Bridging the Gap
Developing a Competency Assessment Tool and Curriculum to Address Key Issues in Transition to Practice

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&

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MSN, RN
Disclosure

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Inception

Collaborative Development

• Change in reimbursement methodologies with incentives for high performance in key areas

• Increased need for a workforce with excellent customer service skills and understanding of evidence-based practice requirements
Partnerships

Seton Healthcare Family

St. David's Healthcare

Concordia University, Texas

Texas State University

The University of Texas at Austin

Austin Community College District

Healthcare Workforce Alliance of Central Texas
Goals and Objectives

Reduce the time and cost to clinical agencies in orienting new graduates.

- Reduce time needed to orient to HCAHPS
- Reduce time needed to orient to CMS core measures
- Cost reductions
- Potential for increased reimbursement for quality and customer service improvements
Methods

Gap Analysis – SWOT

Focus Groups

Competency Self Assessment Survey

Curriculum Modules

• Patient and Family-Centered Care
• Organizational Culture
• Service Excellence Strategies
• Nurse Role in Core Measures
Gap Analysis Results

1. Hospital and Academic partners agree that there is a gap in preparation of students related to competency in service excellence and core measures.

2. Hospitals and academic partners agree that a competency assessment is an important place to start.

3. There is a need to develop and implement curriculum in nursing to address the competency gap.

4. Collaboration between hospitals and academic partners is a key factor contributing to the successful reduction of the gap.

5. There is a difference between practice and academia on what constitutes a competent graduate nurse which may never be resolved because in the current practice environment minimal competence is not really good enough.
Focus Group Results

1. Faculty and key practice partners rarely have an opportunity to collaborate on nursing curriculum content.

2. We have to get out of our silos and work with each other to ensure the new graduate has a strong transition to practice especially in service excellence and core measures.

3. Students do not develop a good understanding of the business of healthcare and how their behaviors impact reimbursement.

4. Employers are putting emphasis on service excellence attributes when hiring.
1. Knowledge, Skills and Abilities (KSAs) identified through collaboration with partners for service excellence and core measures.

2. Questions based on KSAs developed with Likert scale and sorted into domains: Organizational Culture, Skills, Communication/Teamwork, Problem-solving, Patient-centeredness, Responsiveness, Abilities/Attitudes, Cultural Diversity, Empathetic Concern, Advocacy, Caring/Warmth, Credibility/Reliability, Professionalism, Customer Service, Proficiency and Core Measures.

3. Lynn (1986) method was used for quantification of content validity.

4. Pilot testing used to establish reliability
Competency

Competencies are described as the ability to integrate and apply knowledge, skills and attitudes in order to practice safely and ethically in a designated role and setting (Benner, 1982).

Competence is seen as a general outcome of nursing education (Kajander-Unkuri et al, 2014)
Competencies

Service Excellence in Healthcare

Extrinsic Factors
Organizational Culture

Intrinsic Factors
Mission to Serve

Knowledge
- Teaching ability
- Problem recognition
- Cultural competency
- Relationship between HCAHPS and quality
- Service strategies
- Communication
- Patient/family centered care

Skill
- Clinical proficiency
- Listening/communication
- Flexibility/Adaptability
- Efficiency
- Conflict resolution
- Responsiveness
- Acknowledging
- Trust building
- Delegation/follow-through
- Teamwork/collaboration
- Prioritization
- Proactive/anticipating

Ability
- Problem solving
- Quality-driven
- Patient engagement
- Dignity and respect
- Friendly/Personable
- Professional
- Appearance
- Empathy/Advocacy
- Receptive
- Credible
- Intuitive
- Resilient
Competencies

Core Measures
Performance

Extrinsic Factors
Organizational Systems/Processes

Intrinsic Factors
Understanding of Nurse Role

KNOWLEDGE
- Evidence-based practice
- Core Measures
- Nurses’ role
- Variance recognition
- Practice depth/generalist preparation
- Unit specific measures
- Current with measures
- Faculty understanding of core measures and impact
- Translation of core measures to students

SKILL
- Time Management
- Prioritization
- Clinical proficiency

ABILITY
- Problem solving
- Analysis and application
- Quality-driven
- Evidence-driven
- Detail oriented
- Outcomes driven
- Receptiveness
Respondent demographics

What type of nursing program are you completing?

- ADN: 23%
- BSN: 46%
- Second degree BSN: 28%
- Alternate entry MSN: 3%
Demographics cont.

