INTERPROFESSIONAL COMPETENCIES
Competence Assessment, Planning, Evaluation (CAPE) Tool

The following information is based on the National Interprofessional Competency Framework (February 2010), http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf, created by the Canadian Interprofessional Health Collaborative located at the College of Health Disciplines, University of British Columbia, Vancouver BC V6T 1Z3 Canada www.cihc.ca

This tool is meant to support knowledge, learning, practice and self-evaluation of the interprofessional competencies. Reflective questions are provided to support discussion and self-learning.

<u>Definitions</u>:

Interprofessional Collaboration – the process of developing and maintaining effective interprofessional working relationships with learners, practitioners, patients/clients/ families and communities to enable optimal health outcomes. Elements of collaboration include respect, trust, shared decision making, and partnerships.

Interprofessional Collaborative Practice – occurs when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, caregivers, and communities to deliver the highest quality of care across settings. Practice includes both clinical and non-clinical health-related work, such as diagnosis, treatment, surveillance, health communications, management and sanitation engineering[1].

Interprofessional Education - Interprofessional education occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.* Professional is an all-encompassing term that includes individuals with the knowledge and/or skills to contribute to the physical, mental and social well-being of a community.[2]

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[1] World Health Organization (WHO). Framework for Action on Interpforessional Education and Collaborative Practice (2010). www.who.int/resources/
[2] Ibid

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Name: _____   **Date initiated**: _____

CAPE Tool Rating Scale:
   1. **Need Learning & Practice**
   A rating of 1 reflects whether you know the concepts and skills required for effective performance of a particular action.
      • If you have acquired this knowledge/skill through prior education or on-the-job learning, leave this one blank.
      • If you need further learning and practice

   2. **Knowledgeable, But Need Practice**
   A rating of 2 reflects your ability to apply your knowledge/skill in changing practice situations.
      • If you have the background knowledge, and have had several opportunities to successfully apply your knowledge or perform a skill in clinical practice, leave this one blank.
      • If you have the knowledge, but need more practice to feel confident and competent

   3. **Competent**
   A rating of 3 applies to you if you have the required knowledge/skill and have had several opportunities to successfully apply it in clinically.

   4. **Expert/Help Others Learn**
      • A rating of 4 applies if you have a thorough knowledge base and are competent, confident and effective in performing a particular action in complex situations. You are able to act as a preceptor or mentor with other clinicians who are learning this knowledge or skill.

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Name: _____   **Date initiated**: _____

I: Role Clarification - Learners/Practitioners understand their own role and the roles of those in other professions and use this knowledge appropriately to establish patient/client/family and community goals.			
Criteria	**Rating (1-4)***	**Reflective Questions / Points for Discussion (no particular order)** *See page 9 for learning tools/resources*	**Reflections / Notes**
1. Describe own role and that of others. 2. Recognize and respect the diversity of other health and social care roles, responsibilities and competencies. 3. Perform own roles in a culturally respectful way. 4. Communicate roles, knowledge, skills, and attitudes using appropriate language. 5. Access others' skills and knowledge appropriately through consultation. 6. Consider the roles of others in determining their own professional and interprofessional roles. 7. Integrate competencies seamlessly into models of service delivery.		• How do you do this in your daily work? • Have you completed the module on *?name?* culture found via the learning hub? • How is the understanding of your role and that of other team members used to establish and achieve patient/family goals? • Are there any gaps or areas for improvement with respect to the listed criteria?	

* Rating System:
1 = Need Learning & Practice
2 = Knowledgeable But Need Practice
3 = Competent (knowledge + skills)
4 = Expert (can help others learn)

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II: Patient / Client / Family / Community-Integrated Care - Learners/practitioners seek out, integrate and value, as a partner, the input, and the engagement of the patient/client/family/community in designing and implementing care/services.			
Criteria	**Rating (1-4)***	**Reflective Questions / Points for Discussion (no particular order)** *See page 9 for learning tools/resources*	**Reflections / Notes**
1.Support the participation of patients/clients, their families, and /or community representatives as integral partners alongside with healthcare personnel. 2. Share information with patients/clients (or family and community) in a respectful manner and in such a way that it is understandable, encourages discussion, and enhances participation in decision-making . 3. Ensure that appropriate education and support is provided to patients/clients, family members and others involved with care or service. 4. Listen respectfully to the expressed needs of all parties in shaping and delivering care or services.		• What does patient/family integrated care mean to you? • Provide an example that highlights patient-integrated care. • What challenges, if any, have you experienced related to this competency? • What does shared decision making look like and is there an example you can provide in which this successfully happened? • How do you achieve patient-integrated care?	

