



University of Missouri

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

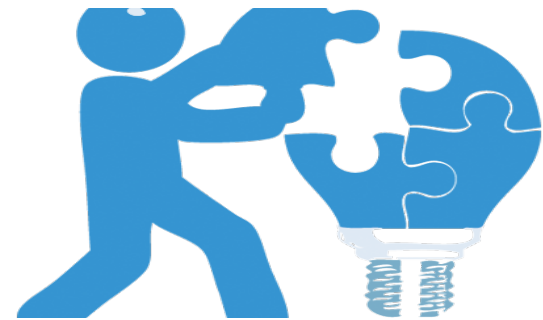
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Developing and Assessing Competencies for Teachers and Caregivers Serving Infants and Toddlers Meeting

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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

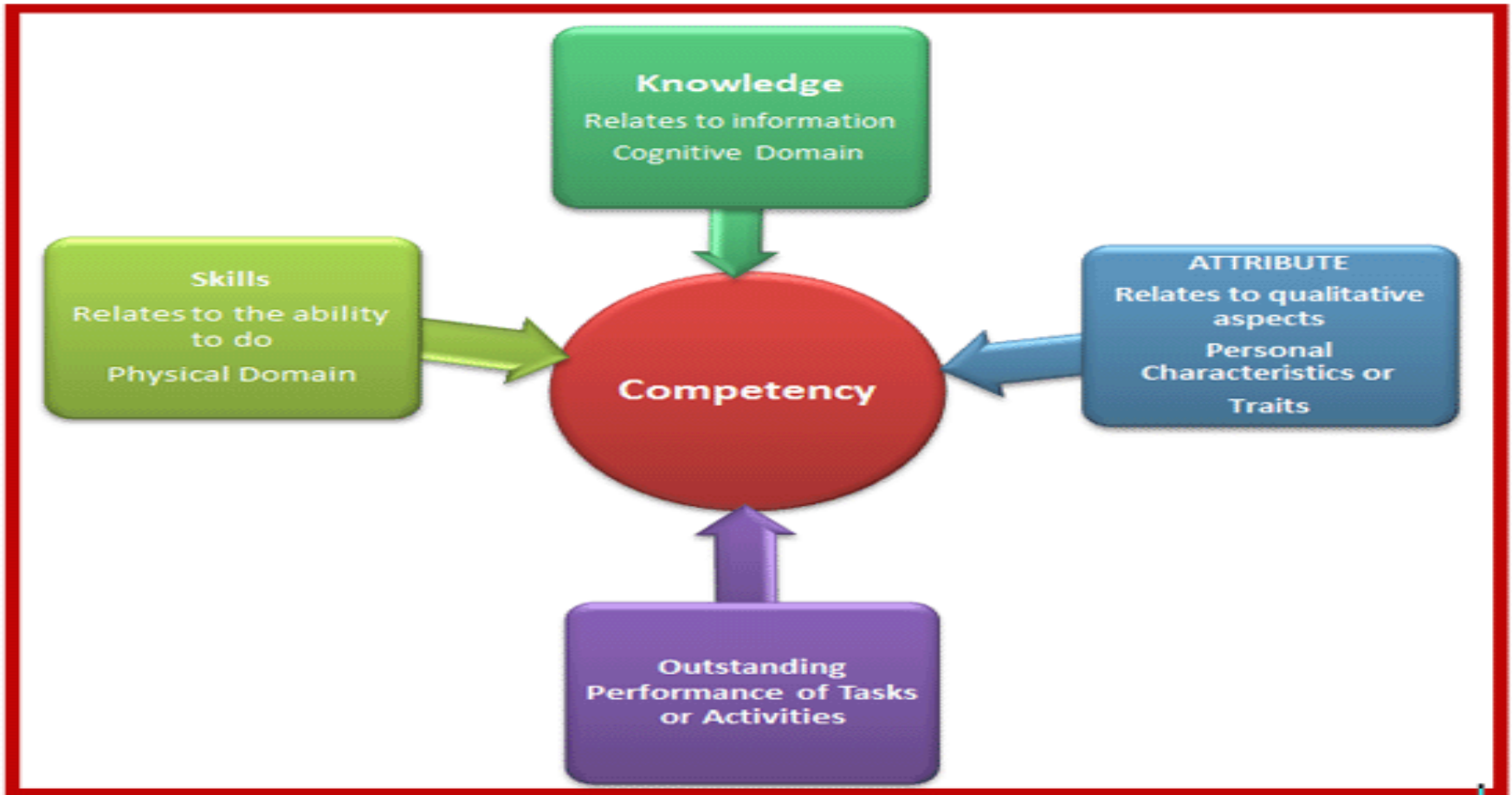


Competency Based Education and Training – First Steps

Identify desired outcomes that are essential to performance after training:



Competency Elements



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

Gerontological Competencies 1

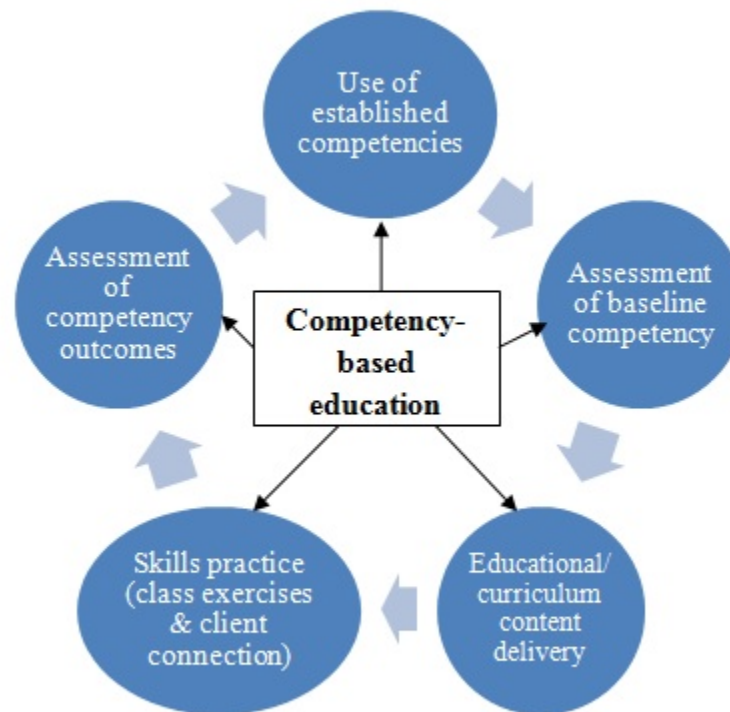


Figure 1. *Educational Model for Competency-based Education*



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

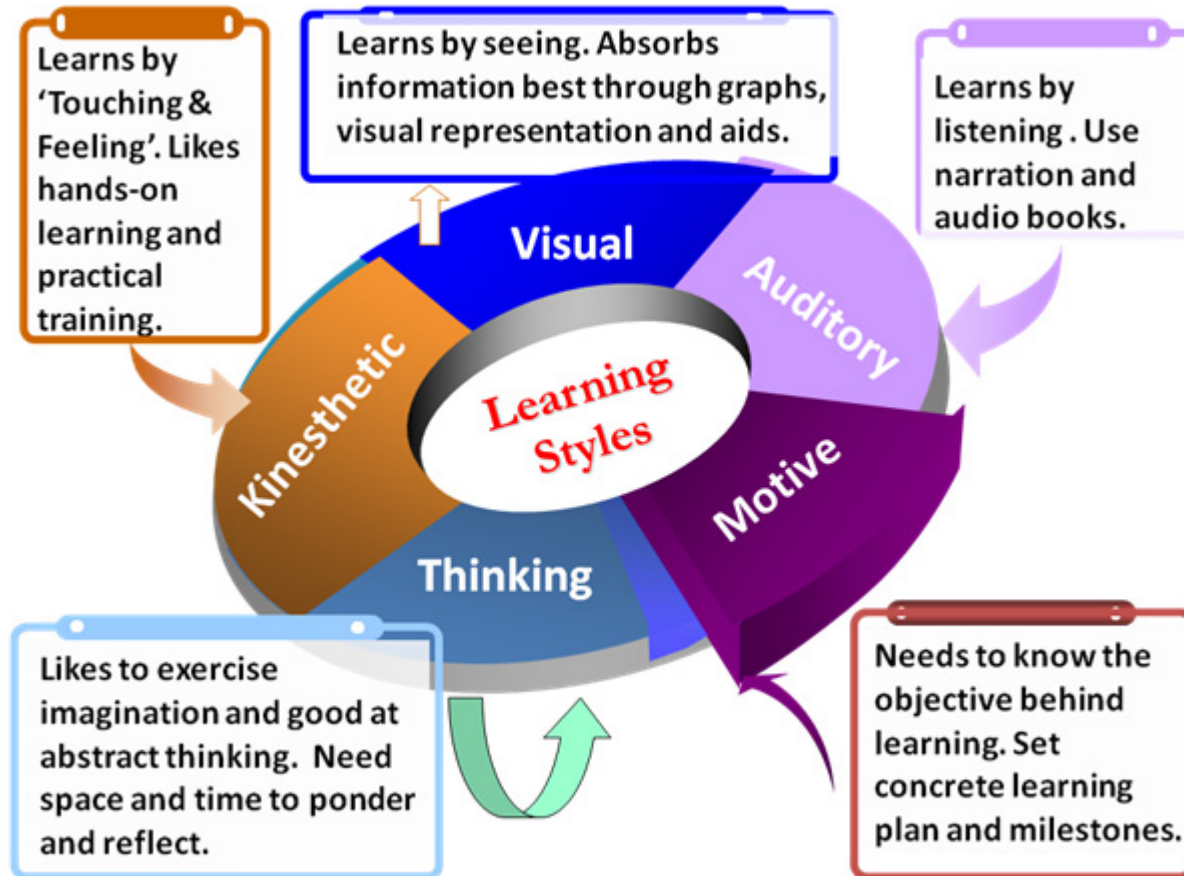


Tips for Success

- 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



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 on 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