Are you currently in a nursing residency or orientation program?

- 80% Resident
- 20% Student
Time to complete the tool

Median time to complete the instrument

Resident → 9 minutes

Student → 11 minutes
SERVICE EXCELLENCE
Service Excellence Attributes

- Creativity: Strongly Agree (28%), Agree (62%), Disagree (8%), Strongly Disagree (1%), Not Sure (1%)
- Patience: Strongly Agree (55%), Agree (45%), Disagree (1%), Strongly Disagree (1%), Not Sure (1%)
- Flexibility: Strongly Agree (45%), Agree (55%), Disagree (1%), Strongly Disagree (1%), Not Sure (1%)
- Ability to follow through on requests: Strongly Agree (60%), Agree (40%), Disagree (1%), Strongly Disagree (1%), Not Sure (1%)
- Being friendly and personable: Strongly Agree (68%), Agree (32%), Disagree (1%), Strongly Disagree (1%), Not Sure (2%)
- Building trust: Strongly Agree (71%), Agree (27%), Disagree (2%), Strongly Disagree (1%), Not Sure (1%)
- Ability to explain so others understand: Strongly Agree (66%), Agree (34%), Disagree (1%), Strongly Disagree (1%), Not Sure (2%)
### Service Excellence Attributes, alpha

Test scale = mean(unstandardized items)

<table>
<thead>
<tr>
<th>Item</th>
<th>Obs</th>
<th>Sign</th>
<th>corr.</th>
<th>corr.</th>
<th>cov.</th>
<th>alpha</th>
<th>Label</th>
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<td>+</td>
<td>0.6418</td>
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<td>+</td>
<td>0.7025</td>
<td>0.5715</td>
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<td>0.7491</td>
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<td>+</td>
<td>0.5939</td>
<td>0.4406</td>
<td>0.1027672</td>
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<td>+</td>
<td>0.7120</td>
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<td>ability to follow through on requests</td>
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<tr>
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<td>+</td>
<td>0.6950</td>
<td>0.5596</td>
<td>0.093597</td>
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<td>flexibility</td>
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<td>+</td>
<td>0.7180</td>
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<tr>
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<td>0.097578</td>
<td>0.7909</td>
<td>creativity</td>
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<td></td>
<td><strong>0.0957029</strong></td>
<td><strong>0.7871</strong></td>
<td>mean(unstandardized items)</td>
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</table>
Organizational culture & knowledge

- **Understanding patient and family-centered care**: 3% strongly disagree, 57% disagree, 40% agree, 0% strongly agree.
- **Using communication strategies to promote teamwork**: 0% strongly disagree, 59% disagree, 41% agree, 0% strongly agree.
- **Knowing what to do for special needs**: 0% strongly disagree, 65% disagree, 35% agree, 0% strongly agree.
- **Knowing what service excellence is in healthcare**: 3% strongly disagree, 58% disagree, 38% agree, 0% strongly agree.
- **Able to resolve conflicts**: 0% strongly disagree, 59% disagree, 41% agree, 0% strongly agree.
- **Enough knowledge to explain plan of care**: 14% disagree, 72% agree, 12% strongly agree.
OC Resident/Student Differences

I have enough knowledge to explain the plan of care

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>0%</td>
<td>71%</td>
<td>26%</td>
</tr>
<tr>
<td>Not sure</td>
<td>2%</td>
<td>72%</td>
<td>8%</td>
</tr>
</tbody>
</table>

I know what service excellence is in healthcare

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>0%</td>
<td>61%</td>
</tr>
<tr>
<td>Resident</td>
<td>1%</td>
<td>32%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4%</td>
<td>63%</td>
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## Organizational culture & knowledge, alpha

Test scale = mean(unstandardized items)

