Using Competencies for Training and Evaluation: Lessons Learned From Gerontology Competencies

Colleen Galambos, PhD, ACSW, LCSW, LCSW-C, FGSA

Developing and Assessing Competencies for Teachers and Caregivers Serving Infants and Toddlers Meeting

January 4, 2017
What are Competencies

- Broad statements that describe an end action or result
- May require a number of smaller skills to be obtained before reaching the endpoint
Competency Based Education and Training – First Steps

Identify desired outcomes that are essential to performance after training:
Competency Elements

- **Knowledge**: Relates to information, Cognitive Domain
- **Skills**: Relates to the ability to do, Physical Domain
- **ATTRIBUTE**: Relates to qualitative aspects, Personal Characteristics or Traits
- **Outstanding Performance of Tasks or Activities**
Four Sequential Activities

1. Competency Isolation
   1. Determine competencies and education content

2. Competency Explication
   1. Identify skills and develop measurable competencies

3. Competency Oriented Instruction
   1. Employ effective strategies – problem based, interactive, case-based assignments

4. Competency Attainment Assessment
   1. Objective assessment in which skills are demonstrated
Educational Model for Competencies

Figure 1. Educational Model for Competency-based Education
Competency Mastery

• Six Components

1. Knowledge and skill assessment of students
2. Assess student learning styles
3. Outcomes must be the focus!
4. Self directed learning activities a must
5. Time flexibility in achieving outcomes
6. Teacher as facilitator
Tips for Success

• Start where the student is

• Assess where the student is and student capabilities

• Develop a variety of exercises and activities that students can engage in depending on their own level of competency

• Develop exercises that appeal to various learning styles
Learning Styles

- **Kinesthetic**: Learns by 'Touching & Feeling'. Likes hands-on learning and practical training.
- **Visual**: Learns by seeing. Absorbs information best through graphs, visual representation and aids.
- **Auditory**: Learns by listening. Use narration and audio books.
- **Thinking**: Likes to exercise imagination and good at abstract thinking. Need space and time to ponder and reflect.
- **Motive**: Needs to know the objective behind learning. Set concrete learning plan and milestones.
More Tips for Success

• At various points in the training, time must be allocated to practice the competency.

• Assure task mastery is achieved by allocating time for students to redo demonstrations.

• Provide hands on guidance feedback, and direction o weak skills or task areas that need improvement.

• Conduct a final evaluation of mastery. Evaluation method must be consistent with competency.
Keep in Mind: End Result

Maslow’s Four Stages of Learning Model

- Unconscious Incompetence
  - You don’t know that you don’t know how to do something.

- Conscious Incompetence
  - You know that you don’t know how to do something and it bothers you.

- Conscious Competence
  - You know that you know how to do something and it takes effort.

- Unconscious Competence
  - You know how to do something and it is second nature.
Facilitate to Build Self Confidence
Key to Success

- Mastery takes time and patience
Questions?
End