

Continuing Competence: The PNCB Lived Experience



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PEDIATRIC NURSING
CERTIFICATION BOARD



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PNCB History – Who We Are

- Our story begins in 1975
 - Established to develop a certification program for **Primary Care Pediatric Nurse Practitioners**.
- In 1977
 - Launched the **Primary Care Certified Pediatric Nurse Practitioner (CPNP-PC®)** exam.

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PNCB History – Who We Are


- **In 1989**
 - Launched the **Certified Pediatric Nurse (CPN®)** exam.
- **In 2005**
 - Launched the **Acute Care CPNP (CPNP-AC®)** Certification.
- **In 2011**
 - Launched the **Pediatric Primary Care Mental Health Specialist (PMHS®)** certification exam.



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Current Recertification

- Requirements
 - Annual Recert for CPNs and CPNPs
 - Organized in 7-year cycles
 - APRNs have requirement for Pharm CE
 - Depending on type of CPNP credential, may have requirement for
 - 2 - 4 Pediatric Updates modules in a 7-year cycle
 - Accredited CE that is evaluated



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Current Recertification

- Options:
 - Contact Hours
 - Clinical Practice
 - Professional Practice Learning (PPL)
 - Academic Credit
 - Record Review Year



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Competency Journey

2013
2014
2015
2016
2017


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Together... we reviewed:


- Current literature
- Various definitions of continuing competence
- National landscape: CAC, IOM, CLEAR, ICE
- 2016 NCCA Standards
- The history of decisions related to requirements and options for Recert
- A timeline for how this project could unfold


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Components

- Hired Consultant Christopher Butcher
- Pilot tested the ICE Guiding Framework
- Delineating
 - Agreement on a definition of "continuing competence"
 - The "Promise" to stakeholders
 - The differences between a pediatric RN and a CPN


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Components

- Delineating
 - Multiple settings for advanced practice roles: CPNP-PC, CPNP-AC, PMHS
 - The differences between competencies tested at entry level vs. competencies for certificant with specialty focus
 - Specialization
 - Advancement
 - Shelf life: forgetting and obsolescence



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Objectives March 2015

- In re-examining and re-defining PN CB's recertification program, we will be guided by these objectives:
 - Evaluate the recertification program to determine the extent to which current practices effectively promote and measure the ongoing competence of credential holders.
 - Determine if there are elements of the program that are unnecessarily burdensome to certificants that do not contribute to an assessment of their competence.
 - Explore the possibility of incorporating new components into the program that more effectively assess continuing competence for pediatric nursing professionals.


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- *"We know change is hard. We also know that change is inevitable. While we don't know exactly what might change in the program, we are committed to offering a program that reflects our mission to provide the highest quality certification services for nursing professionals who care for pediatric populations. This means that any changes we make will be in the context of strengthening our ability to assess the alignment of certificant competencies with established standards."*
- *"It is possible that the evaluation process will prescribe no changes. It may be that the cost of change will exceed its benefits. It is also possible that the program will make significant changes to the way you recertify. Based on our preliminary analysis, we believe the most likely outcome is that there will be changes that result from clarification of PN CB's definition of continuing competence and how that impacts the requirements or components of recertification."*


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Specialization vs. Advancement




- As CPNs progress in their careers, are there discernable practice areas, focus areas, or sub-specialties that can be easily defined?
- Is there a difference in practice between a recently certified CPN and a CPN who has been certified for a number of years?
- Is it acceptable to stakeholders that a person maintains competency in one focus area but is no longer (as) competent in another?
- Is there an expected difference regarding the knowing / understanding within the Pediatric Nurse Mindset?



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Continuing Competence with Advanced Practice (Core and Spokes Model)

Level	Definition
Tested competence 	Level of competence demonstrated upon passing the certification exam
Essential competence 	Expected level of competence for all experienced certificants
Advanced competence 	Expected level of competence for experienced certificants in their focus area



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How Do PN CB Requirements Demonstrate Continuing Competence?

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Models of Continuing Competence



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Components: Continuing Competency

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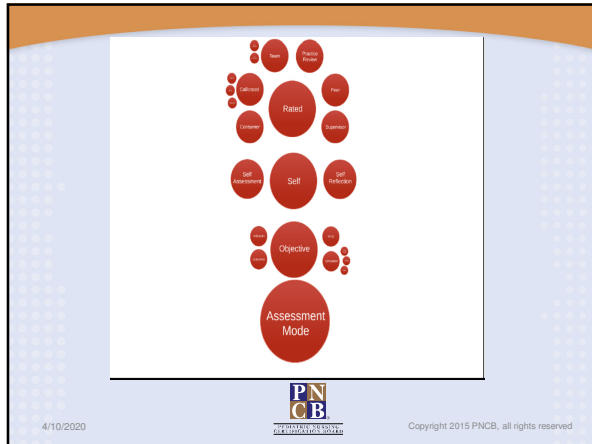
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Greatest Challenges

- Multiple credentials with varying competencies
 - Diversity within each credential
- Structuring the research to support decisions (specialization, shelf-life)
- Learning a new conceptual framework and the vocabulary that goes with it!

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Biggest Lesson Learned . . .

(so far!)

- Read and be aware of the national discussion
- Learn from others
- Communication!

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Biggest “Take Away” . . .
(so far!)

There is *no* best practice
for competency assessment
which fits all programs!



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