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<thead>
<tr>
<th>Item</th>
<th>Obs</th>
<th>Sign</th>
<th>item-test</th>
<th>item-rest</th>
<th>interitem</th>
<th>alpha</th>
<th>Label</th>
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<tbody>
<tr>
<td>OC1</td>
<td>154</td>
<td>+</td>
<td>0.7430</td>
<td>0.3722</td>
<td>.1186417</td>
<td>0.7474</td>
<td>enough knowledge to explain plan of care</td>
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<tr>
<td>OC2</td>
<td>34</td>
<td>+</td>
<td>0.8637</td>
<td>0.7841</td>
<td>.1137416</td>
<td>0.7013</td>
<td>able to resolve conflicts</td>
</tr>
<tr>
<td>OC3</td>
<td>154</td>
<td>+</td>
<td>0.7417</td>
<td>0.4532</td>
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<td>0.6912</td>
<td>know what service excellence is in healthcare</td>
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<tr>
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<td>34</td>
<td>+</td>
<td>0.6975</td>
<td>0.5543</td>
<td>.1230057</td>
<td>0.7245</td>
<td>know what to do for special needs</td>
</tr>
<tr>
<td>OC5</td>
<td>34</td>
<td>+</td>
<td>0.6984</td>
<td>0.5501</td>
<td>.1225728</td>
<td>0.7242</td>
<td>can use comm strategies to promote teamwork</td>
</tr>
<tr>
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<td>154</td>
<td>+</td>
<td>0.7223</td>
<td>0.4050</td>
<td>.1233499</td>
<td>0.7350</td>
<td>understand pt and family-centered care</td>
</tr>
</tbody>
</table>

Test scale | .1188935 | 0.7556 | mean(unstandardized items) |
Skills: Competence

- **Able to delegate and follow-up**
  - Not sure: 19%
  - Strongly Disagree: 8%
  - Disagree: 24%
  - Agree: 69%
  - Strongly Agree: 10%

- **Can make effective use of time**
  - Not sure: 8%
  - Strongly Disagree: 62%
  - Disagree: 60%
  - Agree: 29%
  - Strongly Agree: 14%

- **Enough clinical experience**
  - Not sure: 24%
  - Strongly Disagree: 60%
  - Disagree: 14%
  - Agree: 10%
  - Strongly Agree: 0%
## Competence, alpha

Test scale = mean(unstandardized items)

<table>
<thead>
<tr>
<th>Item</th>
<th>Obs</th>
<th>Sign</th>
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<th>corr.</th>
<th>cov.</th>
<th>alpha</th>
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<tbody>
<tr>
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<td>+</td>
<td>0.7852</td>
<td>0.4244</td>
<td>.1186656</td>
<td>0.5076</td>
<td>enough clinical experience</td>
</tr>
<tr>
<td>SC5</td>
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<td>+</td>
<td>0.7317</td>
<td>0.4271</td>
<td>.1421781</td>
<td>0.5005</td>
<td>can make effective use of time</td>
</tr>
<tr>
<td>SC8</td>
<td>154</td>
<td>+</td>
<td>0.7321</td>
<td>0.4104</td>
<td>.1450641</td>
<td>0.5201</td>
<td>able to delegate and follow-up</td>
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Test scale | .1353026 | 0.6091 | mean(unstandardized items)
### Skills: Communication/Teamwork and Problem Solving

<table>
<thead>
<tr>
<th>Skill</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient knowledge and skills to address problems</td>
<td>8%</td>
<td>71%</td>
<td>21%</td>
<td>17%</td>
<td>4%</td>
</tr>
<tr>
<td>Try to look for cause of patients’ problems</td>
<td>32%</td>
<td>66%</td>
<td>3%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Know where to look for resources</td>
<td>12%</td>
<td>71%</td>
<td>17%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Know how to defuse emotional situations</td>
<td>12%</td>
<td>62%</td>
<td>17%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Able to care for rude or disrespectful patients</td>
<td>25%</td>
<td>67%</td>
<td>21%</td>
<td>24%</td>
<td>10%</td>
</tr>
<tr>
<td>Confident in ability to communicate w team</td>
<td>23%</td>
<td>67%</td>
<td>21%</td>
<td>24%</td>
<td>10%</td>
</tr>
</tbody>
</table>
Skills: Problem Solving, Resident/Student Differences

I know how to diffuse emotional situations

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>0%</td>
<td>77%</td>
<td>16%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>29%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have sufficient knowledge and skills to address problems

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>3%</td>
<td>77%</td>
<td>19%</td>
</tr>
<tr>
<td>Resident</td>
<td>25%</td>
<td>70%</td>
<td>5%</td>
</tr>
</tbody>
</table>
### Problem solving, alpha

Test scale = mean(unstandardized items)

