

Evaluation of the novice registered nurse in developing capability in the clinical setting of oncology

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Competence versus Capability



Competence



“Is primarily about the ability to perform effectively, concerned largely with the here and now”.

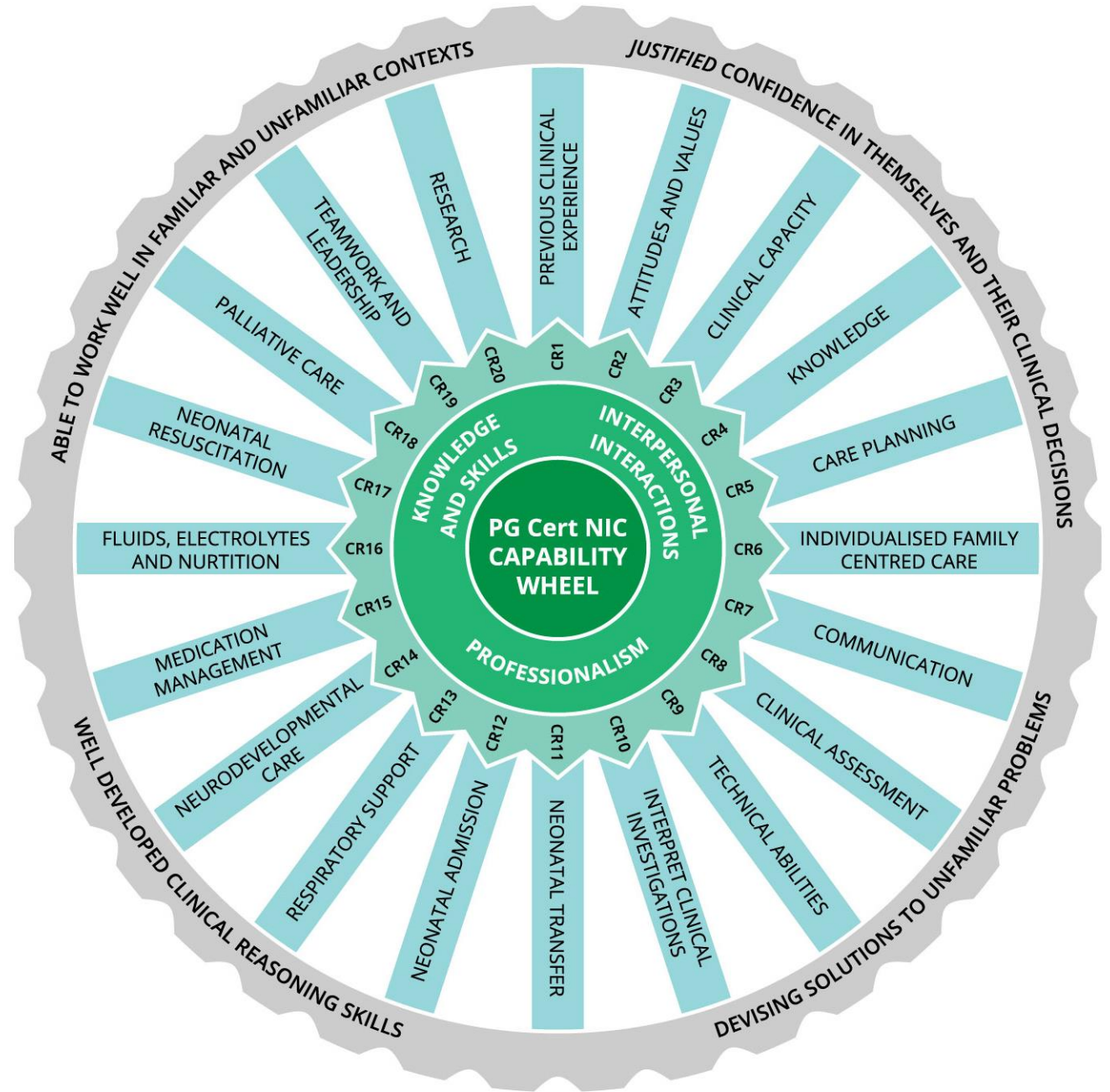


Capability



“Is an integration of knowledge, skills, personal qualities and understanding used appropriately and effectively in response to new and changing circumstances”.

