Shared Core Professional Competencies for Medicine, Nursing and Pharmacy

Drawn from NMBI, Medical Council, and PSI

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One aim of the ePrePP project was to review competency documents from medicine, nursing and pharmacy and reach a consensus on common/shared competency framework. International documentation/frameworks on a common and interprofessional education were consulted as part of this process. Identification of a common core competencies is necessary in order to lay the foundations for interprofessional education, which in turn strengthens collaborative professional practice and fosters trust and mutual respect between healthcare professionals (Barr, 1998: 181–2). The document is intended to build on knowledge-based and attitude-based models (Barr, 1998: 181) and to move towards a model that uses competencies to develop interprofessional education. Furthermore, this document is intended to relate to the duties and scenarios that practitioners from all three healthcare professions are likely to encounter in the clinical practice setting, as well as the professional responsibilities that they as healthcare professionals must address as clinicians.

This competency framework is divided into two broad domains, detailing competencies that guide behaviour '**As a developing Professional**' and '**As a Practitioner**'. These recognise the various roles and responsibilities that healthcare professionals share or have in common. The domains are then divided into subdomains to provide detailed competencies relating to specific actions as well as to clinical and professional responsibilities.

The competencies outlined in "as a Professional" domain describe/relate to the conduct and the responsibilities of the practitioner "as a Professional" with respect to fellow healthcare professionals, to patients, and to the public. They refer specifically to appropriate conduct particularly in the clinical setting and rules around professional registration; collaboration as part of teams and with other healthcare professionals; continuing professional development as well as recognising opportunities for teaching, learning and reflection; and attitudes to differing perspectives and conflict in the workplace. They also provide guidance on communication and interpersonal skills between the patient and healthcare professional. They refer to developing appropriate professional attributes and dispositions.

The competencies described in this second domain "as a Practitioner" relate specifically to practice and to the knowledge, skills and sensitivities that are required of the healthcare professional in the clinical setting. Specifically, competencies refer to the assessment and treatment of patients, the delivery of care, effective communication skills and safety procedures.

You may find it useful to look through the **Transition to Practice** section where we have developed a number of resources for you to use before you have small group or one-to-one tutorials with your placement tutors based on these shared competencies. Some examples are:

> **Communication**
> **Capacity to Consent**
> **Disclosure of Information**
> **Breaking bad news**
> **Seeing the person as well as the disease**
> **Dealing with hard to reach groups**
> **Managing long term conditions**
> **Working in a team**

Shared Competencies of Medicine, Nursing and Pharmacy that create learning opportunities for undergraduate students and registered professionals

As a Professional

Competency and Competency Statement	Thinking points to help identify your learning needs
Professional Values, Conduct and Registration	
• Show integrity, compassion, sensitivity, honesty, respect and empathy in day-to-day practice and maintain appropriate professional relationships with patients. • Maintain patient confidentiality and be aware of and act in accordance with the legal and ethical parameters for the sharing of information • Remain aware that professions within the community of practice may be subject to differing demands of law, regulation and codes of professional practice, legislative frameworks and requirements that govern clinical practice • Exercise good judgement, avoiding conflict of interest • Be aware of the requirements in relation to professional indemnity and insurance • Maintain professional registration with the appropriate professional body	How is the patient supported by the healthcare team? Sharing confidential information with the team, relatives, social media – refer to Professional Conduct video resources on confidentiality Take the opportunity to review your professional code of conduct and compare with the other codes of conduct found in the Professional Conduct video resources Identify possible areas of conflict that may arise in your profession and with other professions How does this differ between professions? Why do you have to maintain your professional registration? What does your professional body require you to do to demonstrate that you are eligible to register and register as a practicing professional?
Management and Teamwork	
• Recognise and value the multiprofessional healthcare team and understand services delivered by other professionals • Collaborate with other members of the multiprofessional healthcare team to deliver best care to the patient • Establish and maintain clear lines of communication, clearly delineating roles and structure of the team while seeking and accepting feedback to strengthen collaborative relationships and team effectiveness • Remain committed to a non-punitive, non-blaming team culture • Treat colleagues with respect and engage with differing perspectives among colleagues and patients in a positive and constructive manner • When required, manage and coordinate healthcare activities, supervising staff where appropriate • Work efficiently, planning and managing tasks and paying attention to time keeping and performance	Establish through discussion with colleagues and with the other professions, establish what aspect they contribute to patient care In an Inter-professional group identify a patient scenario from the resources section and discuss the inter-professional management of this patient's care from a team perspective. Identify issues that arise or may arise as a result of poor Inter-professional communication If a near miss incident occurs what should you do? How do the professions treat each other with respect and dignity?