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<th>Obs</th>
<th>Sign</th>
<th>corr.</th>
<th>corr.</th>
<th>cov.</th>
<th>alpha</th>
<th>Label</th>
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<tbody>
<tr>
<td>SP1</td>
<td>154</td>
<td>+</td>
<td>0.7646</td>
<td>0.4964</td>
<td>.10889</td>
<td>0.6638</td>
<td>know how to defuse emotional situations</td>
</tr>
<tr>
<td>SP3</td>
<td>154</td>
<td>+</td>
<td>0.7149</td>
<td>0.4820</td>
<td>.12579</td>
<td>0.6637</td>
<td>know where to look for resources to solve problems</td>
</tr>
<tr>
<td>SP4</td>
<td>154</td>
<td>+</td>
<td>0.7415</td>
<td>0.5393</td>
<td>.11957</td>
<td>0.6330</td>
<td>try to look for cause of patients' problems</td>
</tr>
<tr>
<td>SP6</td>
<td>154</td>
<td>+</td>
<td>0.7234</td>
<td>0.5064</td>
<td>.12411</td>
<td>0.6505</td>
<td>sufficient knowledge and skills to address problems</td>
</tr>
</tbody>
</table>

Test scale | .1195923 | 0.7145 | mean(unstandardized items)
Skills: Patient-centeredness / Responsiveness

- I am primary person to answer pt questions
- I am member of healthcare team
- I am responsible to meet their needs timely
- I want to resolve their issues correctly and timely
- As a nurse, my patients are important to me
- If possible, I meet all requests
- Being knowledgeable and courteous builds trust

**Disagree**  **Agree**  **Strongly Agree**

12% 66% 21%

0% 29% 71%

5% 52% 44%

0% 25% 75%

0% 47% 53%

1% 51% 48%

0% 47% 53%
### Patient centeredness / responsiveness, alpha

Test scale = mean(unstandardized items)

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<th>Sign</th>
<th>item-test corr.</th>
<th>item-rest corr.</th>
<th>interitem cov.</th>
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<td>+</td>
<td>0.5955</td>
<td>0.3893</td>
<td>.1183827</td>
<td>0.8201</td>
<td>I am primary person to answer pt questions</td>
</tr>
<tr>
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<td>154</td>
<td>+</td>
<td>0.6925</td>
<td>0.5481</td>
<td>.1106471</td>
<td>0.7838</td>
<td>I am member of healthcare team</td>
</tr>
<tr>
<td>PCS3</td>
<td>154</td>
<td>+</td>
<td>0.7552</td>
<td>0.6300</td>
<td>.1038565</td>
<td>0.7682</td>
<td>I am responsible to meet their needs timely</td>
</tr>
<tr>
<td>PCS4</td>
<td>154</td>
<td>+</td>
<td>0.7716</td>
<td>0.6738</td>
<td>.1073706</td>
<td>0.7634</td>
<td>I want to resolve their issues correctly and timely</td>
</tr>
<tr>
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<td>+</td>
<td>0.7374</td>
<td>0.6462</td>
<td>.1148629</td>
<td>0.7727</td>
<td>as a nurse, my patients are important to me</td>
</tr>
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<td>154</td>
<td>+</td>
<td>0.6193</td>
<td>0.4532</td>
<td>.1179526</td>
<td>0.8011</td>
<td>if possible, I meet all requests</td>
</tr>
<tr>
<td>PCS7</td>
<td>154</td>
<td>+</td>
<td>0.6952</td>
<td>0.5874</td>
<td>.1167586</td>
<td>0.7798</td>
<td>being knowledgeable and courteous builds trust</td>
</tr>
</tbody>
</table>

Test scale | 154 | +    | .112833         | 0.8093          | mean(unstandardized items)
Abilities / Attitudes: Intrinsic, Cultural Diversity, Empathic Concern

Percentage of respondents:

- Strongly Agree: 47%
- Agree: 53%
- Disagree: 0%
- Strongly Disagree: 0%

Some statements and their responses:

1. I want to provide highest quality care I can
   - Strongly Agree: 79%
   - Agree: 21%
   - Disagree: 0%
   - Strongly Disagree: 0%

2. I am passionate about my work
   - Strongly Agree: 66%
   - Agree: 32%
   - Disagree: 0%
   - Strongly Disagree: 0%

3. Sometimes it is difficult to feel concern
   - Strongly Agree: 49%
   - Agree: 51%
   - Disagree: 25%
   - Strongly Disagree: 3%

4. Able to provide excellence thru actions and behaviors
   - Strongly Agree: 47%
   - Agree: 53%
   - Disagree: 0%
   - Strongly Disagree: 0%
Abilities / Attitudes: Intrinsic, alpha

