



LEARNING FROM EXPERIENCE: The Substantially Equivalent Competency Assessment In Relation To Internationally Educated Nurses' Applications For Registration

Partners in Education & Integration of Internationally Educated Nurses:
10th Annual Conference

April 28, 2016

IEN Competencies



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SEC Assessment

2-5 days competency assessment

- Multiple choice and short answer exams
- Interview-based case management situations
- Clinical lab role-play situations
- Self-assessment

Temporary Permit
Eligible

Referred to
Bridging
Education

Ineligible



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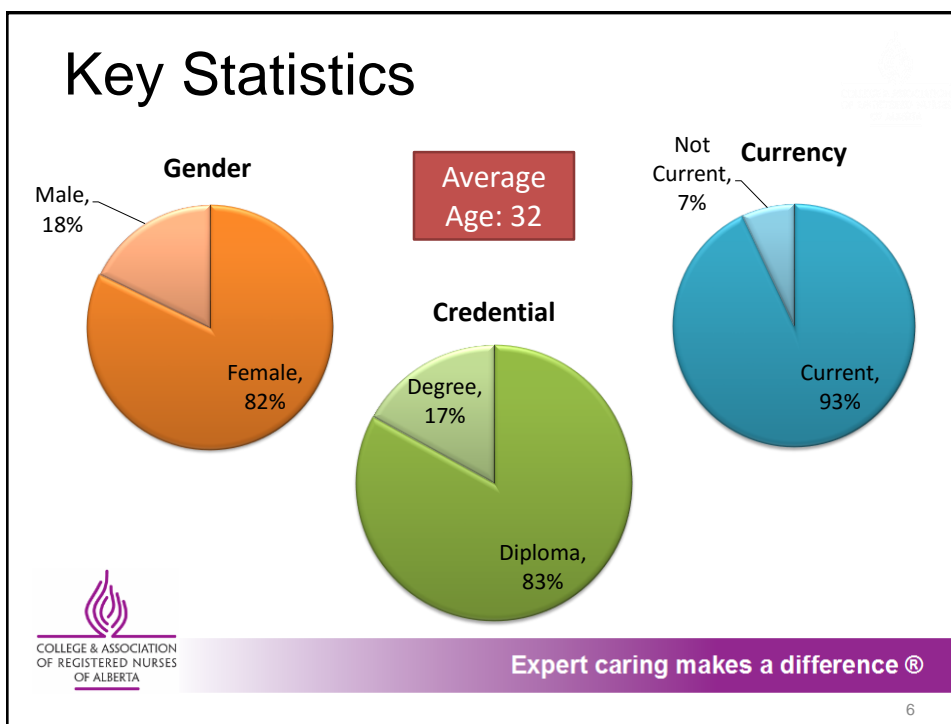
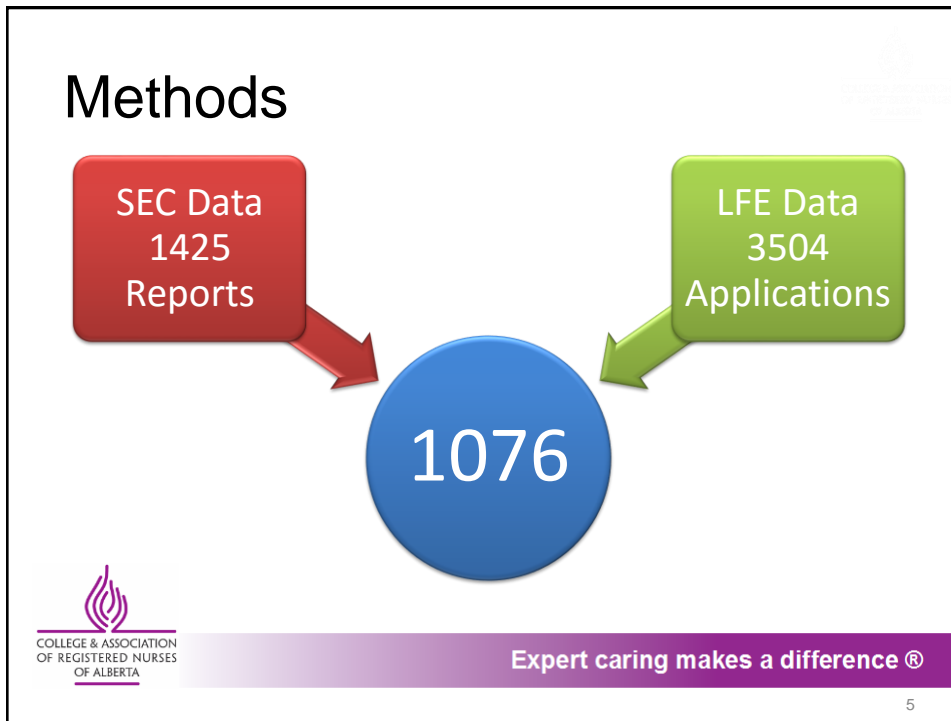
Purpose

