



# CANADIAN INTERPROFESSIONAL HEALTH COLLABORATIVE NATIONAL COMPETENCY FRAMEWORK

## Competency #2 Role Clarification

### ROLE CLARIFICATION

#### **What is it?**

When health providers/students develop their roles within healthcare teams, they ensure that they not only understand their own roles but also those of professionals in other healthcare fields.

They use this understanding to avoid duplication and gaps in service. In turn this improves team work, frees time for health providers/students to work to their full scope of practice, and ensures more effective planning, implementation and evaluation of services.

#### **How does it work?**

##### **Role creation**

- Health providers/students are able to describe their own roles and those of professionals in other healthcare fields.
- When creating their own roles, health providers/students also consider the roles of others as part of the larger healthcare team.

##### **Interprofessional practice**

- Health providers/students recognize and respect the roles, responsibilities and competencies of all other members of the team.
- They respect the cultures of their community.
- They use appropriate language to communicate their roles, knowledge, skills and attitudes.
- They consult with others in appropriate ways to access their skills and knowledge.
- They build professional and interprofessional competencies and roles into effective models of service delivery.

#### **Application and integration**

Health providers/students are able to determine where knowledge and skills are unique and where they are shared. They use this information to design and implement healthcare plans that best meet the people's needs, use each health provider's/student's time more efficiently, and distribute the workload more evenly among the health providers/students on the team.

#### **Role Clarification in Action**

**For example, following a serious road accident, several injured people are rushed to the hospital emergency room. The ambulance team has provided paramedical services, and now the ER team takes their reports and continues care. Injuries are severe, fatalities have occurred and the ER team is working at full capacity to manage the crisis. All team members, such as physicians, nurses, healthcare aides, social workers, and spiritual care providers, need to be involved. Each member of the team not only must communicate effectively throughout the crisis but also understand how their roles complement one another or overlap. For example, the social worker will need to collaborate with the spiritual care provider throughout the Emergency stay so that the best possible treatment and support will be provided to the people receiving care and their families.**

#### **Outcome**

By understanding and respecting the roles of everyone on the team, health providers/students work more effectively and efficiently. They are able to identify and correct any overlap or gap in services, ensuring better quality care for the people they serve.

For more information see page 12 of the CIHC National Interprofessional Competency Framework at [www.cihc.ca/files/CIHC\\_IPCompetencies\\_Feb1210.pdf](http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf)



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