

STANDARD 13

RECERTIFICATION AND CONTINUING COMPETENCE

The certifying organization has a recertification program in place that facilitates continuing competence in the specialty over the course of a candidate's certification period.

Taxonomy of Terms:

Competence

Competence refers to a potential ability and/or capability to function in a given situation. (Schroeter, 2008)

Competency

One's actual performance in a situation. (Schroeter, 2008)

Continuing Competence

The ongoing commitment of a registered nurse to integrate and apply the knowledge, skills, and judgement with the attitudes, values, and beliefs required to practice safely, effectively, and ethically in a designated role and setting. (Case Di Leonardi & Biel, 2012)

Continuing Professional Development

A Continuing Professional Development system takes a holistic view of health professionals' learning with opportunities stretching from the classroom to point of care. It shifts control of learning to the individual health practitioners and has the flexibility to adapt to the needs of individual clinicians, enabling them to be architects of their own learning. The system bases its education and methods on research theory and findings from a variety of fields and embraces information technology to provide professionals with greater opportunities to learn effectively. (IOM, 2010)

Continuing Professional Development requires an ongoing process wherein a health professional learns to intentionally reflect on one's learning experiences and, based on those reflections, performs self-assessment essential to making needed changes creating a foundation for a reflective practice.

Self-Reflection

The deliberate process of critically thinking about a professional experience, which leads to increased awareness, insights, and understanding with the intent for potential practice change and provides a foundation essential to the life-long process of professional learning, growth, and development. (ANA, 2015; Hsiang-Chu, 2016)

Self-Assessment

Self-assessment of learning is undertaken by an individual to assess their performance, critically evaluate progress and skill development, identify gaps in their understanding and capabilities, and discern how to improve their performance. Self-assessment allows the learner to assess their competence and engage in activities which facilitate continuing competence. (Siles-Gonzalez & Solano-Ruiz 2016)

Reflective Practice

Through self-reflection and analysis and synthesis of one's learning experiences, the individual continually examines one's actions, attitudes, and experiences to facilitate one's professional practice and enhance clinical knowledge, skills, attitudes, and expertise. (Bulman & Schultz, 2014; Caldwell & Grobell, 2013; Esterhultzen & Lioba Howatson-Jones, 2019)

RATIONALE

The certifying organizations must reassess certification and the recertification processes periodically and continue to improve methods of facilitating certificants’ continuing competence in a nursing specialty. The measurement of competency is complex and resource intensive and beyond the scope of the standard. The documentation of activities known to contribute of continuing competence, as defined in the Taxonomy of Terms, is an achievable and worthwhile endeavor for nursing certification organizations. The recertification program should have a clear link to the concept of continuing competence. The program should be based upon current evidence in the peer-reviewed literature and/or an authoritative source.

Recertification is an important component of validating continuing competence over the course of a career. A recertification program centered on continuing competence which incorporates known best practices and current evidence meets stakeholders’ expectations and contributes to safe and efficient care. The responsibilities for assuring continuing competence is shared among a variety of stakeholders to include the certificant, the certifying body, the employer, and licensing boards.

Many factors may be assessed as part of the ongoing recertification process (e.g., licensure, continuing education, professional development activities, and/or performance assessment). Recertification models should include a multimodal approach to encourage individuals to continue activities known to contribute to continuing competence for their level of practice. Recertification requirement requirements must be well defined and communicated clearly and publicly to a certifying organization’s stakeholders.

CRITERIA

The certifying organization has a recertification program in place that requires certificants to demonstrate activities that support the maintenance, measurement, and/or enhancement of knowledge and continuing competence in the nursing specialty.

DOCUMENTATION – The applicant organization must:	Narrative (Cite Tab or Appendix for Specific Supporting Documentation)
13.1 a. Submit your organization’s definition of Continuing Competence. This definition should align with ABSNC’s definition and should be publicly available.	
13.1 b. Provide evidence (e.g., website, candidate handbooks etc.) that a definition of continuing competence is publicly available.	
13.2 Submit the publicly available catalog, application, or other materials that describe the recertification or continuing certification program, eligibility requirements, and rationale for the program requirements.	
13.3 Discuss the rationale for EACH recertification requirement, including how it contributes to the certificants’ continuing competence. Each requirement should be supported by at least one source of evidence from the literature or other authoritative source.	
13.3 a. If current practice is an eligibility criterion provide the number of hours required to substantiate current practice and the rationale for that number. A requirement that states only “current practice” is insufficient to meet the standard.	
13.3 b. If Continuing Education hours (CEs) are a requirement or an option describe how the limitations of CEs are addressed to achieve goal of continuing competence for the certificant.	
13.3 c. Discuss the rationale for any other recertification	

