

Alabama Occupational Ontology

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About CSW

CSW catalyzes change in educational and labor market systems, policies and practices to increase economic mobility, particularly for people of color and others historically excluded from success. We focus on achieving scalable improvements in worker skills, lifelong learning, and job quality. CSW collaborates with change makers to develop strategies, identify evidence to inform strategies, build the capacity of organizations, manage initiatives, and evaluate lessons learned.



**Improving
Practices &
Outcomes**



**Competencies
& Credentials**



**Federal, State, &
Local Systems
Change**



**Research &
Evaluation**



**Trauma &
Resilience at
Work**

CSW's Vision

To dramatically expand the use of competencies and credentials within learning and talent management systems in order to remove educational barriers and increase career opportunities for low-wage workers with a particular emphasis on people of color.

CSW & the Alabama Ontology: Purpose of the Work

1

Provide an organizing construct for users of the Alabama Skill-Based Job Description Generator to easily search for, locate, and select competencies needed to build competency/skill-based job descriptions.

2

Build on, develop and expand the Occupation Specific Technical Competencies identified in Tier 6 of the Alabama Competency Model.

3

Ensure all competency statements are written in a standardized format and reflect structural best practices for well-written competency statements.

4

Identify additional credentials specific to audited occupations.

5

Identify general levels of proficiency based on the 8 levels found in CSW's Competency Calibrator (Foundational, Applied, Integrative and Creative)

Structure of Competency Audits

g a database of
s competency
ents

Sector

1

Occupation

2

Functions

3

Competencies

4

Here's What We Did



A Competency Audit Example

| Sector: | Function Selected | Competencies | Function Levels |
|---|---|---|-----------------|
| Health Science | Customer/Client/ Patient/Partner Relationships and/or Services | Actively collaborates with patients and families in decisionmaking and care planning Demonstrates empathy and respect towards the patient and family | Levels 1-4 |
| Occupation/Job Title: | | Establishes partnerships with patients and families | |
| Respiratory Therapist | | Plans respiratory care Supports patients and families throughout the patient experience | |
| Competency Sources: | | Shows respect and empathy and communicate in a manner that is respectful of individual diversity | |
| National Alliance of Respiratory Therapy Regulatory Bodies Competency Framework, AARC Taskforce on Competencies for Entry into Respiratory Care Professional Practice | | Uses effective methods, including appropriate interview techniques, to obtain the patient's complete medical history and assess their level of health literacy Conveys information on investigations and treatments with the level of clarity appropriate to each patient's health literacy to allow for mutual understanding and informed consent | |
| Associated Credentials: | | Uses a variety of communication tools and techniques to enhance and assess understanding on the part of patients and their families | |
| Associate, Bachelor's, or Master's Degree | | Uses appropriate communication techniques to provide accurate and timely transfer of information at all transition points | |
| National Board of Respiratory Care Certified | | Reviews procedure and diagnosis code assignments as determined by physician for accuracy | |
| Respiratory Therapist (CRT) and Registered | | Applies therapeutic and diagnostic procedures based on research data, methods and results | |
| Respiratory Therapist (RRT) | | Assesses patient general status (American Society of Anesthesiologists (ASA) status) and verifies urgency of procedure | |
| Related Titles: | Evaluates patient airway prior to induction | | |
| None | Assists in positioning patient for surgery | | |
| Audit Completed: | Monitors patient during anesthesia | | |
| Sep-21 | Prepares the patient for emergence Assists the anesthesiologist during emergence Evaluates patient's airway prior to sedation Assists during sedation or perform analgesic sedation Determines goals and strategies for lung volume recruitment maneuvers Performs lung volume recruitment on patients using the chosen technique Manages transport of a patient Manages vascular access through invasive procedures Manages arterial lines Performs an arterial, venous or capillary puncture Assists with vascular access through central lines/pulmonary artery catheter Collect samples using indwelling catheter Explains the procedure to the patient | | |
| | Manages arterial lines | | |
| | Performs an arterial, venous or capillary puncture | | |

Tier 4 Alignment - Goals

1

Establish clear competency statements describing what someone needs to know and understand to be ready to work

2

Establish standard language describing core concepts, systems and processes, and regulatory frameworks that cross-cut sectors

3

Ensure consistency in competency language using verbs and linguistic constructs that reflect entry-level proficiency

4

Capture sector specific competencies not included in those that cross-cut sectors

Tier 4 Alignment Example

| Sector: | Function | Competencies | Shared or Cluster Specific |
|--|--|--|----------------------------|
| Health Science | | Understands the purpose of design to develop a product, service, or brand | Shared |
| | Design, Product Development, Reading and Interpretation | Describes the five stages of design thinking (empathize – research user needs, define – state user needs and problems, ideation – challenge assumptions and create ideas, prototype – create solutions, and test – try out solutions) and differentiates where in the design process each stage is used | Shared |
| Pathways: Diagnostic Services, Therapeutic Services, Support Services, and Informatic Services | | Understands the necessity to incorporate the needs, assets, and perspectives of diverse communities into the design of inclusive services, individual care, and products | HS |
| Audit Completed: | | Understands and explains how to build and maintain patient, partner, co-worker relationships | Shared |
| | Customer/Client/Patient/Partner Relationships and or Services | Understands the need for patient care plans, how those plans are developed, implemented, and tracked. | HS |
| | | Uses basic medical and technical terminology appropriately | HS |
| | | Understands how to assess and meet patient needs | HS |
| | | Describes how to act in the best interest of the patient | HS |
| | | Explains the importance and process to establish patient expectations, timelines, and budgetary considerations | HS |
| | | Describes how to explain and educate clients/patients about products and services | HS |
| | | Identifies how to resolve client/patient, partner, co-worker issues and how to provide on-going support | HS |
| | | Differentiates between internal and external customers and identifies how each is served and engaged | Shared |
| | | Details how to foster honesty, accuracy, and cooperation with clients/patients | Shared |
| | | Recognizes and reproduces principles of high-quality customer service and patient care | Shared |
| | Recognizes how to be effective in one-on-one settings, small and large group settings, and formal and informal environments | Shared | |

Final Deliverables

1

A big, consistent database of well-researched competency statements written in the context of work functions

2

Methodology that can be used to annually update the information

3

Solid data being embedded in applications

4

Ability to analyze transferable competencies/functions across industries

Thank You!



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