

NATIONAL INTERPROFESSIONAL COMPETENCY FRAMEWORK SELF-ASSESSMENT

The CIHC National Interprofessional Competency Framework¹ describes the competencies required for effective interprofessional collaboration. Six competency domains highlight the knowledge, skills, attitudes and values that together shape the judgments that are essential for interprofessional collaborative practice. These domains are:

- Role Clarification
- Team Functioning
- Patient/Client/Family/Community-Centred Care
- Collaborative Leadership
- Interprofessional Communication
- Interprofessional Conflict Management

This self assessment survey allows you to reflect on your areas of strength in collaborative practice and areas that you may wish to strengthen. Please indicate how well you believe you attend to each of the following indicators.

Example: Competency	Never	Rarely	Some-times	Almost always	Does not apply
Indicator #1				√	
Indicator #2			√		

¹ CIHC National Competency Framework draft (2010)

I. 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. To support interprofessional collaborative practice, learners/practitioners are able to:

Indicator	Never	Rarely	Some- times	Almost always	Does not apply
Describe their own role and that of others					
Recognize and respect the diversity of other health and social care roles, responsibilities, and competencies					
Perform their own roles in a culturally respectful way					
Communicate roles, knowledge, skills, and attitudes using appropriate language					
Consider the roles of others in determining own professional and interprofessional roles					
Access others' skills and knowledge appropriately through consultation					
Consider the roles of other in determining own professional and interprofessional roles.					
Integrate competencies/roles seamlessly into models of service delivery					

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. To support interprofessional collaborative practice, learners/practitioners need to:

Indicator	Never	Rarely	Some-times	Almost always	Does not apply
Support the participation of patients/clients, their families, and/or community representatives as integral partners alongside with healthcare personnel					
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					
Ensure that appropriate education and support is provided to patients/clients, family members and others involved with care or service					
Listen respectfully to the expressed needs of all parties in shaping and delivering care or services					

III. Team Functioning

Learners/practitioners understand the principles of team work dynamics and group/team processes to enable effective interprofessional collaboration. To support interprofessional collaborative practice, learners/practitioners are able to:

Indicator	Never	Rarely	Some-times	Almost always	Does not apply
Understand the process of team development					
Develop a set of principles for working together that respects the ethical values of members					
Effectively facilitate discussions and interactions among team members					
Participate, and be respectful of all members' participation, in collaborative decision-making					
Regularly reflect on their functioning with team learners/practitioners and patients/clients/families					
Establish and maintains effective and healthy working relationships with learners/practitioners, patients/clients, and families, whether or not a formalized team exists					
Respect team ethics, including confidentiality, resource allocation, and professionalism					

IV. Collaborative Leadership

Learners/practitioners understand and can apply leadership principles that support a collaborative practice model. This domain supports shared decision-making as well as leadership but it also implies continued individual accountability for one's own actions, responsibilities and roles as explicitly defined within one's professional/disciplinary scope of practice. To support interprofessional collaborative practice, learners/practitioners collaboratively determine who will provide group leadership in any given situation by supporting:

Indicator	Never	Rarely	Some- times	Almost always	Does not apply
Work with others to enable effective patient/client outcomes					
Advancement of interdependent working relationships among all participants					
Facilitation of effective team processes					
Facilitation of effective decision-making					
Establishment of a climate for collaborative practice among all participants					
Co-creation of a climate for shared leadership and collaborative practice					
Application of collaborative decision-making principles					
Integration of the principles of continuous quality improvement to work processes and outcomes					

V. *Interprofessional Communication*

Learners/practitioners from different professions communicate with each other in a collaborative, responsive and responsible manner. To support interprofessional collaborative practice, learners/practitioners are able to:

Indicator	Never	Rarely	Some-times	Almost always	Does not apply
Establish team work communication principles					
Actively listen to other team members including patients/clients/families					
Communicate to ensure common understanding of care decisions					
Develop trusting relationships with patients/clients/families and other team members					
Effectively use information and communication technology to improve interprofessional patient/client/community-centred care					

VI. *Interprofessional Conflict Management*

Learners/practitioners actively engage self and others, including the client/patient/family, in positively and constructively addressing disagreements as they arise. To support interprofessional collaborative practice, team members consistently address conflict in a constructive manner by:

Indicator	Never	Rarely	Some- times	Almost always	Does not apply
Valuing the potential positive nature of conflict					
Recognizing the potential for conflict to occur and taking constructive steps to address it					
Identifying common situations that are likely to lead to disagreements or conflicts, including role ambiguity, power gradients, and differences in goals					
Knowing and understanding strategies to deal with conflict					
Setting guidelines for addressing disagreements					
Effectively working to address and resolve disagreements, including analyzing the causes of conflict and working to reach an acceptable solution					
Establishing a safe environment in which to express diverse opinions					
Developing a level of consensus among those with differing views; allowing all members to feel their viewpoints have been heard no matter what the outcome					