



# OHSU Core Competency Project

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**Oregon Health and Science University**

**Office of the Provost-Educational Improvement and Innovation**

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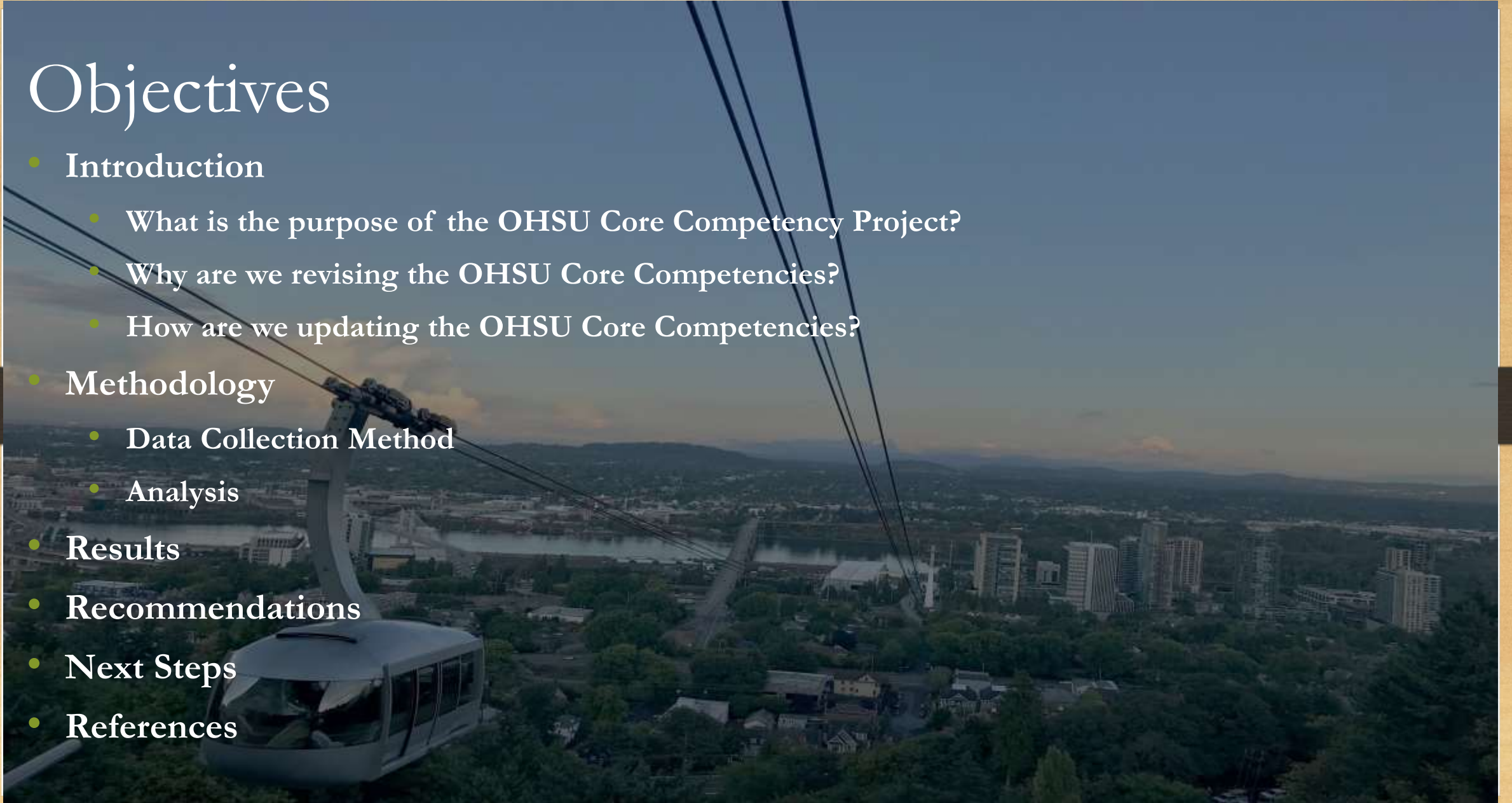
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Date: 10/17/2019