Bromley's (2017) Capability Wheel



Research Aim



To develop an understanding of what is being evaluated in novice Registered Nurses by mentors practicing in the area of oncology



Understand how the current use of assessment tools used in practice build capability



Inform mentors of novice Registered Nurses' to support and facilitate capability



Add to the body of knowledge



Method



Design

Qualitative interpretive-
description (Thorne, 2009)

Setting

Inpatient hospital setting where
RNs provide care to oncology
patients

Ethics ✓

Participants / Recruitment

Participants were purposive sampled

Inclusion

RN's working in senior level roles in oncology who mentor postgraduate RNs and provide education to novice oncology RNs

Exclusion

Those working in junior roles and enrolled nurses/assistant nurses



Ethics



Human Research Ethics Committee (HREC) approval (H0018375)



Site approval was obtained from the organisation involved



Emphasis was placed on the protection of the privacy of the participants

Data Collection/Analysis



Semi-structured face-to-face
interviews
(3 month period)



Open-ended questions were
utilised in interviews



Data was analysed using an
interpretive descriptive
approach
(Thorne, 2009)



Data was systematically
revised resulting in the
formation of five themes

Preliminary Findings



EVALUATION



CHARACTERISTICS OF
CAPABILITY



COMPETENCY VERSUS
CAPABILITY

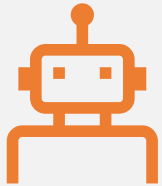


POSTGRADUATE
STUDIES AND THEIR
IMPACT



BARRIERS TO
EVALUATION AND
CAPABILITY BUILDING

Evaluation



'... IT'S REALLY ABOUT TRYING TO UNPACK HOW MUCH THAT PERSON MIGHT KNOW ABOUT WHAT THEY'RE DOING OR THE PATIENT CLINICAL PICTURE IN THESE INTERACTIONS' (ONC_RN#5).

