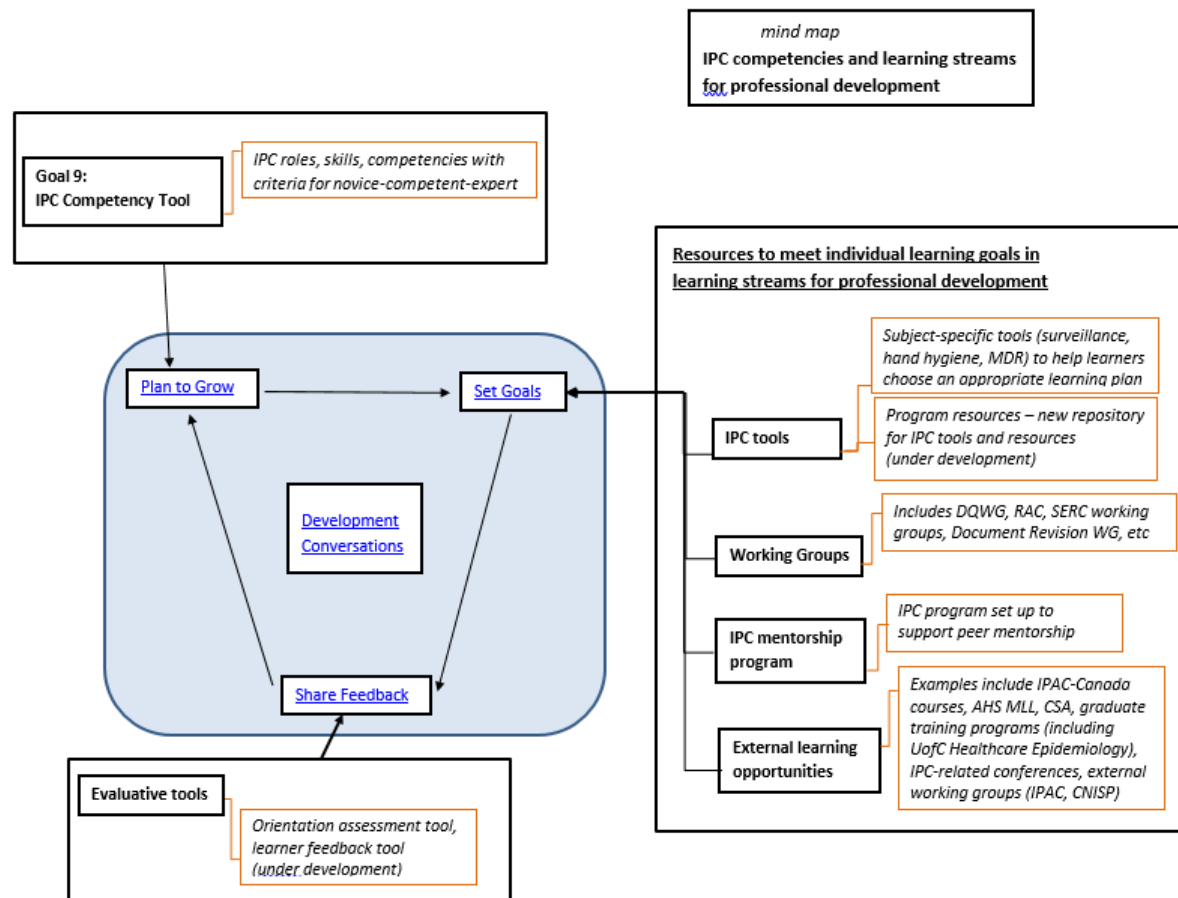


# IPC Competency Background

The IPC Competency tool outlines the competencies for each role in the program, and also describes expectations of performance at the novice, competent and advanced levels.

Once a staff member has determined their learning goals (such as acquiring a **new** competency or advancing in expertise in an **existing** competency), conversations with their leader will help them set learning goals and identify resources needed to succeed.