DOCUMENTATION – The applicant organization must:	Narrative (Cite Tab or Appendix for Specific Supporting Documentation)
requirements or options relevant to your organization (e.g., other professional development activities that might include precepting, teaching etc.)	
13.3 d. Provide evidence (website, candidate handbook etc.) that the rationales for recertification criteria are publicly available	
13.4 a. If recertification by exam is an offered, provide a rationale and identify a source of evidence to support this option.	
13.4 b. If a renewal only examination is used for recertification (i.e., different from the test used for initial certification) submit documentation that the renewal test must follow the same accreditation standards as initial test including all supporting documentation. If such an examination is not used, enter N/A in the narrative box.	
13.5 Describe the linkage between the recertification methods and the Job Task Analysis (JTA) or Role Delineation Study (RDS) which supports the certification examination.	
13.6 Describe how self-reflection and a formal or informal self-assessment is used as part of the recertification process to facilitate reflective learning and practice and how it contributes to the goal of the certificants' continuing competence.	
13.7 Recertification periods should be time limited and no longer than 5 years. Detail the length of the recertification period to include the rationale for the time period.	
13.8 a. Submit the policy which states that SME's who received their initial certification through "Grandfathering" as defined in Standard 6 Eligibility, must meet the same recertification requirements as those who passed the examination.	
13.8 b. Submit the policy which includes the required time limit between service on a team, committee, or other group with access to all or part of the exam and the ability to recertify by exam.	
13.9 a. Submit policies and procedures for processing recertification applications and determining renewal decisions	
13.9 b. Submit the policy and procedure for auditing recertification applications that describe the processes and sampling method	
13.9 c. Discuss the rationale for the sampling method.	
13.9 d. For organizations with multiple certifications, describe whether the sampling is for the total renewal population or specific to each individual certification.	
13.9 e. Submit policy and procedure for candidates who do not meet the recertification requirements and the appeal process. Provide evidence that this information is publicly available.	
13.9 f Submit in Table format outcomes of recertification audits for the: <ul style="list-style-type: none"> • 1-year period prior to submission if the is for initial accreditation 	

DOCUMENTATION – The applicant organization must:	Narrative (Cite Tab or Appendix for Specific Supporting Documentation)
<ul style="list-style-type: none"> • 5-year period if this is for reaccreditation <p>Outcomes should include:</p> <ul style="list-style-type: none"> • The total number of audits • The number and percentage of those who successfully passed the audit • The number and percentage of those who did not meet the recertification requirements, and • The number and percentage of those who appealed the non-recertification decision 	

References

ANA (2015). Nursing: Scope and Standards of Practice, 3rd Ed, Nursesbooks.org, Silver Spring, MD.,

Bulman, C. & Schultz, S. (2013, 5th Ed.) Reflective Practice in Nursing. Wiley-Blackwell, Ltd: Oxford, UK.

Caldwell, L, Grobbell, C. (2013). The Importance of Reflective Practice in Nursing. International Journal of Caring Sciences, 6 (3), 319-326.

[Esterhuizen](#), P.& [Lioba Howatson-Jones](#), L. (2019). Reflective Practice in Nursing (Transforming Nursing Practice Series) Fourth Edition. Sage: London.

Hsiang-Chu, P. (2016). The Effect of a Self-Reflection and Insight Program on the Nursing Competence of Nursing Students: A Longitudinal Study. [Journal of Professional Nursing](#), 31, (5), pgs. 424-431.

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Schroeter, K. (2008). Competence Literature Review. Accessed March 22, 2019 at http://www.cc-institute.org/docs/default-document-library/2011/10/19/competence_lit_review.pdf?Status=Master

Siles-Gonzalez, J. & Solano-Ruiz C. (2016) Self-assessment, reflection on practice and critical thinking in nursing students. [45](#), October 2016, Pages 132-137, Elsevier.

Institute of Medicine 2010. *Redesigning Continuing Education in the Health Professions*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/12704>

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