

COMPETENCY ITEMS AND VALIDATION TECHNIQUES

COMPETENCY: TEACHING SKILLS (HOME VISITING INDIVIDUAL/FAMILY SITUATIONS)

Standard: Maternal and child health home visiting nurses use educationally sound principles of teaching adult learning to promote healthy outcomes of pregnant women, newborns/infants and their families.

I. Staff demonstrates knowledge of accurate, current information in the required area.			
Technical Skills	Interpersonal Skills	Critical Thinking Skills	Validation
<p>Section A.</p> <p>1. Lists 3 relevant resources available to staff</p>		<p>3. Identifies personal learning goals in relevant area.</p>	<p><u>Written or Verbal Response:</u></p> <p>What are 3 resources would you use to find specific information about (relate to field of work)? Ans: 1,2,3</p>
<p>Section B.</p> <p>2. Lists 3 relevant resources available to clients.</p>		<p>4. Identifies and demonstrates interventions/coordination with other service providers that enhance positive outcomes for the client.</p>	<p><u>Written or Verbal Response</u></p> <p>What are 3 educational resources you might use to support your client's learning? Ans: 4,5,6</p> <p>What are 3 community resources with whom you might coordinate your client? Ans: 7,8,9</p>

II. Staff demonstrates an ability to engage in the client oriented learning process.

Technical Skills	Interpersonal Skills	Critical Thinking Skills	Validation
<p>Section A</p> <p>1. Describes process of identifying problem, goal and possible interventions</p>	<p>4. Demonstrates helping client to identify problems/learning needs/goals of visit.</p> <p>5. Verbalizes client strengths, progress, and right to self-determination</p>		<p><u>Written or Verbal Response</u></p> <p>Tell me how you identify and prioritize what problem you work on. Ans. 10</p>

Staff demonstrates an ability to engage in the client oriented learning process.

Technical Skills	Interpersonal Skills	Critical Thinking Skills	Validation
<p>Section B</p> <p>2. Lists and demonstrates at least three methods of offering material to clients</p>	<p>6. Creates opportunity for/acknowledges client practice/ demonstration of new skills in progress</p> <p>7. Utilizes day to day events that arise in client's life to create learning opportunity</p>	<p>11. Describes at least 3 factors that will affect the client's ability to move toward specific goals</p>	<p><u>Written or Verbal Response</u></p> <p>What 3 ways could you have offered the material discussed?</p> <p>OR</p> <p>Describe 3 learning styles that different individuals may have.</p> <p>Ans. 11, 12, 13</p> <p>Describe 3 Client or relationship factors that may interfere with learning progress. Ans. 14, 15, 16</p>

Technical Skills	Interpersonal Skills	Critical Thinking Skills	Validation
<p>Section C 3. Identifies methods of measuring progress toward goals.</p>	<p>6. Lists of demonstrates at least 3 methods of assessing client understanding utilization of material</p>	<p>11. Identifies strength/support that helps client move toward specific goals.</p>	<p>Written or Verbal Response Tell me 3 ways you might measure the client's movement toward goals. Ans. 17, 18, 19</p>
<p>Section D</p>	<p>9. Demonstrates ability to engage client in exploring potential areas of learning NOT as yet identified by Client</p> <p>10. Demonstrates ability to like recurrent themes in client initiated conversation.</p> <p>(Recognizes issues the client may be working on that the client has not identified verbally)</p>		<p>Written or Verbal Response How might you introduce a critical issue the client has been resistant to discussing? Ans. 20</p> <p>How might you introduce an issue the client has identified only indirectly or non-verbally? Ans. 21</p>

III. Staff demonstrates knowledge of and ability to use communication skills.

Technical Skills	Interpersonal Skills	Critical Thinking Skills	Validation
<p>Section A</p> <p>1. Demonstrates attuned communication skills</p>	<p>4. Demonstrates sensitivity in identifying and acknowledging client feelings</p>	<p>7. Modifies teaching methods based on client responses</p>	<p><u>Observation of Communication Skills</u></p> <p>Ans. 22, 23, 24, 25</p> <p><u>Written or Verbal Response</u></p> <p>What cues did you identify that made you modify your teaching methods?</p> <p>OR</p> <p>Describe 3 behaviors of staff that commonly create barriers with clients.</p> <p>Ans. 26, 27, 28</p>
<p>Section B</p> <p>2. Demonstrates ability to adapt language to client level of understanding and developmental function</p>	<p>3. Acknowledges and sets expectations of behavior in non-judgmental way</p>	<p>7. Develops learning goals that reflect an understanding of age/developmental functioning of the client.</p> <p>8. Adapts interventions to client’s specific needs, culture, and family values.</p> <p>Describes various needs within the family/group</p>	<p><u>Written or Verbal Response</u></p> <p>What 3 factors can you identify that have/will influence the way in which you present information of the family?</p> <p>OR</p> <p>Tell me how your work with the (observed) client is different from another client with a similar situation. Ans. 29, 30, 31</p>

Technical Skills	Interpersonal Skills	Critical Thinking Skills	Validation
<p>Section C</p> <p>3. Demonstrates techniques that create shared communication</p>	<p>4. Manages conflicts in a manner that is open acknowledging different points of view/attitudes</p>		<p><u>Observation of Communication OR Written or Verbal Response</u></p> <p>Tell me how you would respond if the client were able to tell you that she doesn't agree with you and/or she has different information from mother; doctor; neighbor, etc. E.g. "My sister had an 8lb Baby and she smoked the whole time."</p> <p>Ans. 32,33,34,35</p>