

# 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**



**Legislation**



**Regulation**



**Policy/  
Curriculum**



Province of Alberta

## HEALTH PROFESSIONS ACT

Revised Statutes of Alberta 2000  
Chapter H-7

Current as of July 1, 2015

**26 Self- Regulated  
Professional  
Colleges**

## **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**



Province of Alberta

## GOVERNMENT ORGANIZATION ACT

Revised Statutes of Alberta 2000  
Chapter G-10

Current as of May 14, 2014

# Restricted Activities



# Regulators

Regulates  
Profession

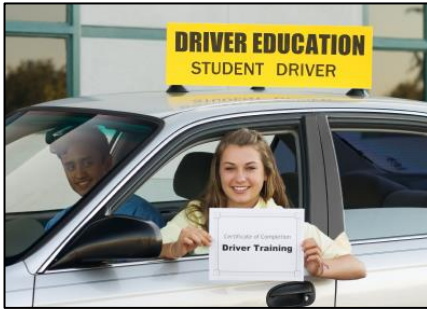
Provide  
Direction

**Competencies**

Standards of  
the Profession

Education

# Outcome Competency



Indicators to Competence



Regulatory Approval



Outcome Competency

**Competency  
Scope**

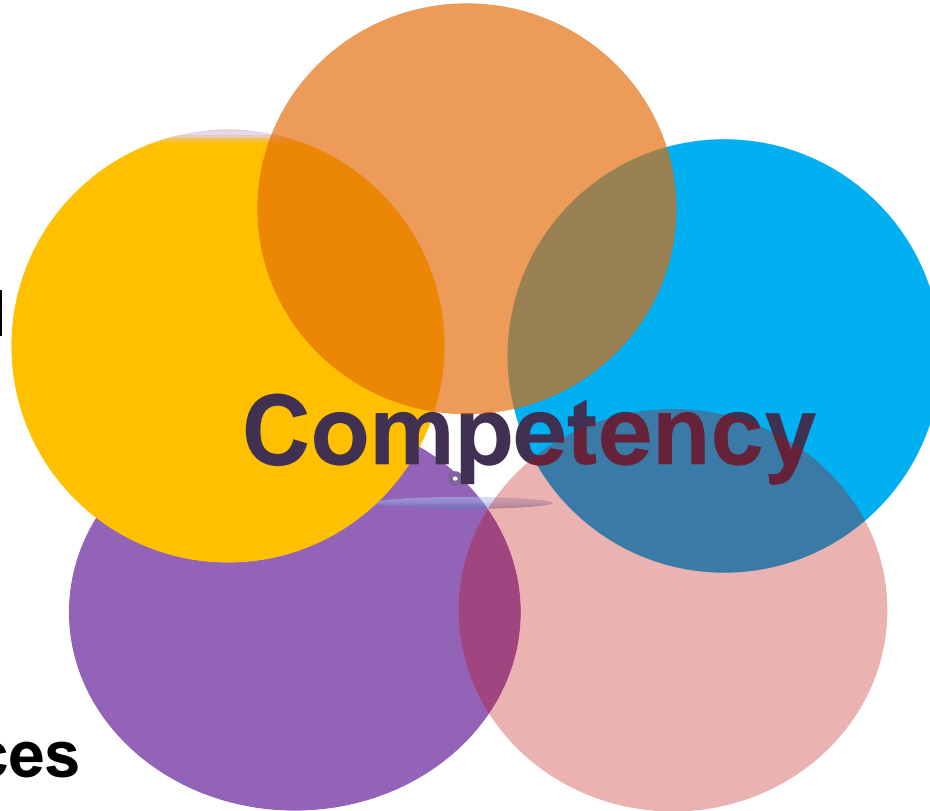
**Client  
Population**

**Competency**

**Staff Mix**

**Resources**

**Overarching  
Organizational  
Policies**



- **Defined by legislation**
- **Outlined by the regulator**
- **Competencies in practice require;**
  1. **Requisite knowledge**
  2. **Practice Knowledge**
  3. **Policy Support**



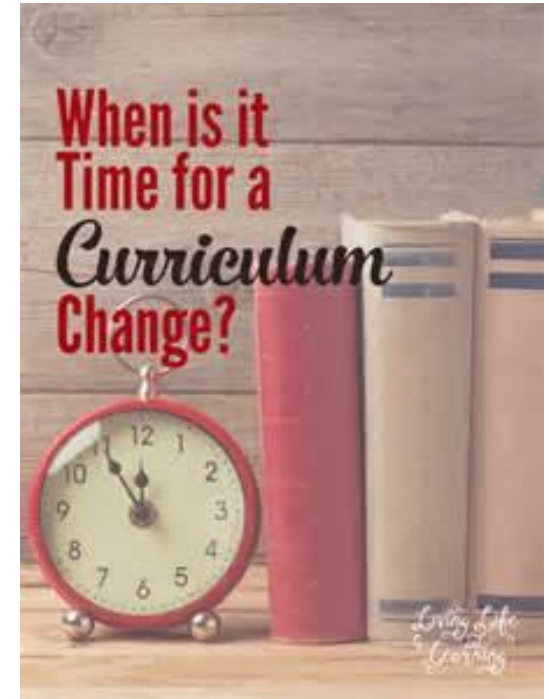
**POLICY**

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: ACCREDITATION**

- **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-12-7**

Demonstrate knowledge and ability to perform therapeutic phlebotomy according to agency policy.