• Identify common situations that may lead to conflict including role ambiguity, power differentials, communication differences, and differences in goals • Be aware of and respond to the cultural diversity and individual differences that characterise patients, populations and healthcare teams	Identify how professional colleagues help each other in planning and managing patient care Observe and discuss with colleagues and with the other professions teamwork while on clinical placement Review the video on Cultural Awareness under Professional Values section
Reflect, Learn, and Teach Others	
• Use reflection to inform clinical practice and personal/professional development • Be supportive of the learning, professional development and reflection of colleagues • Maintain clinical competence and keep up to date through planned individual Continuing Professional Development • Recognise own limitations and strengths, learning from critical incidents and challenging events • When required, identify teaching and learning opportunities in the clinical setting • Remain aware of the impact of personal values and attitudes on professional conduct and personal well-being.	How can reflection help to inform clinical practice and develop you personally and professionally? How have you contributed to Inter-professional team evaluation of patient care? How can you maintain your individual Continuing Professional Development? When you do not know how to do something, what do you do? There will be opportunities for you to present short information sessions to colleagues - take the opportunities How have you dealt / do you deal with a professional colleague's points of view that differ from yours? or how to you respond when a professional colleague has points of view that differ from yours
Working with Patients	
• Treat all patients with respect and dignity • Obtain informed consent from patients prior to carrying out any health-related assessment or treatment • Recognise if the patient requires communication support, including the need for professional interpreters • Understand the importance of self-awareness and reflexivity for the development of effective relationship-building • Act as an advocate for the patient and when required, provide accurate and safe healthcare information to the public on health awareness, disease prevention and control, and health lifestyle and wellness	How do you like to be treated by professional colleagues? Review the video on capacity to consent under Professional conduct resource section What do you do when a patient who does not speak English presents for treatment to the healthcare professionals? How do you act and react when engaging with patients and colleagues? Are you defensive, argumentative, passive, know-it-all, obstructive or amenable to discussion? How can you be a patient advocate?

Leadership and Scholarship • Apply leadership practices that support collaborative practice and team effectiveness • Provide leadership where appropriate • Lead by example by acting to ensure patient safety and quality of care • Take personal responsibility for engaging in CPD and lifelong learning • Search for best evidence to guide professional practice • Understand and adhere to ethical research principles • Apply principles of scientific enquiry • Maintain competence and keep knowledge and skills up-to-date.	What are the differences between leadership and management? What is evidence-based practice? Why is research essential to inform practice? What are the ethical principles of research? Using an eportfolio is a way of proving that you have maintained your competence and skills through reflection, assessment of theory and clinical placement achievement.

As a Practitioner

Competency and Competency Statement	
	Review the HIQA Better Standards of Care (Ireland)
Clinical Practice and Decision Making	
• Make and communicate timely and accurate decisions, gather information from a number of sources and adhere to best practice • Maintain up-to-date records and interpret clinical information to make informed decisions • Be aware of obligations under the Data Protection Acts • Remain up to date with developments in medicines and medication safety • Be able to prioritise in a clinical setting • Share knowledge of the beliefs of other cultures and value systems to inform and promote good practice • Assess and monitor symptoms, diagnoses and treatments based on objective and subjective measures.	Review NICE (UK), SIGN (Scotland), Clinical Effectiveness Guidelines (HSE, Ireland) Review hospital policies that are relevant to patient care needs Outline the criteria necessary to complete patient care records. Why is it necessary to protect patient information? Why is it necessary to keep up to date with new information? Why is it essential to be able to prioritise your work both in college and on clinical placement? Review Cultural Awareness videos under Professional Values section What is objective data? What is subjective data? How and where do you document this data?
Working with patients	
• Empower patients to make decisions about their care • Be aware of cultural, spiritual and environmental factors when developing a plan of care for an individual	What information is necessary for patients to make decisions about their care? What care plans/ documentation are used in clinical settings to record patient care information?
Patient Safety	
• Ensure that the safety and best interests of the patient are at the centre of practice • Maintain accurate records and ensure that all communications (including prescriptions) are legible, dated and signed and (where appropriate) state identity or number • Store and dispose of records securely and responsibly • Practice safe use of clinical equipment and medicines in compliance with relevant legislation and regulations • Use medical devices and clinical equipment safely, and safely dispense and administer medicines • Organise, document and review clinical interventions • Monitor patient, maintaining ability to describe symptoms and observe changes	How do you ensure patient safety is maintained? Outline the criteria necessary to complete patient care records. What are the guidelines in relation to patient records? What are the relevant guidelines for your profession? What care plans/ documentation are used in clinical settings to record patient care information Review hand hygiene policy, sharp disposal policy, linen disposal policy etc.

• Adhere to standard precautions to prevent the transmission of infection in the workplace • Remain committed to the safety of vulnerable patients.	
Cognitive and Interpersonal Competencies	
• Use critical thinking to inform clinical practice • Relate theory and current research to clinical practice • Recognise when it is appropriate to seek advice beyond level of competence and expertise • Maintain ability to differentiate between an impartial and a judgemental attitude. • Discuss and embrace differing cultural and value belief systems and engage with these issues when working within communities of practice, patients and populations. • Check understanding of and explain the clinical processes fully and accurately by employing effective communication techniques • Report fully and accurately, ensuring that you identify, act upon and document errors.	Always ensure you have the full patient information before making a decision - ask where, what, why and how? Apply evidence-based guidelines and policies. Know your limitations How can you avoid forming judgmental opinions of patients? What is cultural communication and what do you need to be aware of when communicating with a person of a different culture to yourself? What are the components of effective communication? What is the procedure for a near-miss incident?

References

Barr, Hugh, "Competent to collaborate: towards a competency-based model for interprofessional education", *Journal of Interprofessional Care* 12.1 (1998): 181–87.

Core Competency Framework for Pharmacists (Pharmaceutical Society of Ireland, 2013).

Guide to Professional Conduct and Ethics for Registered Medical Practitioners, seventh edition (Medical Council of Ireland, 2009)

GMC Tomorrow's Doctor General Medical Council UK 2009

Nursing and Midwifery Board of Ireland Standards and Requirements for Undergraduate Nursing Education Registration Programmes, fourth edition (Nursing and Midwifery Board of Ireland, 2015).

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