POC Boot Camp
Camp Pittsburgh, PA

Fall in with Training Tactics and Competency Assessment Warfare

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AACC Disclosure Slide
Peggy Mann Speaker

No related conflict of interest

Disclosures 2019:
For profits (honorarium) – BioFire Advisory Council, August 3, 2019
Nonprofits (travel to meetings) – AACC

Learning Objectives:
After this 30 minute session, participants will be able to:

1. Build a basic training program which includes components, tools and strategies
2. Discuss competency assessment
“Problem-solving skills are the most commonly missed elements.”

Education & Instruction:
- Learn the theory, Reinforce knowledge;
- General concepts
  - Journal article, poster, lecture

Training:
- Specific to needs or vocation;
- Improve a specific ability & performance;
- Develop skill & apply knowledge

End of successful training = trainee has demonstrated the ability to perform the required procedure(s)

Note: Training assessment is not the same as competency assessment.
Instruction vs training

http://va.newsrepublic.net/article/i6582903566946533893?user_id=6499086706619188233&language=en&region=us&app_id=1239&impr_id=65989265740896

Expected outcome of Training

Training & Competency Assessments

Criteria for passing (Handling failures → remedial)

Design a Training Program

Start with the lab Quality Management System

Build & document processes, procedures, and responsibilities

Improve effectiveness and efficiency on a continuous basis

Build the POC Training Program

Programs provide employees with information, new skills, or professional development opportunities

May be new employee orientation or on-the-job training

Competency Assessment Policy & Plan

Quality Management System (QMS)

Lab has a written QM program

Document describing lab’s approach to quality

Usually focused on patient care and compliance issues

Reviewed annually & demonstrate effectiveness of QM Program
Design a Training Program
Components:

1. Instructors & trainers
   Who trains the instructors/trainers?
   Who are the trainers?

2. Participants
   “What's in it for me?”
   Respect trainee background!
   GENerational influences
   Learning characteristics
   - Visual, kinesthetic, auditory;
   - Right brain - left brain - both

Consider educational backgrounds

Testing personnel education requirement
   WT and nonWT
   Minimum requirement is a high school diploma or equivalent
   and training for the testing performed.
Design a Training Program
Components:
3. Facilities & Setting for training

On-site clinic/unit vs Off-site class/conf rm vs No site?

Class conference room
(fit to size, comfort/temp)

No site virtual classroom, skype
Design a Training Program

Components:

4. Goals
   - Objectives
   - Targets & Metrics
   - SMARTer goals

Design a Training Program

Components, Con’t.:

5. Content
   - Build curriculum each new class
   - Key elements from SOPs

Key Elements to include in training

1) Principle/Significance
2) Test Procedure
3) Maintenance - Cleaning
4) QC
5) Limitations
6) Results Documentation
7) Safety
Design a Training Program
Components, Con’t.:

6. Financial …who pays?
   Training supplies
   Labor (trainer, trainee)
   Purchasing commercial competency assessment
   subscription or functions of middleware (‘add-ons’)

Design a Training Program
Components, Con’t.:

7. Time
   • # minutes/class
   • # classes/implementation
   • Participants learn at different rates
8. Evaluations & Assessments
   • Of trainers
   • Of class experience

Learning Objective #2:
Discuss Competency Assessment

**Competency**: the ability to do something successfully or efficiently

**Competency Assessment**: after operator performs a period of time; identify potential problems; meet defined critical components; perform it correctly over time?

Note: training assessment is not the same as competency assessment
**CAP Accreditation – Training & Comp Assessment**

*Written procedure required*

POC.06850 Personnel Training Phase II

Evidence of Compliance:

- Written procedure for training of POCT personnel
- Records of training in personnel file (e.g., training certificate of completion)

POC.06910 Competency Assessment - Nonwaived Testing Phase II

Evidence of Compliance:

- Written procedure defining the method and frequency for assessing competency
- Records for new and existing personnel reflecting the specific skills assessed and the method of evaluation at the required frequency


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**Testing Personnel WT Competency Assessment**

TJC WT Chapter 03.01 Staff Training

- Staff performing waived tests are competent & follow MIFU
- 2 means of competency for annual assessment
- Instrument use must include cleaning, maintenance training

Competency assessment can be done throughout the entire year by coordinating it with routine practices and procedures to minimize impact on workload.

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**Testing Personnel Non-WT Comp. Assessment**

CLIA, TJC, CAP, COLA Moderate

Competency Assessment required initially, at least semiannually (6 mo) during the first year; thereafter, at least annually

**CAP Non-WT Notes from an inspector…**

- POC Operator adding a new test does not ‘restart’ clock
- POC Operator moving to another CLIA Certificate location does restart clock
- Keep documentation of competency assessment for 2 years
Training vs Initial Competency Assessment

per 2019 TJC Inspection Team

1. For POC waived testing, Competency is assessed according to organization policy at defined intervals, but at least at the time of orientation and annually thereafter. The person whose name is on the CLIA Certificate is responsible (WT.03.01.01 EP 1) for signing off on competency and he/she may delegate the responsibilities to individuals he/she feels are qualified.

2. All CLIA 6 methods of assessment may not apply to initial competency assessment.

3. Sequence of training/comp assessment for a new employee performing non-waived testing is:
   - Initial training – HR.01.04.01 EP 9
   - Initial competence – HR.01.04.01 EP 10
   - 6-month competence – HR.01.06.01 EP 19
   - Annual competence – HR.01.06.01 EP 20

   EXISTING STAFF must be trained and competence assessed on new non-waived methods and instruments HR.01.06.01 EP 21

   NOTE: None of these steps can be combined

Competency Assessment

CAP GEN.55500 Competency Assessment - Nonwaived Testing Phase II

Records of competency assessment may be retained centrally within a healthcare system, but must be available upon request.

Competency of nonwaived testing personnel must be assessed at the laboratory where testing is performed (CAP/CLIA number). If there are variations on how a test is performed at different test sites, those variations must be included in the competency assessment specific to the site or laboratory.

Competency assessment records must include all six elements described below for each individual on each test system during each assessment period, unless an element is not applicable to the test system.

Elements of competency assessment include but are not limited to:

1. Direct observations of routine patient test performance;
2. Monitoring the recording and reporting of test results, including, as applicable, reporting critical results;
3. Review of intermediate test results or worksheets, QC records, PT results, and PM records;
4. Direct observation of performance of instrument maintenance and function checks;
5. Assessment of test performance through testing previously analyzed specimens, internal blind testing samples or external proficiency testing samples; and

A test system may encompass multiple identical analyzers or devices. Different test systems may be used for the same analyte.
Every operator, each CLIA Certificate location where operator performs

Unacceptable Competency Assessment

Who - What Failed?

Analyze

Unacceptable Competency Assessment

Who or What Failed?

Determine Cause

Untrainable employee?

Failure of training?

- the class (event, event series)
- the training program (goals, techniques)

Q, M, p, S, in adequate?
Unacceptable Competency Assessment

Who - What Failed?

Remedial Action

Retraining

R

Retraining and reassessment of competency must also occur when problems are identified with an individual's performance.

Reassessment

R

Remove authority

According to your written training program

Ongoing Process Improvement

Quality Management Program

Training Program

Competency Assessment Program

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