# Objectives

- Introduction
  - What is the purpose of the OHSU Core Competency Project?
  - Why are we revising the OHSU Core Competencies?
  - How are we updating the OHSU Core Competencies?
- Methodology
  - Data Collection Method
  - Analysis
- Results
- Recommendations
- Next Steps
- References





# Introduction

- **What is the purpose of the OHSU Core Competency Project (OCCP)?**
  - To revise the institutional core competencies at OHSU:
  - This revision is focused on:
    - Reducing the number of the OHSU Core Competencies
    - Updating them to more meaningful (measurable and specific) competencies

Professional  
knowledge and  
skills

Reasoning and  
judgment

Evidence-based  
practice and  
research

Lifelong  
learning

Communication

Professionalism  
and ethics

Teamwork

Safety and  
quality  
improvement

Systems

Patient and  
client-centered  
care

# Introduction (continued)

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- **Why are we revising the OHSU Core Competencies?**
  - The Northwest Commission on Colleges and Universities (NWCCU) has required increased attention on the alignment of the assignment-level Student Learning Outcomes (SLOs), course-level SLOs, program-level SLO's, and institutional SLOs with each other for the accreditation visit in fall 2022
  - However, before starting the overall alignment, the OHSU's current institutional core competencies need to be updated to fewer and more meaningful competencies, as noted in the NWCCU fall 2018 mid-cycle accreditation report.

# Introduction (continued)

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- **How are we updating the OHSU Core Competencies?**
  1. Conducting a crosswalk to review and identify the core competencies that are recommended and required for all or most of specialized accreditors in health professions
  2. Analyzing the existing institutional data to make recommendations to the Assessment Council and other committees responsible for the ultimate approval of the revised set of core competencies



# Methodology

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- **Epistemological Approach: Social Constructionism**
- This approach views knowledge and truth as created not discovered by the mind
- It is a type of qualitative research methodology. This qualitative approach follows a systematic but flexible process to collect data, code the data, compare data and see what results are generated from the data
  1. **Preliminary literature review**
  2. **Data Collection Method: Textual Analysis**
  3. **Analysis Method: Constant Comparative Analysis**

# Data Collection: Textual Analysis

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- Textual Analysis is used as the primary or secondary source of data for qualitative research. There are two types of texts that can be analyzed by researchers:
  - **Elicited texts:** Written data that are produced during the research process, and the researcher or the research participants are involved in producing them (Charmaz, 2006)
  - **Extant texts:** Documents that are obtained from other sources and the researcher, and research participants have no hand in producing them (Charmaz, 2006)
- The data was collected through textual analysis and the coding process started while I was gathering the data (I coded the data into specific core competencies)
- All gathered documents were obtained from other sources and I had no part in production of the documents

# Data Collection (continued)

- In total 79 documents were reviewed, and four general categories of data were gathered



1.The Specialized Accreditation Standards (SAS):  
2.Sixty-nine documents (Appendix C)

1.The Other Accrediting Standards (OAS):  
2.Eight documents (Appendix D)

1.The OHSU (Institutional) Core Competencies (OCC):  
2. One document (Appendix A)

1.The OHSU Assessment Council's Recommended Core Competencies (ACR):  
2.One document (Appendix F)