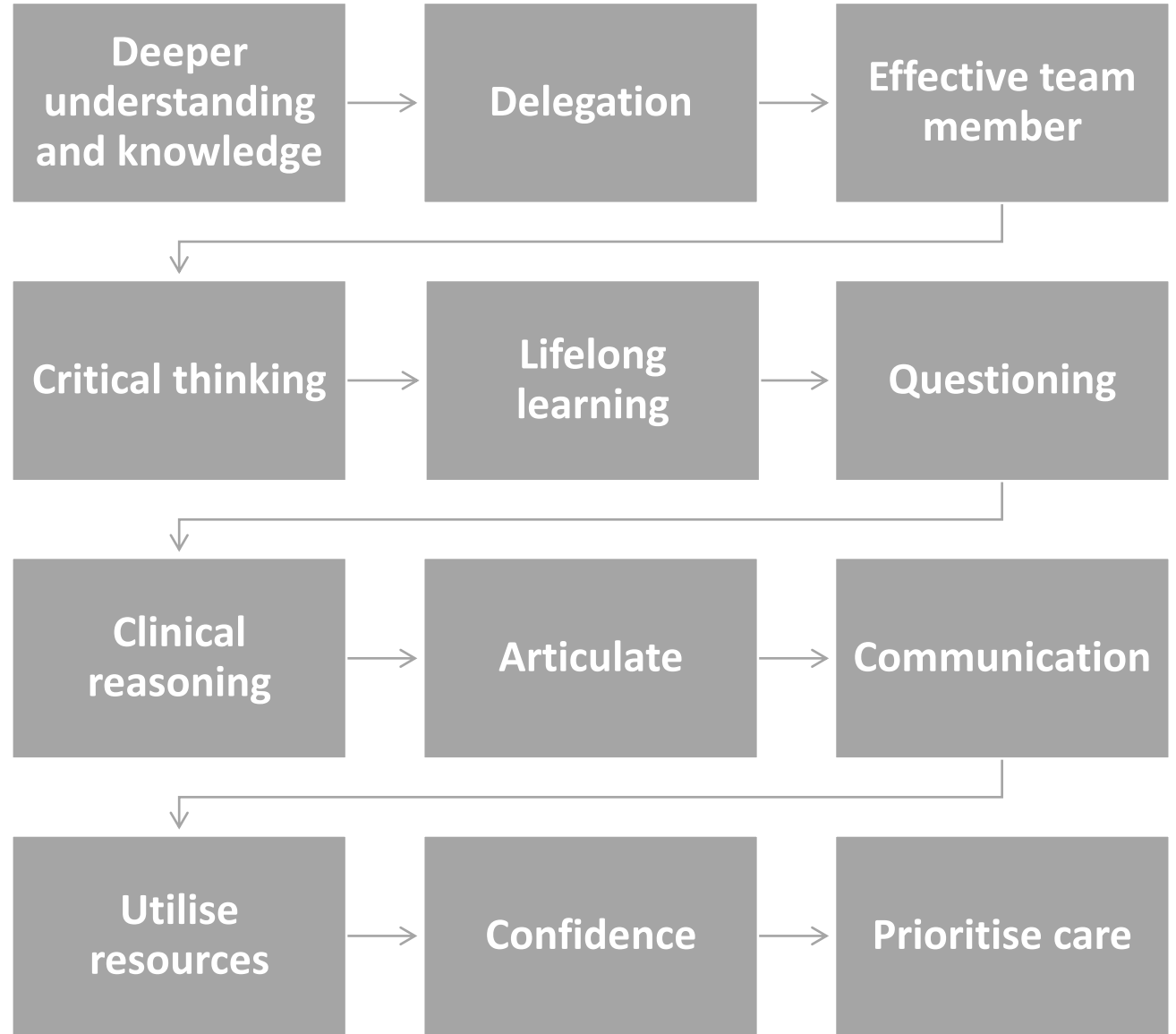


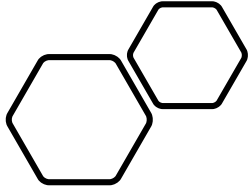
'IT'S ALWAYS VERY CHALLENGING, BECAUSE IT'S NOT REALLY A SET MEASURABLE OUTCOME THAT YOU CAN SAY THEY REACH THIS PARTICULAR LEVEL SO THEREFORE, TICK' (ONC_RN#2).



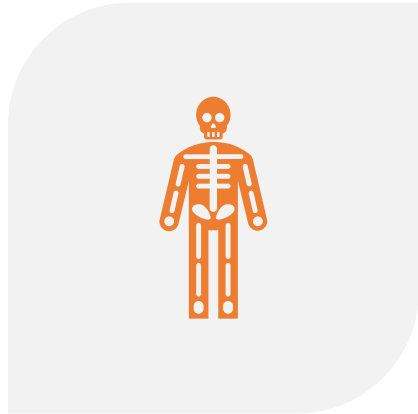
'IF I KNOW THE NEWER NURSE WILL BE ADEQUATELY SUPPORTED, I WILL GIVE THEM SOMETHING MORE CHALLENGING... TO HELP THEM DEMONSTRATE THEIR CAPABILITY AND DEVELOP THEIR INDIVIDUAL GOALS' (ONC_RN#3).

Characteristics of Capability





Competence versus Capability



*'I HAVE SEEN NURSES WHO HAVE BEEN DEEMED COMPETENT AT BEING ABLE TO PERFORM A SKILL BUT THEY'RE NOT NECESSARILY UNDERSTANDING IT IN ITS ENTIRETY IN TERMS OF IF THINGS GO WRONG'
(RN_ONC#2)*



'CURRENT ASSESSMENT TOOLS USED WITHIN THE AREA OF ONCOLOGY DO NOT REFLECT THE NURSES ABILITY TO RATIONALISE' (RN_ONC#1)



*'THEY HAVE TO THINK MORE CRITICALLY AND THAT'S WHEN IT CAN BECOME A BIT CHALLENGING... IF SOMETHING GOES WRONG THAT'S WHEN IT BECOMES MORE COMPLEX... THE NOVICE NEEDS TO REACH BACK INTO THAT CRITICAL THINKING FRAMEWORK GIVEN THE TASK HASN'T FLOWED IN THIS LOVEY START TO FINISH PROCESS THAT THEY MIGHT GO IN TO THE TASK WITH'
(ONC_RN#2)*

Postgraduate Studies and their Impact



Provide RNs with an opportunity to gain further knowledge around pathological processes of oncological and haematological diseases and their treatments



Results in more confidence



Driven to seek knowledge



Insight into education needs



Does not always translate into the clinical context

Barriers to Evaluation and Capability Building



Time barriers



Skill mix



Patient complexity



Culture



Education delivery



Strengths and Limitations

Limitations

- Small sample size
- Generalisability of findings
- Inpatient setting only
- Potential researcher bias

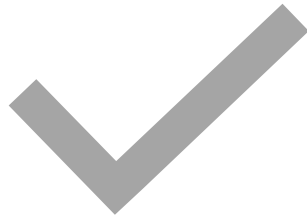
Strengths

- Semi-structured interviews
- Method
- Experience of participants
- Topic previously unexplored

Research Outputs



Develop an educational tool and framework to measure and evaluate capability



Critique of current tools used to assess competency



Integration of postgraduate studies and an in-practice assessment tool



Thank you



DR PATRICIA BROMLEY,
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THE PARTICIPANTS

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