Test scale = mean(unstandardized items)

<table>
<thead>
<tr>
<th>Item</th>
<th>Obs</th>
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<th>item-rest corr.</th>
<th>interitem cov.</th>
<th>alpha</th>
<th>Label</th>
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<td>0.7398</td>
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<td>.1382735</td>
<td>0.7078</td>
<td>able to provide excellence thru actions and behaviors</td>
</tr>
<tr>
<td>AI4</td>
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<td>+</td>
<td>0.8495</td>
<td>0.5651</td>
<td>.0768186</td>
<td>0.5275</td>
<td>I am passionate about my work</td>
</tr>
<tr>
<td>AI5</td>
<td>154</td>
<td>+</td>
<td>0.7839</td>
<td>0.5806</td>
<td>.1129361</td>
<td>0.5454</td>
<td>I want to provide highest quality care I can</td>
</tr>
</tbody>
</table>

Test scale | | | | | | | mean(unstandardized items) |
Advocacy, Caring/Warmth, Credibility/Reliability, Professionalism

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My personal appearance reflects my professionalism</td>
<td>1% 7%</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td>Pts can depend on me to meet their needs</td>
<td>0% 2%</td>
<td>70%</td>
<td>28%</td>
</tr>
<tr>
<td>Attentive to my pts' feelings, positive or negative</td>
<td>0% 1%</td>
<td>59%</td>
<td>40%</td>
</tr>
<tr>
<td>Able to provide physical and/or psych support</td>
<td>1% 5%</td>
<td>68%</td>
<td>25%</td>
</tr>
<tr>
<td>I know how to advocate for my pts</td>
<td>0% 10%</td>
<td>70%</td>
<td>19%</td>
</tr>
</tbody>
</table>
Current Proficiency Level

- **Ability to perform clinical skills with proficiency**: 13% Strongly Agree, 67% Agree, 18% Disagree, 1% Strongly Disagree, 1% Not sure.
- **Ability to prioritize nursing care**: 13% Strongly Agree, 73% Agree, 14% Disagree, 0% Strongly Disagree, 0% Not sure.
- **Ability to anticipate needs/problems/next steps**: 9% Strongly Agree, 67% Agree, 24% Disagree, 0% Strongly Disagree, 0% Not sure.
- **Ability to communicate clearly with team**: 16% Strongly Agree, 62% Agree, 22% Disagree, 0% Strongly Disagree, 0% Not sure.
Current Proficiency Level, Resident/Student Differences

### Ability to communicate clearly with the team

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td>0%</td>
<td>13%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>Resident</strong></td>
<td>1%</td>
<td>24%</td>
<td>63%</td>
</tr>
</tbody>
</table>

### Ability to perform clinical skills

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td>0%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>Resident</strong></td>
<td>23%</td>
<td>66%</td>
</tr>
<tr>
<td><strong>Not sure</strong></td>
<td>1%</td>
<td>9%</td>
</tr>
<tr>
<td>Item</td>
<td>Obs</td>
<td>Sign</td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>PL1</td>
<td>154</td>
<td>+</td>
</tr>
<tr>
<td>PL5</td>
<td>154</td>
<td>+</td>
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<tr>
<td>PL6</td>
<td>154</td>
<td>+</td>
</tr>
<tr>
<td>PL7</td>
<td>154</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CENTERS FOR MEDICARE AND MEDICAID SERVICES (CMS)
CORE MEASURES
<table>
<thead>
<tr>
<th>Avg rating 7.8</th>
<th>Avg rating 6.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the principles of evidence-based practice</td>
<td>CMS2 – I am able to recognize when key core measure performance activities are being met</td>
</tr>
</tbody>
</table>
Scenario 1

Stroke evaluated for discharge

- CMSS2_6 Gait and fall training: 32%
- CMSS2_5 Assess for rehabilitation services: 15%
- CMSS2_4 Lipid lowering meds, LDL GE 100: 77%
- CMSS2_3 Home evaluation: 42%
- CMSS2_2 Info on warning signs given: 95%
- CMSS2_1 Antithrombotic at discharge: 82%

Percent correct
Scenario 2

Instructions for VTE at discharge

- CMSS6_6 Care of wounds: 68%
- CMSS6_5 Adverse drug reactions: 73%
- CMSS6_4 Follow-up monitoring: 94%
- CMSS6_3 Foot care: 71%
- CMSS6_2 Dietary advice: 62%
- CMSS6_1 Compliance with meds: 88%