# Analysis (Constant Comparison)

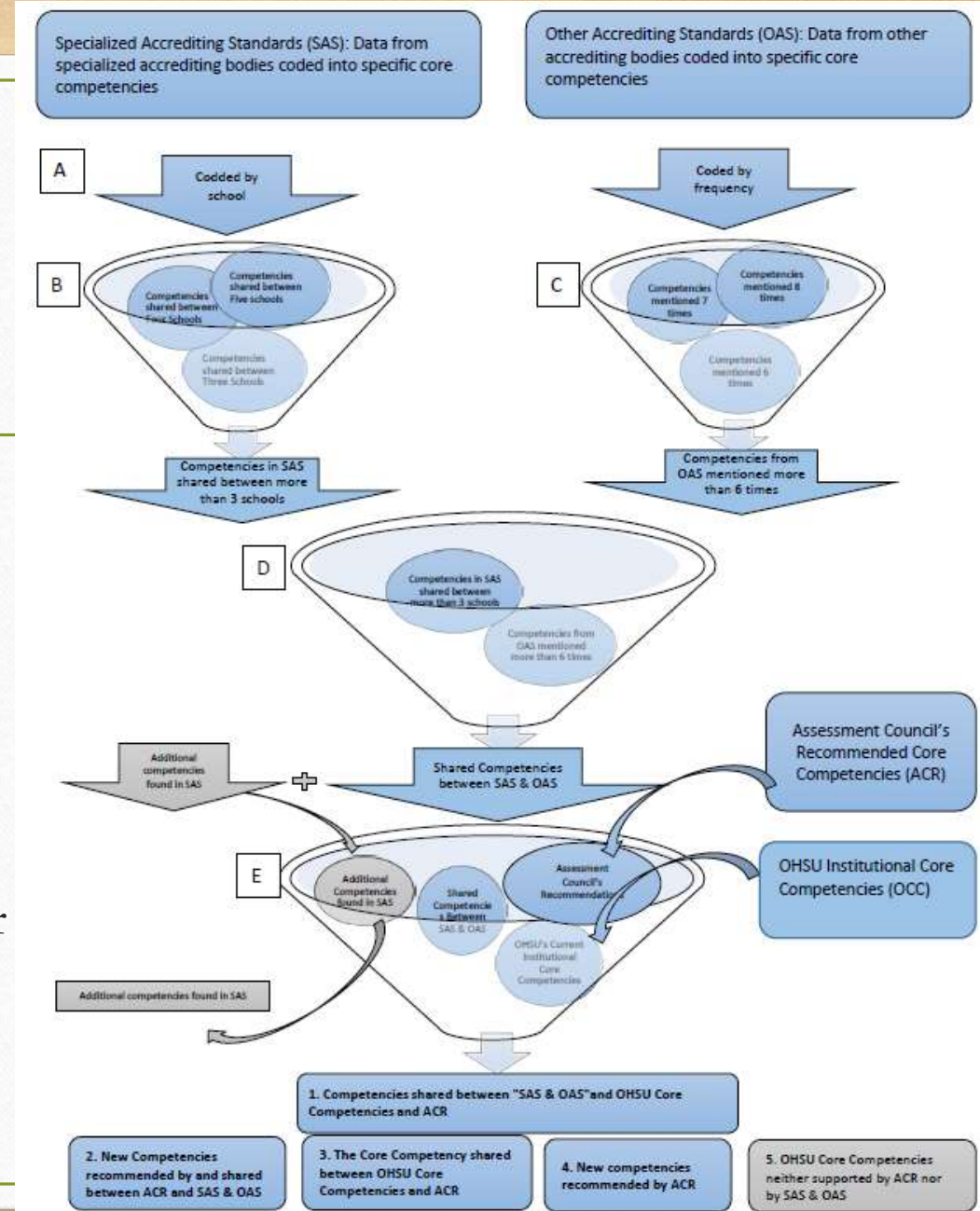
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- The Constant Comparison Analysis is a continuous coding and categorizing process which involves constant comparison between the coded and categorized data
- For the project, I started coding the accreditation standards into defined competencies during the data collection process, and then the process continued with more coding, categorizing and comparison which is described in five steps