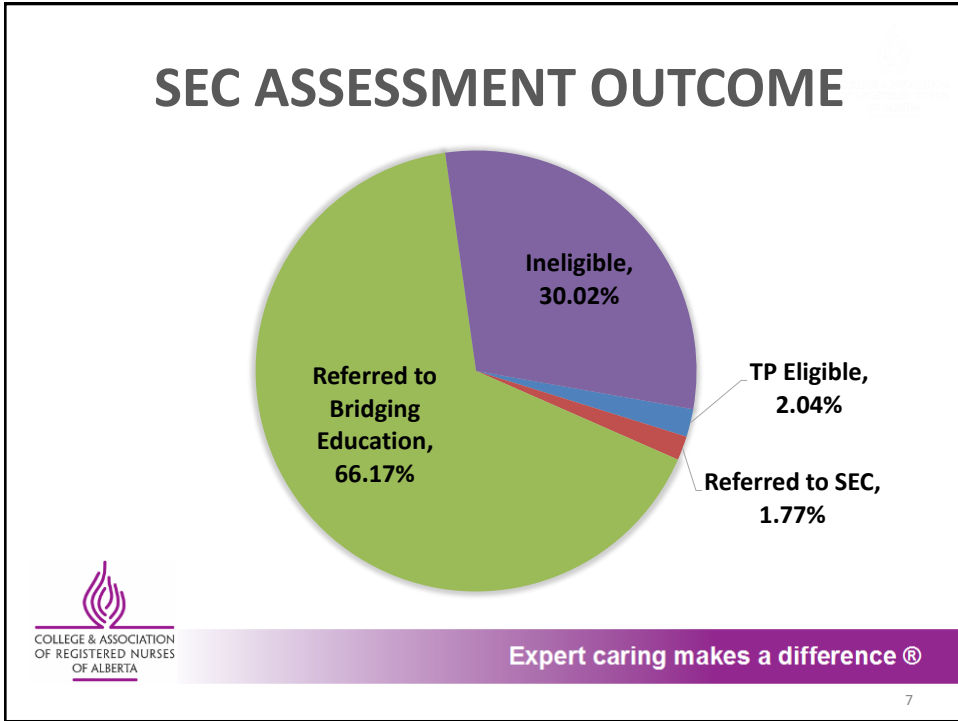
Understand SEC Assessment competencies in relation to:

- **Each other**
- **Applicant characteristics**
- **Process outcomes**



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SEC Assessment Competencies

General


Maternal Newborn

Child Health

Mental Health

Competency Categories

- Professional responsibility and accountability
- Knowledge-based practice: specialized body of knowledge
- Knowledge-based practice: competent application of knowledge
- Ethical practice
- Service to the public
- Self-regulation


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Scales



	Not Met	Low Partially Met	Partially Met	High Partially Met	Met
3 Point Scale	1	-	2	-	3
4 Point Scale	1	2	-	3	4
Analysis Scale	1	2	3	4	5



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1. Which competencies were the most challenging?

Competency Area	Most Challenging Individual Competency
Professional Responsibility and Accountability	Demonstrates critical inquiry processes in relation to new knowledge and technologies.
Knowledge	Understands the role of primary health care in health delivery systems (accessibility, health promotion, public participation, appropriate use of technology, intersectoral collaboration) and its significance for population health.
Application of Knowledge	Verifies when clients have essential information and skills.
Ethical Practice	Takes into consideration the spiritual and religious beliefs and practices of clients.
Service to the Public	Participates and contributes to nursing and health care team development by: building partnership, knowing and supporting the full scope of practice of various team members, and using appropriate channels of communication.
Self-Regulation	Distinguishes between the legislated scope of practice for the RN individual scope of practice based on own level of competence.



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2. Which competencies were the strongest?

Competency Area	Strongest Individual Competency
Professional Responsibility and Accountability	Accountable and responsible for own actions, decisions, including personal safety.
Knowledge	Has knowledge of relational communication and understands that relational practice is the foundation for all nursing practice.
Application of Knowledge	Completes assessment in a timely manner.
Ethical Practice	Understands ethical and legal considerations related to maintaining client confidentiality in all forms of communication.
Service to the Public	Manages physical resources to provide effective and efficient care (equipment, supplies, medication, linen).
Self-Regulation	Understands the significance of the concept of fitness to practice in the context of individual self-regulation and public protection.