**E-12-6**

Demonstrate knowledge of use of therapeutic phlebotomy for conditions including:

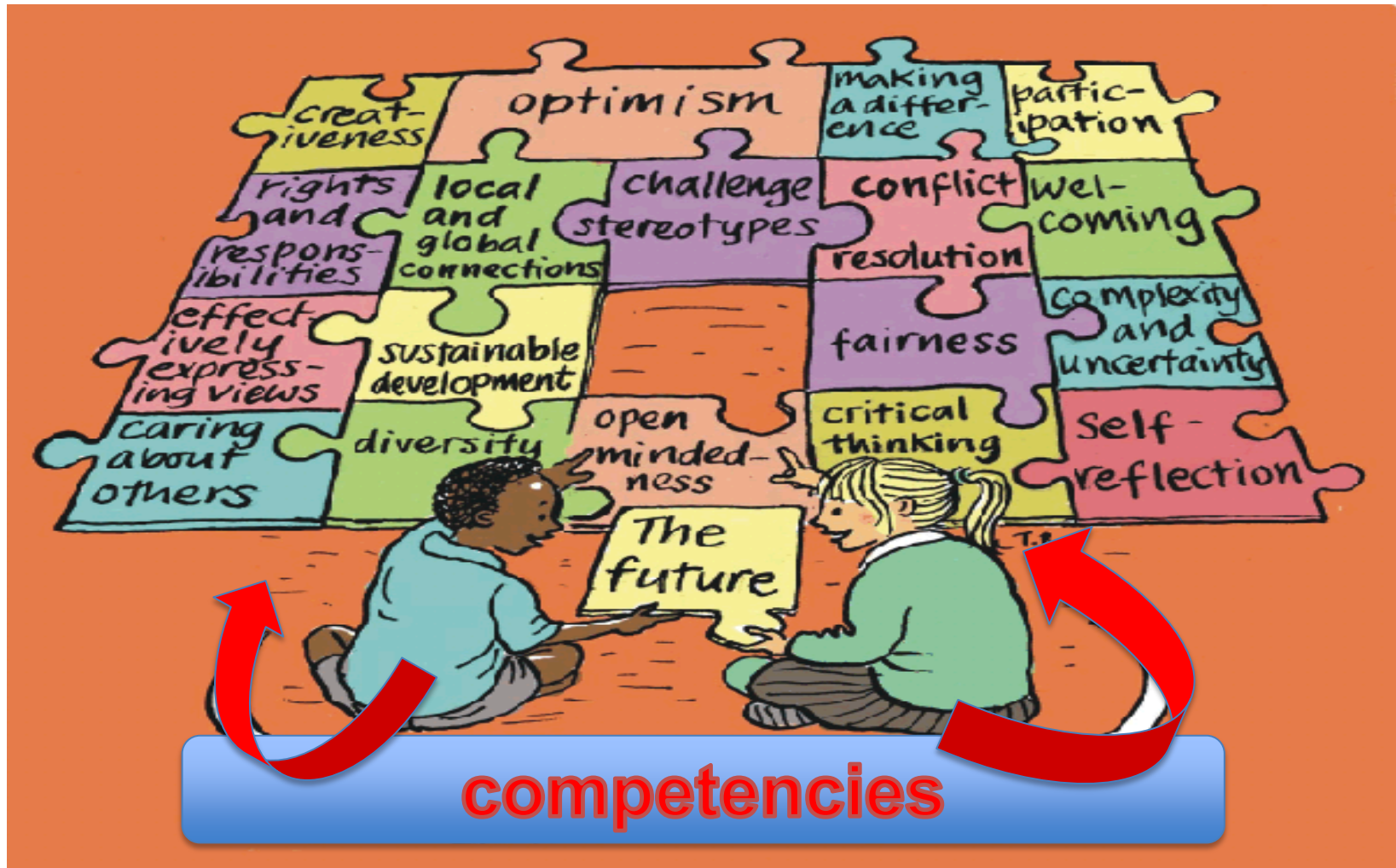
- hemochromatosis
- sickle-cell anemia
- polycythemia

**Introduced June 1<sup>st</sup> , 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



## 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**

- 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**.

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