Percent correct
Scenario 3

Assess pts over 65 for

- CMSS7_6 Skin breakdown: 17%
- CMSS7_5 Fall risk: 11%
- CMSS7_4 Polypharmacy: 28%
- CMSS7_3 Smoking status: 48%
- CMSS7_2 Docm of pneumococcal imm: 93%
- CMSS7_1 Annual influenza imm: 90%

Percent correct
Core Measures subsection scores

Total possible points: 22

Average score for Resident: 5.9
Average score for Student: 6.4
## Summary Measures

### Total score for Customer Service self-assessment

*Maximum total score – Strongly agree for all items = 160*

<table>
<thead>
<tr>
<th>Type of Degree Program</th>
<th># of responses</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN</td>
<td>36</td>
<td>130.4</td>
<td>11.00</td>
</tr>
<tr>
<td>BSN</td>
<td>71</td>
<td>129.7</td>
<td>11.84</td>
</tr>
<tr>
<td>Second degree BSN</td>
<td>43</td>
<td>134.2</td>
<td>11.61</td>
</tr>
<tr>
<td>Alternate entry MSN</td>
<td>4</td>
<td>130.7</td>
<td>10.47</td>
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</table>

<table>
<thead>
<tr>
<th>Resident vs. Student</th>
<th># of responses</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>123</td>
<td>129.5</td>
<td>11.66</td>
</tr>
<tr>
<td>Student</td>
<td>31</td>
<td>137.7</td>
<td>8.92</td>
</tr>
</tbody>
</table>
### Summary Measures

**Total score for Core Measures knowledge inventory**

*A perfect score is 22 points*

<table>
<thead>
<tr>
<th>Type of Degree Program</th>
<th># of responses</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN</td>
<td>36</td>
<td>7.2</td>
<td>2.02</td>
</tr>
<tr>
<td>BSN</td>
<td>71</td>
<td>5.3</td>
<td>1.98</td>
</tr>
<tr>
<td>Second degree BSN</td>
<td>43</td>
<td>6.2</td>
<td>1.81</td>
</tr>
<tr>
<td>Alternate entry MSN</td>
<td>4</td>
<td>4</td>
<td>2.31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resident vs. Student</th>
<th># of responses</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>123</td>
<td>5.9</td>
<td>2.14</td>
</tr>
<tr>
<td>Student</td>
<td>31</td>
<td>6.4</td>
<td>1.89</td>
</tr>
</tbody>
</table>
Utilizing the Texas Board of Nursing DECs, develop concept-based curriculum modules that can be utilized to address competency gaps

- Develop modules in an electronic formats for different student levels
- Test, refine and pilot modules with academic partners
- Evaluate the effectiveness of the modules
- Share modules across the state
- Collect, analyze and report data post implementation
Watson’s theory of human caring

4 Imperatives for “caring”

1. To honor the dignity and value of each person

2. A focus on the environment/context where the care is delivered

3. Person-centered process, focus on delivering care through a range of activities

4. Outcomes that are the results of effective person-centered practice

(Watson, 1999)
Person-centered Practice Framework

(McCormack & McCance 2010)
http://bridgethegapgrant.com

- The Impact of Patient and Family-Centered Care (PFCC) on Service Excellence and Care Outcomes
- Healthcare Organizations Transformation to a Culture of Caring
- Healthcare Service Excellence Strategies
- Evidence-Based Practice and Core Measures
- The Quality/Value Equation in Healthcare
- Making the case for Patient and family Centered care: Politics and Policy
- Organizational Best Practices for Service Excellence
Conclusions

With reimbursement tied to performance, today’s nurse must demonstrate competency in service excellence and core measures. Survey data shows that students reported being more confident in their abilities related to service excellence and core measures than residents. This may be explained by the “reality shock” residents experience as they transition to practice. Also there may be a lack of awareness by students regarding what they truly know and do not know. More research and collaboration between academia and practice is necessary to improve competency in service excellence and core measures.
Anticipated Outcomes

The ultimate goal is to reduce the time and cost of orienting newly hired RNs in residency programs.

Other positive outcomes may be derived from the close collaboration between the academic and clinical partners in closing identified gaps in competency, improving quality of care and increasing customer satisfaction scores with the potential to increase reimbursement.
Questions