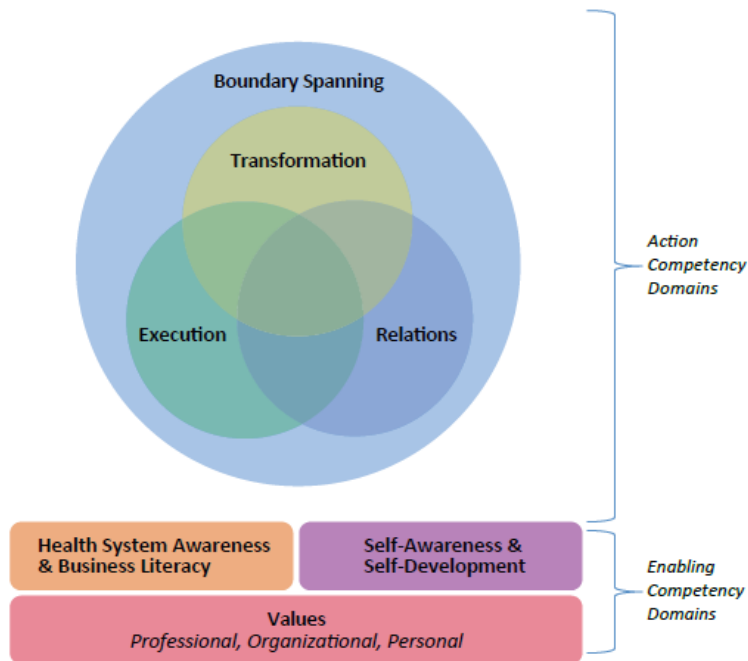
Other conversations will be scheduled with that leader to provide feedback on each person's progress. Development conversations and professional development align with the [AHS Learning and Professional Development policy](#).



The IPC competency tool gathers competencies from many published competency frameworks to describe the competencies for all the roles in the IPC program (see complete listing). The different competencies are organized into domains, based on those from the [Health Leader Competency Model 3.0](#) from the National Center for Healthcare Leadership (see figure).

These domains group different types of competencies together based on the nature of the work. The “Action” domains are competencies relevant to the job, and the “enabling” domains involve core professional knowledge and self-awareness competencies.

FIGURE 1 | Health Leadership Competency Model 3.0



ACTION competency domains: SHARED competencies for all roles					ENABLING competency domains		
Job knowledge	Job Skills	Execution	Relations	Transformation	Health systems awareness	Self-awareness, self-development	Values
Patient Safety Project Management	Business communication Performance measurement Process and Quality Improvement	Accountability Analytical thinking Information seeking Initiative	Collaboration Communication Interpersonal understanding Relationship and network development Service orientation	Change leadership Innovation	Financial skills IT management Organizational awareness Project accountability	Achievement orientation Professional development Self-awareness Self-confidence Wellness	AHS corporate values Equity, diversity and inclusion Ethics

## IPC Competencies, References

Domain	Competency	Level 1 beginner proficiency	Level 2 proficient	Level 3 advanced proficiency	Reference
job knowledge	construction	Describe the risks associated with disruption of the patient care environment, e.g., airflow and dust control; water and plumbing. Access and use resources related to construction, renovation and maintenance available for use in healthcare projects, e.g., uses tools to perform an infection control risk analysis. Describe the role of the ICP in construction activities. Understand what a construction Infection Control Risk Assessment and other related checklists are, and where to access these.	Independently access and use resources related to construction, renovation and maintenance available for use in healthcare projects, e.g., uses tools to perform an infection control risk analysis. Successfully complete the CSA construction required courses.	Mentor members of the MDT, including roles and responsibilities, expectations, standards and guidelines. Lead complex construction projects, participate in the review and update of guidance documents.	6
	education - concepts and strategies, design and activities	Describe the role of IPC staff as educators and the importance of IPC education for IPC staff and for healthcare providers in the organization. Have knowledge of different teaching and learning concepts. Have knowledge of lesson planning, creating teaching and learning objectives and the use of different technology to facilitate teaching and learning.	Identify how different teaching approaches/strategies support different learning needs and outcomes. Know how to design, deliver and evaluate different teaching and learning experiences for different contexts.	Have a systematic, integrated approach to teaching and learning to support the enhancement of current practices. Have an integrated, conceptual understanding and approach to teaching and learning using a variety of teaching and learning strategies. Understand how to integrate and develop IPC educational activities to align with organizational initiatives and external partners.	6, 8
	IPC principles and practices	Have basic knowledge of: the chain of infection; the components of Routine Practice; Additional Precautions; role and responsibilities of HCPs re RP and AP. When and how RP and AP are applied including: clinical conditions and microorganisms for which RP and AP; the conditions that are required to discontinue AP.	Provide teaching and training around RP and AP to support practice and skill development. Recognize and provide guidance to HC settings relating to circumstances where modifications to AP are appropriate. Identify issues or concerns regarding RP and AP practice in an area and support measures to improve practice. Collaborate to support consistent application of RP and implementation of AP in areas across all healthcare sectors. Provide information and education to patients, families and visitors regarding IPC principles and practice.	Mentor IPC champions, novice IPC colleagues in IPC principles. Lead complex zone and provincial RP/AP projects. Adapt RP/AP principles to unconventional situations and settings. Participate/lead in the review and update of guidance documents and pandemic planning. Advise site leadership in identifying and addressing system gaps.	6