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III: Team Functioning - Learners/practitioners understand the principles of team work dynamics and group/team processes to enable effective interprofessional collaboration.			
Criteria	**Rating (1-4)***	**Reflective Questions / Points for Discussion (no particular order)** *See page 10 for learning tools/resources*	**Reflections / Notes**
1. Understand the process of team development. 2. Develop a set of principles for working together that respects the ethical values of members. 3. Effectively facilitate discussions and interaction among team members. 4. Participate and be respectful of all members' participate in collaborative decision making. 5. Regularly reflect on their functioning with team learners/practitioners and patients/clients/families. 6. Establish and maintain effective and healthy working relationships with learner/practitioners, patients/clients, and families, whether or not a formalized team exists. 7. Respect team ethics, including confidentiality, resource allocation, and professionalism.		• Provide an example of a time when you facilitated discussions with other team members. How did that feel for you? • Why do you think collaboration is important? • In your opinion, what does collaboration require to be effective? • How might team functioning and collaboration change with more complex situations? What strategies would help? • How do you feel the inter-professional team is functioning? • Describe your role with your inter-professional team. Which role do you play? • What gaps, if any, do you feel exist or should be addressed as a team and/or for your role as a team member?	

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IV. Collaborative Leadership - Learners/practitioners understand and can apply leadership principles that support a collaborative practice model.			
Criteria	**Rating (1-4)***	**Reflective Questions / Points for Discussion (no particular order)** *See page 10 for learning tools/resources*	**Reflections / Notes**
1. Work with others to enable effective patient/client outcomes. 2. Support advancement of interdependent working relationships among all participants. 3. Support facilitation of effective team processes. 4. Support facilitation of effective decision making. 5. Support establishment of a climate for collaborative practice among all participants. 6. Support co-creation of a climate for shared leadership and collaborative practice. 7. Support application of collaborative decision-making principles. 8. Support integration of the principles of continuous quality improvement to work processes and outcomes.		• Why is collaborative leadership important? • What does collaborative leadership look like within your own area of practice/program? • Do you consider your role and responsibilities to be leaderly? If not, then what effect may this have on collaboration and shared decision-making? (Take into account professional's scope of practice). • Describe an example in which you provided leadership? How did your leadership facilitate interprofessional collaborative practice? • What gaps, questions, or concerns do you have with respect to this competency? • Describe how you support collaborative leadership within the team. • Provide examples of leadership in your practice with your team.	

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Criteria	Rating (1-4)*	Reflective Questions / Points for Discussion (no particular order) *See page 10-11 for learning tools/resources*	Reflections / Notes
V: Interprofessional Communication - **Learners/practitioners from different professions communicate with each other in a collaborative, responsive and responsible manner.**			
1.Establish team work communication principles. 2.Actively listen to other team members including patients/clients/families. 3.Communicate to ensure common understanding of care decisions. 4.Develop trusting relationships with patients/clients/families and other team members. 5.Effectively use information and communication technology to improve interprofessional patient /client community-centred care, assisting team members in: • Setting shared goals • Collaboratively setting share plans of care • Supporting shared decision-making • Sharing responsibilities for care across team members • Demonstrating respect for all team members including patients/clients/families.		• What does communication involve in an interprofessional environment? • Provide an example that demonstrates this competency? • What does "active listening" mean to you? How well do you feel you practice active listening. • Why might this competency be important? • What challenges, if any, have you experienced with interprofessional communication? What could have been done differently or moving forward how can you facilitate positive change? • Describe your communication style with team members.	

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VI: Interprofessional Conflict Resolution - Learners/practitioners actively engage self and others, including the client/patient/family, in positively and constructively addressing disagreements as they arise.			
Criteria	**Rating (1-4)***	**Reflective Questions / Points for Discussion (no particular order)** *See page 11 for learning tools/resources*	**Reflections / Notes**
1.Value the potential positive nature of conflict. 2.Recognize the potential for conflict to occur and taking constructive steps to address it. 3.Identify common situations that are likely to lead to disagreements or conflicts, including role ambiguity, power gradients, and differences in goals. 4.Know and understand strategies to deal with conflict. 5.Set guidelines for addressing disagreements. 6.Effectively work to address and resolve disagreements, including analyzing the causes of conflict and working to reach an acceptable solution. 7.Establish a safe environment in which to express diverse opinions. 8. Develop a level of consensus among those with differing views; allow members to feel their viewpoints have been hear no matter what the outcome.		• Why might disagreements arise between health professionals and others? • Provide an example of positive or not-so positive conflict resolution? • What strategies have you found helpful with dealing with conflict? • Has your team/unit/program established a set of agreements to enable effective management of conflict/disagreements? If not, what might you like to see be included?	