Mean Scores

Professional
Responsibility,
Ethical Practice,
Self-Regulation,
Service to the Public,
Knowledge,
Application of Knowledge

Modeling

Professional
Responsibility,
Ethical Practice,
Self-Regulation,
Service to the Public,
Knowledge,
Application of Knowledge

SEC Mean Scores in Relation to Demographics


Age Basic Credential

Similar Scope of Practice

Transition Experience

Canadian LPN Registration

Practice Currency Gender




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Competency Category	Highest	Lowest
Professional Responsibility	United Kingdom United States	Asia India
Ethical Practice	United Kingdom United States	Philippines India
Self-Regulation	United Kingdom United States	Tropics/Caribbean Asia India
Service to Public	Australia/New Zealand United States United Kingdom	Philippines India
Knowledge	United States United Kingdom	Asia India
Application of Knowledge	United States United Kingdom	Asia India
Philippines	Professional Responsibility Ethical Practice	Knowledge Application of Knowledge

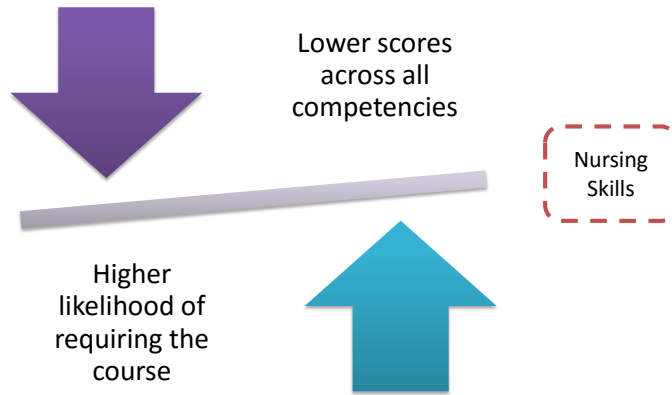


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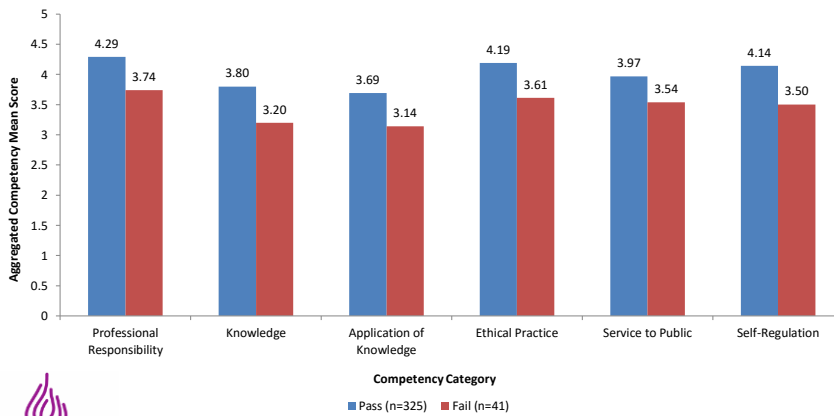
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4. How did the competencies relate to the bridging courses assigned?



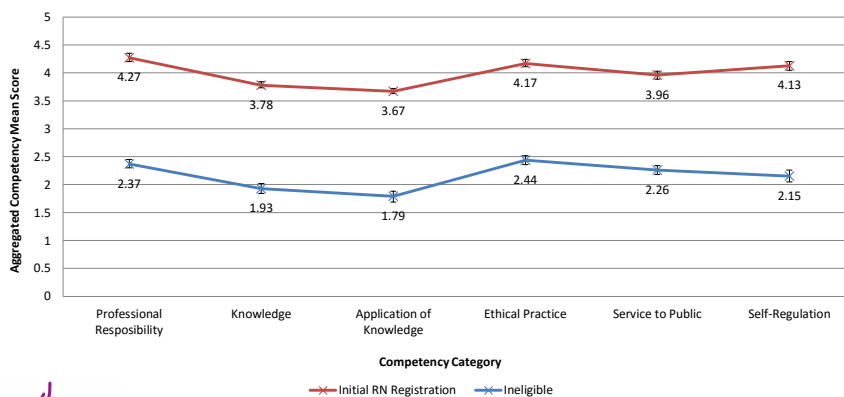
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5. Were there competencies that were related to passing or failing the national entry-to-practice exam?



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6. Were there competencies that were related to applicants being deemed ineligible?



Implications

- First study to examine this relationship
- SEC assessors were “blind” to IEN characteristics to reduce bias (i.e., IENs considered individually)
 - Is there room for using profiles now?
- May inform development of assessment tools
- Guide IENs in preparing for assessments
- Guide registration assessors
- Development of bridging education curriculum
- Support evidence-informed policy

Project Support



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Research Partners



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