# Analysis (continued)

## See page 8 of the Analysis Report

- **Step A:** Color Coding the OHSU programs by school
- **Step B:** Categorizing the Specialized Accrediting Standards (SAS) into sub-categories
- **Step C:** Categorizing the Other Accreditation Standards (OAS) into sub-categories
- **Step D:** Comparing the Sub-categories with each other
- **Step E:** Comparison of the result with the OHSU Institutional Core Competencies and Assessment Council's Recommendations (ACR)





# Analysis (continued)

## See Page 7 of the Analysis Report

- Step E: Comparison of the result from Step D with the OHSU Institutional Core Competencies and Assessment Council's Recommendations (ACR)
- Similar competencies are indicated with the same color and are arranged in the same rows in the table (Table 1):

OHSU Core Competencies	ACR*	SAS & OAS*	Additional Competencies found in SAS (only significant in SAS)*
Professional Knowledge and Skills	Professional Knowledge and Skills	Application of Knowledge into practice	Discipline-specific Knowledge Basic Sciences Biomedical Sciences Clinical Sciences Social Sciences Behavioral Sciences Independent work
Patient/Client Centered Care	Patient/Client Centered Care		Comprehensive, Patient-Centered Care Population Health
Communication	Communication	Communication	
Teamwork/Collaboration	Teamwork/Collaboration	Interprofessional Collaborative Skills Interpersonal relations and teamwork Leadership	
Professional Practice and Ethical	Professional Practice and Ethical	Ethics Professionalism	
Reasoning and Judgement			Decision making Problem-solving
Lifelong Learning			Continuing Education Assessment
Evidence-Based Practice & Research			Research Evidence-based care/practice Prevention
Safety and Quality Improvement			
Systems			System's thinking
	Information Literacy		
	Community Engagement/Social Justice & Equity	Cultural Competence	
	Critical Thinking		Critical Thinking
	Professional Identity	Professional Values	
			Health policy Organizational dynamics Information Science and Technology Data management Management Teaching and Mentoring/Educating Legal/regulatory standards

\*ACR: Assessment Council Recommendations  
 \*SAS & OAS: Overlapping between Specialized Accrediting Standards and Other Accreditation Standards  
 \*OAS: Other Accreditation Standards  
 \*Additional Competencies found in SAS (only significant in SAS): The additional competencies only significant in the Specialized Accrediting Standards



# Results

- **Step D of the Analysis:** This step produced two lists of competencies:
  - SAS & OAS competencies: The overlapping competencies that are recommended in the Specialized Accrediting Standards (SAS) list and are also mentioned six time or more than six times in the Other Accreditation Standards (OAS) list.

SAS & OAS (overlapping between both the SAS and the OAS lists)	
1	Application of Knowledge into practice
2	Interpersonal relations and teamwork
3	Interprofessional Collaborative Skills
4	Leadership
5	Professionalism
6	Ethics
7	Professional Values
8	Cultural Competence
9	Communication

- Additional competencies found in SAS (Specialized Accrediting Standards) list (Appendix E).

# Results (continued)

## OHSU Core Competencies, ACR, SAS & OAS

- 1 Professional Knowledge and Skills
- 2 Application of Knowledge into Practice
- 3 Teamwork/Collaboration
- 4 Interpersonal Relations and Teamwork
- 5 Interprofessional Collaborative Skills
- 6 Leadership
- 7 Ethics
- 8 Professionalism
- 9 Professional Practice and Ethical
- 10 Professional Identity
- 11 Professional Values
- 12 Communication

(SAS) and Other Accrediting Standards (OAS)

2. The OHSU Core Competencies (OCC)
3. Assessment Council Recommendations (ACR)
4. The “Additional competencies found in Specialized Accrediting Standards”

Group 1: Competencies shared between OHSU Core Competencies, ACR and SAS & OAS:

Group 2: New competencies recommended by both ACR and (SAS & OAS):

### New Competencies shared between ACR and SAS & OAS

- 1 Cultural Competence
- 2 Community Engagement/Social Justice & Equity

Group 3: Core Competency shared between OHSU Core Competencies and ACR:

### OHSU Core Competency supported by ACR

- 1 Patient/Client Centered Care

Group 4: New competencies recommended by ACR:

### New competencies recommended by ACR

- 1 Information Literacy
- 2 Critical Thinking

Group 5: OHSU Core Competencies neither supported by ACR nor by SAS & OAS:

### Not supported OHSU core competencies

- 1 Reasoning and Judgement
- 2 Lifelong Learning
- 3 Evidence-Based Practice & Research
- 4 Safety and Quality Improvement
- 5 Systems

### Significant Competencies with original Terminologies

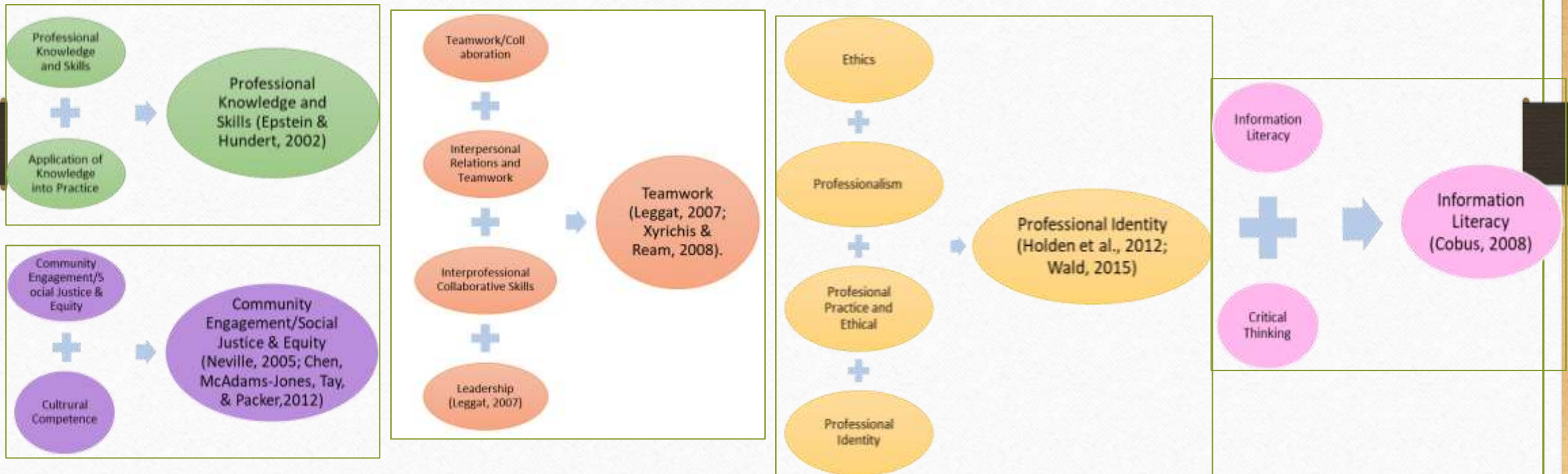
1	Professional Knowledge and Skills
2	Application of Knowledge into Practice
3	Teamwork/Collaboration
4	Interpersonal Relations and Teamwork
5	Interprofessional Collaborative Skills
6	Leadership
7	Ethics
8	Professionalism
9	Professional Practice and Ethical
10	Professional Values
11	Professional Identity
12	Information Literacy
13	Critical Thinking
14	Community Engagement/Social Justice & Equity
15	Cultural Competence
16	Communication
17	Patient/Client Centered Care

## Recommendations

- The first four groups of core competencies resulted from Step E of the analysis are significant
- The four recommendations described in this section are built on these key competencies
- The first fifteen competencies in this list create five groups of similar competencies
- Selecting one umbrella term for these similar competencies is essential to avoid repetition and more importantly to accomplish the goal of providing fewer number of competencies



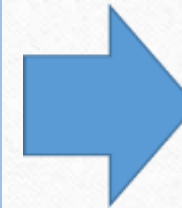
# Recommendations (continued)



# Recommendations (continued)

- After selecting the five umbrella terms for each group of similar competencies, the total number of significant core competencies declined from seventeen to seven competencies and we have a new list of significant competencies.

