

ExpertInnenworkshop
Betriebliche Kompetenzentwicklung:
neue personalpolitische Strategien zur
Fachkräftesicherung in der Pflege
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**Pflege im Kontext: Multi-level Governance
als Instrument der Kompetenzentwicklung,
internationale Ergebnisse**

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Hintergrund

**Kompetenzentwicklung: oft gefordert,
selten systematisch erfasst.**

Mögliche Anknüpfungspunkte:

- **EU Joint Action Health Workforce** (Joint Action, 2015)
- **CPD, Ansätze aus der Medizin** (CanMed)
- **Competencies Framework, WHO European Office**
(Langin and Borgerman, 2015; Barbazza et al., 2015; WHO, 2016)

Competencies framework WHO:

Kompetenzentwicklung auf 2 Ebenen:

- **Health services processes and tools**

Rekrutierung, unterstützende Arbeitsumgebung (z.B. Teams, IT), kontinuierliche Weiterqualifizierung, verbesserte Performance, Mentoring

- **Health systems processes and tools**

Planung, Ausbildungsrichtlinien, Evaluation, Zertifizierung, Re-zertifizierung

Table 1. Health services processes and tools for health workforce competencies (selected from, Barbazza et al., 2015)

Recruiting and orientation

- Multidisciplinary orientation; training across staff for inclusive professional culture

Supporting practice environments

- Multi-disciplinary teams, care plans and registries; electronic platforms; information resources (e.g. videos, checklists, notice boards)

Continuing professional development

- Online quizzes or certification courses; learning plans designed between managers/clinical leaders and staff themselves; in-service trainings and seminars; temporary placements for observational learning

Improving performance

- Periodic performance audits with feedback; self-assessments; patient reported outcomes; adverse reaction or anonymous malpractice reporting; Interviews and case-based oral exams; peer reviews; operations meetings and quality circles

Mentoring

- Coaching and mentorship

Table 2. Health system processes and tools for health workforce competencies (selected from, Barbazza et al., 2015)

Planning and forecasting

- Information systems and observatories for planning, forecasting, and monitoring

Selecting applicants to initial education

- Multi-disciplinary candidate selection process; expansion of taught skills; modernization of curriculum

Evaluating (novice-level)

- Objective Structured Clinical Examinations. periodic evaluations based on peer and external observations; new professional certifications

Clinical decision supports

- Clinical protocols updated and aligned with core competencies; periodic re-certification examinations for health professionals

Table 3. Key actors for health workforce competencies (selected from, Barbazza et al., 2015)

Health services delivery processes for health workforce competencies; health system processes for health workforce competencies; both processes in health services delivery and health system

- Health managers; in-service educators; quality improvement teams
- Patients, families and care giver advocates, ombudspersons
- Ministry of Health; Ministry of Education; Regulatory bodies (accreditation of education, health institutions, curricula • Health workforce observatories; Regional authorities; Non-state actors
- Colleges, universities and other training institutions
- Health insurance funds
- Health professional associations
- Patient associations
- International development partners

Multi-level Governance:

Was ist ein Mehrebenen-Ansatz?

- **Die kompetente („lernende“) Pflegekraft:** siehe Ergebnisse aus AKIP Projekt (Mikro-Ebene)
- **Die „lernende Organisation“:** teamorientiert, multi-professionell, formalisierte Arbeitsorganisation, Partizipation, transparente Anreizstrukturen und Sanktionssysteme
- **Das „lernende System“:** patientInnenorientierte Kompetenzentwicklung, Professionsentwicklung/ „institutionelle“ Partizipation, formalisierte Qualifikationen

Multi-level Governance: Warum ein Mehrebenen-Ansatz?

- ▶ **Ein Beispiel aus der Praxis**

Perspektiven

Kompetenzentwicklung im Arbeitsprozess kann Lücken schließen, aber braucht: starke Politik- und PraxispartnerInnen und partizipative Strukturen, um bottom-up erfolgte Kompetenzentwicklung nachhaltig zu gestalten und systematisch mit Organisationen und Institutionen zu verzahnen.

Perspektiven

Der Governance-Ansatz kann die unterschiedlichen Ebenen und Akteure systematisch verbinden und Wechselwirkungen erfassen (Kuhlmann et al., 2013; Kuhlmann und Larsen, 2015).

Konkrete Beispiele für die Definitionen von Kompetenz bietet das Competencies Framework (WHO, Barbazza et al., 2015), allerdings müssen auch hier die Verbindungen noch systematischer entwickelt werden.

Die AKIP Ergebnisse könnten helfen, die Mikro-Ebene präziser zu erfassen.

Literatur

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