Development of an Interprofessional Competency Framework for Evidence Based Practice & Clinical Effectiveness Education
Context & Aim

The directive for promoting clinical effectiveness stems from the need to achieve;

- Improved patient experience
- Improved health of populations
- Reduced per capita cost of healthcare

Develop a competency framework for clinical effectiveness education across health & social care professions in Ireland

(Gilliam & Siriwardena 2014)
Methods

PHASE 1: CONSOLIDATION REPORT
- Competencies
- Core curriculum
- Learning outcomes
- Assessment and teaching of CE
- Relevant education and competency frameworks in relation to CEE
- NCEC Forum Proceedings 16/17
- National EBP Project
- International clinical effectiveness education scoping review (Delphi study)
- Current requirement/standards of health professional regulators/accrediting bodies.

PHASE 2: STAKEHOLDER CONSULTATION & ENGAGEMENT
Review of proposed Competency Framework for Clinical Effectiveness Education
Consultation groups

PHASE 3: FINALISE FRAMEWORK
Competency framework for clinical effectiveness education in Ireland
Integration of Phases 1 & 2

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Competency Framework

Evidence Based Practice
Learners/Practitioners integrate best current evidence with clinical expertise and patient/service users values for delivery of clinically effective healthcare

Quality Improvement Processes
Learners/Practitioners understand and apply appropriate quality improvement processes, including audit, to achieve clinical effectiveness in healthcare

Clinical Effectiveness
Application of the best knowledge, derived from research, audit, data, clinical experience and patient/service user preferences to achieve optimum processes and outcomes of care

Implementation of Clinical Effectiveness into Practice
Learners/Practitioners implement and integrate evidence based practice and quality improvement processes into healthcare to promote clinical effectiveness

Domain 1: Evidence-based practice
Domain 2: Quality improvement processes
Domain 3: Implementation strategies
Domain 4: Collaborative practice
Domain 1. Evidence-based Practice

Competency Statement:
Learners/practitioners integrate best current evidence with clinical expertise and patient/service-user preferences and values, for delivery of clinically effective healthcare.

Indicators:
- To understand fundamental or core concepts associated with EBP.
- To structure clinical questions, learners/practitioners demonstrate “ask” competencies.
- To ‘identify’ and recognise relevant sources of research information and evidence.
- To critically evaluate the integrity, reliability and applicability of health research.
- To engage with evidence in daily practice.
- To reflect upon knowledge translation processes.

Rationale:
To improve clinical effectiveness it is essential for learners/practitioners to adopt an evidence-based approach to their practice.

Competency statement:
Learners/practitioners understand and apply quality improvement processes to achieve clinical effectiveness in the context of healthcare.

Indicators:
• To understand fundamental or core concepts associated with quality improvement processes.
• To identify areas for quality improvement, by analysing the care setting for gaps between local and best practice standards.
• To apply quality improvement processes into practice.
• In considering continuous quality improvement processes, demonstrate “reflect” competencies.

Rationale:
Quality improvement processes should be part of the efforts of learners/practitioners to make changes that lead to clinically effective practice, through better patient outcomes, better experience of care and continued development of staff.
Competency Statement:
Learners/practitioners implement and integrate evidence-based practice and quality improvement processes into healthcare to promote clinical effectiveness.

Indicators:
• To understand fundamental and core concepts associated with implementation science.
• To identify challenges and enablers for operationalising implementation of best evidence and quality improvement processes into clinical practice.
• In considering implementation processes, learners/practitioners demonstrate "apply and reflect" competencies.

Rationale:
Dedicating time and resources to implementation plans and actions is crucial to integrating evidence-based guidelines and quality standard interventions into practice.
Competency Statement:
Learners/practitioners understand and can apply principles of inter-professional collaboration, communication and leadership to support collaborative practice towards clinical effectiveness processes, which promote healthcare that is evidence-based, effective and consistent.

Indicators:
• To support inter-professional “collaboration”.
• To “communicate” appropriately in professional practice.
• To determine best “leadership” approaches to achieve clinically effective processes.

Rationale:
Effective professional relationships and patient/service-user involvement are key characteristics of collaborative practice towards clinical effectiveness.
Principles & Application

**Principles underpinning framework:**

- Designed for all health and social care professionals, with competency domains generic and universal in nature.
- Assumes evidence-based practice is an interprofessional collaborative effort.
- Places the service user/patient at the center of professional learning.

**Framework application:**

- Curriculum considerations.
- Teaching and learning strategies.
- Assessment methods.

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Strengths

• A multi-stage approach that combined various research methods and data sources.

• The framework was informed by a rigorous scoping review that complied with standards for conducting and reporting of scoping reviews.

• All competencies were reviewed and refined by experts from different health care professions and settings.

Limitations

• Empirical and grey literature Search limited from 2008 onwards.

• Patient/service user representation was absent despite invitations issued.

• Validation of the framework from the patient/service user perspective
The competency framework for clinical effectiveness education for health and social care professionals was published by the Department of Health in Ireland in 2018.

A dissemination strategy to raise awareness is underway

Curriculum mapping project(s)
Project Team & Acknowledgments

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Full & Summary Reports available at:
https://www.gov.ie/pdf/?file=https://assets.gov.ie/11519abd0ea0e4d434ac9b7fffd29d0d05ab9f.pdf#page=1

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Thank you