Significant Competencies with original Terminologies	
1	Professional Knowledge and Skills
2	Application of Knowledge into Practice
3	Teamwork/Collaboration
4	Interpersonal Relations and Teamwork
5	Interprofessional Collaborative Skills
6	Leadership
7	Ethics
8	Professionalism
9	Professional Practice and Ethical
10	Professional Values
11	Professional Identity
12	Information Literacy
13	Critical Thinking
14	Community Engagement/Social Justice & Equity
15	Cultural Competence
16	Communication
17	Patient/Client Centered Care



Recommended Terminologies for similar competencies	
1	Professional Knowledge and Skills (Epstein & Hundert, 2002)
2	Teamwork (Leggat, 2007; Xyrichis & Ream, 2008)
3	Professional Identity (Holden et al., 2012; Wald, 2015)
4	Information Literacy (Cobus, 2008)
5	Community Engagement/Social Justice & Equity (Neville, 2005; Chen, McAdams-Jones, Tay, & Packer, 2012)
6	Communication
7	Patient/Client-Centered Care

# Recommendations (continued)

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## Recommendation 1:

- Consider the most significant core competencies:
- If AC decides to consider the most significant competencies that are shared between OHSU Core Competencies, ACR and the SAS & OAS lists simultaneously (for more information see the Results section), the following list is recommended:

Recommended List 1:	
1	Professional Knowledge and Skills
2	Teamwork
3	Professional Identity
4	Communication



# Recommendations (continued)

## Recommendation 2:

- Add the new competency “Community Engagement/Social Justice & Equity” recommended by both ACR and SAS & OAS lists to the Recommended list 1:
- If AC decides to have a more comprehensive list and argues that Recommended list 1 is not satisfactory, the new competency that is recommended by both ACR and SAS & OAS can be added. The rationale is that ACR are based on AC’s continuous work with assessment processes at OHSU and they have concrete reasons for adding new competencies. Also, it is supported by SAS & OAS which is based on a crosswalk of the accreditation standards across all programs at OHSU.

Recommended list 2 includes:

Recommended List 2:	
1	Professional Knowledge and Skills
2	Teamwork
3	Professional Identity
4	Communication
5	Community Engagement/Social Justice & Equity

# Recommendations (continued)

## Recommendation 3:

- Add the one competency (Patient/Client Centered Care) that is shared between OHSU Core Competencies and ACR to the Recommended list 2:
- “Patient/Client Centered Care” is not supported by SAS & OAS list; however, if the Assessment Council wants to add this competency since the ACR list is based on their continuous work with assessment processes at OHSU and they have concrete reasons for adding “Patient/Client Centered Care” the following list is recommended:

Recommended List 3:	
1	Professional Knowledge and Skills
2	Teamwork
3	Professional Identity
4	Communication
5	Community Engagement/Social Justice & Equity
6	Patient/Client-Centered Care

# Recommendations (continued)

## Recommendation 4:

- Add the new competency that is recommended by ACR (Information Literacy):
- “Information Literacy” can be added to the Recommended List 3 to make it more comprehensive even though it is not supported in other data (SAS & OAS/OCC). The rationale is that ACR are based on AC’s continuous work with assessment processes at OHSU and they have concrete reasons for adding new competencies, and thus the following list is recommended:

### Recommended List 4:

1	Professional Knowledge and Skills
2	Teamwork
3	Professional Identity
4	Communication
5	Community Engagement/Social Justice & Equity
6	Patient/Client-Centered Care
7	Information Literacy



# Next Steps

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- Sending recommendations to the assessment process stakeholders for feedback
- Identifying if the core competencies are measurable and specific (Stakeholders)
- Presenting an approved set of competencies to the Provost for final approval

# References

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Thank you!