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RESOURCES

The following resources apply to all competencies:

Evidence Based Point of Care Summaries & Frameworks:
- UpToDate

- Canadian Interprofessional HealthCollaborative. (2010). A National Interprofessional Competency Framework.
  http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf

- BC Framework: http://www.chd.ubc.ca/files/2013/05/BC-Competency-Framework-for-IPC.pdf

- Interprofessional Education Collaborative Expert Panel. (2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, D.C.: Interprofessional Education Collaborative. Retrieved from https://www.aamc.org/download/186750/data/core_competencies.pdf

- CRNBC: https://www.crnbc.ca/Standards/Pages/Default.aspx

E-learning Modules & Videos:
- http://www.ipcontherun.ca/ (create new account then complete module) – specific module learning found below

Websites:
- WHO – Framework for Action on Interprofessional Education and Collaborative Practice:
  http://www.who.int/hrh/resources/framework_action/en/

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The following resources are competency specific:

I. Competency - Role Clarification: Learners/practitioners understand their own role and the roles of those in other professions, and use this knowledge appropriately to establish and achieve patient/client/family and community goals.			
Evidence Based Point of Care Summaries & Frameworks:	**Not Completed**	**In Progress**	**Completed**
• UBC College of Health Disciplines – http://www.chd.ubc.ca/roles-and-responsibilities/ and http://www.chd.ubc.ca/interprofessional-education-resources/interprofessional-teaching-and-learning-videos/			
• Winnipeg Health Region: (2013). Competency: Role Clarification. Retrieved from http://www.wrha.mb.ca/professionals/collaborativecare/resources-competency-2.php			
E-learning Modules & Videos:			
• http://www.ipcontherun.ca/ (create new account then complete module)			
• https://www.youtube.com/watch?v=Z0a3wwGOXHk&feature=youtu.be			

II. Patient / Client / Family / Community-Centred Care: Learners/practitioners seek out, integrate and value, as a partner, the input, and the engagement of the patient/client/family/community in designing and implementing care/services.			
Evidence Based Point of Care Summaries & Frameworks:	**Not Completed**	**In Progress**	**Completed**
Winnipeg Health Region: (2013). Competency: Patient Centerd Care. Retrieved from http://www.wrha.mb.ca/professionals/collaborativecare/resources-competency-1.php			
E-learning Modules & Videos:			
• http://www.ipcontherun.ca/ (create new account then complete module)			
• http://www.chd.ubc.ca/interprofessional-education-resources/interprofessional-teaching-and-learning-videos/			

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III. Team Functioning: Learners/practitioners understand the principles of team work dynamics and group/team processes to enable effective interprofessional collaboration.			
Evidence Based Point of Care Summaries & Frameworks:	**Not Completed**	**In Progress**	**Completed**
• Winnipeg Health Region: (2013) . Competency: Team Functioning. Retrieved from http://www.wrha.mb.ca/professionals/collaborativecare/resources-competency-3.php			
E-learning Modules & Videos:			
• http://www.ipcontherun.ca/ (create new account then complete module)			
• http://www.chd.ubc.ca/interprofessional-education-resources/interprofessional-teaching-and-learning-videos/			

IV. Collaborative Leadership: Learners/practitioners understand and can apply leadership principles that support a collaborative practice model.			
Evidence Based Point of Care Summaries & Frameworks:	**Not Completed**	**In Progress**	**Completed**
• Winnipeg Health Region: (2013) . Competency: Team Functioning. Retrieved from http://www.wrha.mb.ca/professionals/collaborativecare/resources-competency-4.php			
E-learning Modules & Videos:			
• http://www.ipcontherun.ca/ (create new account then complete module)			
• http://www.chd.ubc.ca/interprofessional-education-resources/interprofessional-teaching-and-learning-videos/			

V. Interprofessional Communication: Learners/practitioners from different professions communicate with each other in a collaborative, responsive and responsible manner.			
Evidence Based Point of Care Summaries & Frameworks:	**Not Completed**	**In Progress**	**Completed**
• Winnipeg Health Region: (2013) . Competency: Team Functioning. Retrieved from http://www.wrha.mb.ca/professionals/collaborativecare/resources-competency-5.php			
E-learning Modules & Videos:			
• http://www.ipcontherun.ca/ (create new account then complete module)			
• http://www.chd.ubc.ca/interprofessional-education-resources/interprofessional-teaching-and-learning-videos/			

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Evidence Based Point of Care Summaries & Frameworks:	**Not Completed**	**In Progress**	**Completed**
• Winnipeg Health Region: (2013) . Competency: Team Functioning. Retrieved from http://www.wrha.mb.ca/professionals/collaborativecare/resources-competency-6.php			
E-learning Modules & Videos:			
• http://www.ipcontherun.ca/ (create new account then complete module)			
• http://www.chd.ubc.ca/interprofessional-education-resources/interprofessional-teaching-and-learning-videos/			