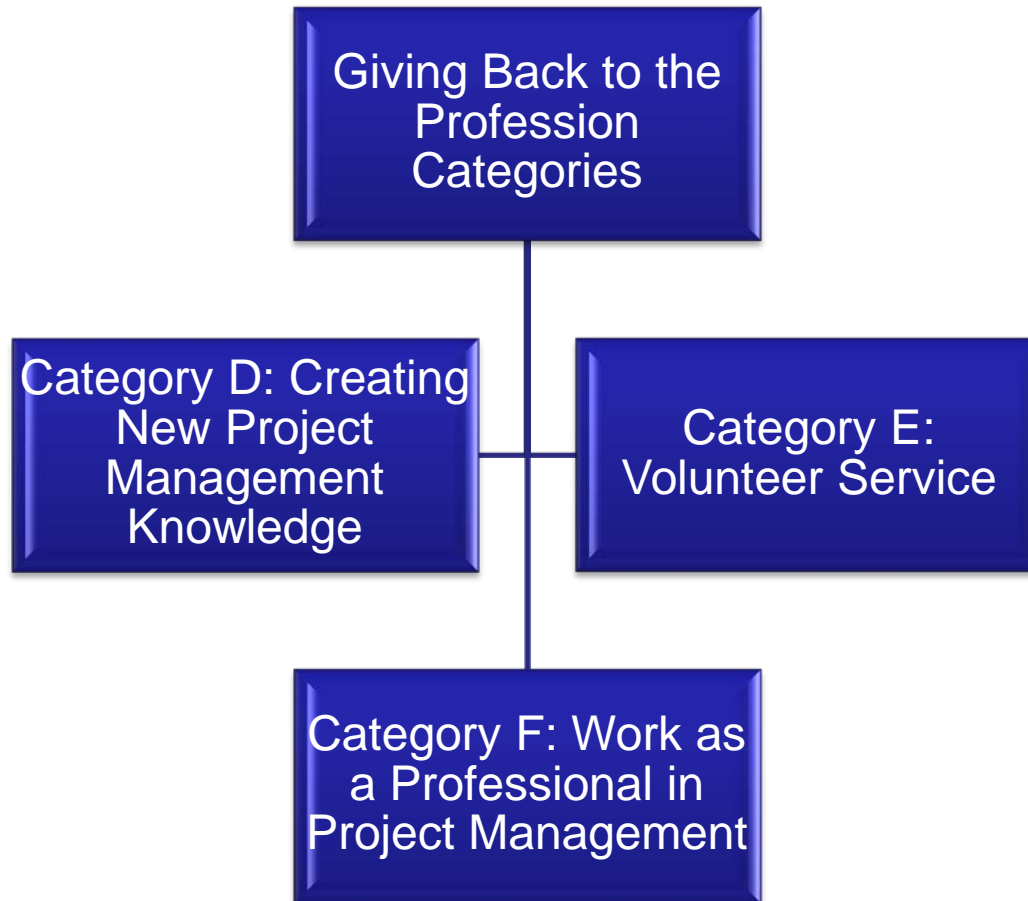
What did the change look like?



What did the change look like?



What did the change look like?



Results

- Caused huge uptick in PDU claims prior to changeover
 - Since CCR System was put in place in fall 2009 through January 2011, we processed 3+ million PDU claims
 - February/March 2011, we processed over 1.5+ million PDU claims
- Unsure of how this will affect CCR satisfaction yet
- Renewal rates have been positively affected this year
 - Whether due to change or rush on PDU claims?

Group Activity

- Which programs represented in the room have international certificants?
- How have you considered those certificants in the design of your program?

WRAP-UP

Program #1

- To ensure that certified nurses possess the most up-to-date knowledge and have recent and current experience
 - 3 year cycle
 - 1200 clinical hours
 - Reexamination OR 90 contact hours CE. If CE, number hours earned in direct care decreases in subsequent cycles.

Program #2

- To ensure that all CISAs maintain an adequate level of current knowledge and proficiency in the field of information systems security management
 - 3 year cycle
 - 20 hours qualifying educational activity annually
 - hours appropriate to the currency or advancement of the CISA's knowledge or ability to perform CISA-related tasks

Program #3

- KSAs necessary to treat patients change over time
- Recertification “attests to the public and to your employer that you are prepared to provide competent and safe emergency medical care”
 - 2 year cycle
 - Continuing education OR examination
 - CE must include an approved refresher course

Program #4

- Purpose of certification is to attest to the knowledge and proficiency required for the safe operation of cranes.
 - 5 year cycle
 - Knowledge-based recertification examination to ensure knowledge keeps pace with changes in industry standards, equipment & safety practices
 - 1,000 hours of crane-related experience OR retake practical examination

Thank you! Questions?

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