Competency

UW-Madison ICEP, in collaboration with planning teams, develops activities in the context of the desirable attributes of the healthcare team listed below.

ACGME/Nursing

Patient Care: Provide care that is compassionate, appropriate, and effective treatment for health problems and to promote health.

Medical Knowledge: Demonstrate knowledge about established and evolving biomedical, clinical, and epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.

Interpersonal and Communication Skills: Demonstrate skills that result in effective information exchange and collaboration with patients, their families, and professional associates.

Professionalism: Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to diverse patient populations.

Practice-based Learning and Improvement: Able to investigate and evaluate their patient care practices, appraise, and assimilate scientific evidence and improve their practice of medicine.

Systems-based Practice: Demonstrate awareness of and responsibility to larger context and systems of healthcare. Be able to call on system resources to provide optimal care.

National Academy of Medicine/Nursing

Provide patient-centered care: Identify, respect, and care about patients' differences, values, preferences, and expressed needs; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health.

Work in interdisciplinary teams: Cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable.

Employ evidence-based practice: Integrate best research with clinical expertise and patient values for optimum care and participate in learning and research activities to the extent feasible.

Apply quality improvement: Identify errors and hazards in care; understand and implement basic safety design principles, such as standardization and simplification; continually understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and design and test interventions to change processes and systems of care, with the objective of improving quality.

Utilize informatics: Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards. Communicate, manage knowledge, mitigate error, and support decision making using information technology.

Population Health: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Interprofessional Education Collaborative (IPEC) Competencies

Core competencies for Interprofessional Collaborative Practice

Values and Ethics: Work with **team** members to maintain a climate of shared values, ethical conduct, and mutual respect.

Roles and Responsibilities: Use the knowledge of one's own role and **team** members' expertise to address individual and population **health outcomes**.

Communication: Communicate in a responsive, responsible, respectful, and compassionate manner with **team** members.

Teams and Teamwork: Apply values and the principles of the science of teamwork to adapt one's own role in a variety of **team** settings.

Resources:

Bormann, L., Institute of Medicine Core Competencies for Health Professionals: Foundation for Care Coordination in Practice https://www.wku.edu/nursing/documents/organizations/institute_of_medicine_core_competencies.pdf Accessed 1/4/2022.

Stanford Medicine (GME) Core Competencies https://med.stanford.edu/gme/housestaff/all-topics/core_competencies.html#patient-care-(pc) Accessed 1/4/2022.

Core Competencies https://www.msm.edu/Education/ExtendedProfessionalEducation/EPEDocuments/corecompetenciessflbEpe.pdf Accessed 1/4/2022.

Edgar, L, et.al., The Milestones Guidebook, version 2020 https://www.acgme.org/globalassets/milestonesguidebook.pdf Accessed 1/4/2022.

Interprofessional Education Collaborative. (2023). IPEC Core Competencies for Interprofessional Collaborative Practice: Version 3. Washington, DC: Interprofessional Education Collaborative. https://www.ipecollaborative.org/assets/core-competencies/IPEC_Core_Competencies_Version_3_2023.pdf Accessed 3/18/2024.

AACN, The Essentials: Core Competencies for Professional Nursing Education, 2021 https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf Accessed 1/4/2022.

Institute of Medicine (US) Committee on the Health Professions Education Summit; Greiner AC, Knebel E, editors. Health Professions Education: A Bridge to Quality. Washington (DC): National Academies Press (US); 2003. Chapter 3, The Core Competencies Needed for Health Care Professionals. Available from: https://www.ncbi.nlm.nih.gov/books/NBK221519/.