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job knowledge	MDR	Describe the necessary steps to prepare reusable medical devices for safe use on other patients. Use Spaulding's Medical Device Classification to categorize medical devices, including IPC principles that guide MDR selection for different equipment types. Describe the MDR Review process.	Participate in completing the MDR review process, including follow up on identified risks. Know how to manage MDR breaches. Participate in construction and renovation of MDR.	Lead review of the MDR review tools. Mentor ICPs in complex reviews and review findings. Involved in advising with national bodies to create guidance. Lead the construction/renovation of MDR. Identify and address system gaps	6
	microbiology	Understand basic clinical microbiology concepts. Utilize appropriate information, such as lab reports, to promote the safety of staff and patients.	Describe clinical microbiology topics and ideas to diverse groups using a variety of methods to encourage staff and patient safety. Application of microbiome, antibiotic resistance and other concepts to IPC prevention activities.	Accurately describe and advance complex concepts, such as antimicrobial stewardship, precisely, concisely and clearly. Coach, teach, and facilitate staff to be site champions on application of clinical microbiology to IPC prevention activities.	6
	outbreaks	Describe investigating or preventing communicable diseases and outbreaks. Identify relevant professionals and their roles/responsibilities for outbreak investigation team. Participate actively in outbreak meetings. Identify steps during an outbreak investigation, including communication to all relevant stakeholders.	Synthesize empirical data for the purpose of assessing need and risk. Develop evidence-based explanations regarding outbreak source. Understand prevention and control/intervention strategies to select optimal approaches for each outbreak type. Prioritize operational tasks to achieve solutions. Develop and discuss debriefs of the outbreak.	Engage stakeholders to review and enact operational tasks to achieve solutions. Coach and educate team members to improve system process for managing outbreaks. Develop prevention and control strategies for outbreak types.	6
	patient safety	Understand the principles of patient safety, its importance, and where to access AHS resources and information. Understand the links between patient safety and infection prevention and control. Understand how their IPC role supports patient safety.	Promote a culture of patient safety, identify opportunities for continuous patient safety improvements.	Work with patient/family groups to anticipate and improve people-centred, high quality healthcare delivery.	1, 5, 6
	project management	Assist in development of the strategy for project execution. Use tools to develop projects with narrow scope and complexity.	Develop project strategy and lead projects with significant scope, risk and complexity to achieve milestones and objectives that have significant impact on IPC. Use tools to manage projects with a few phases, increased scope.	Develop strategies for projects with broad scope, risk and complexity to achieve milestones and objectives. Use tools to manage projects with multiple phases, significant scope.	1, 7, 11

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job knowledge	research	Understand statistical testing, basic descriptive stats. Understand survey methodology and build survey collection forms.	Create and conduct qualitative and quantitative analyses. Conduct basic statistical modelling (e.g. regression analyses). Conduct focus groups and perform data analysis to evaluate findings.	Create analysis plans for complex data and research questions. Conduct meta-analyses, deductive and inductive qualitative analysis.	13
	surveillance	Understand the criteria for conducting surveillance activities and limitations of surveillance activities.	Perform surveillance activities, and use data for actions. Contribute to surveillance protocol development. Acquires and maintains current knowledge and skills in the area of IPC and epidemiology.	Describe the epidemiology of populations under surveillance, set up new surveillance initiatives including development of protocols, data quality activities and reporting.	6, 11
	WHS	Identify and maintain contact with WHS team members. Know the appropriate roles and when to connect. Networking and trust building with WHS team members.	Utilize and support WHS team members when issues arise that impact patient and staff safety.	Collaborate with WHS team members to advance and improve patient and staff safety.	6
job skills	business communication - software	Have awareness of AHS unrestricted software, and able to perform the basic functions. Know the process for AHS-approved software requests.	Understand and able to utilize advanced software features, including survey formatting. Able to advise others on the use of pertinent software.	Explore new software options and how those may add value to the IPC program.	1
	business communication - written communication	Use respectful communication with no spelling/grammatical errors. Compose clear, accurate, succinct emails, memos and perform basic editing. Able to look up references, cite and use sources appropriately.	Ability to perform a literature search, or work with KRS to have a literature search completed. Can synthesize and summarize information for a target audience in order to provide information in a timely manner that is quick, engaging, and easy to read. Have awareness of communication tools and AHS Communication department's services.	Work with and utilize communication tools and the AHS Communications department. Develop strategies to communicate the right message, at the right time to the right audience. Guide readers to the information they need to understand all of the functions and services within IPC.	6
	business communication skills - verbal communication	Keep the audience in mind to communicate basic IPC concepts to a diverse group of clients, colleagues and stakeholders. Utilize professional, respectful, and courteous language when dealing with colleagues and clients. Understand the impact of vocal tone, body language and posture. Actively listen during in verbal communications.	Be empathetic to increase stakeholder engagement. Describe IPC topics and ideas to diverse groups utilizing a variety of methods. Provide and receives constructive feedback.	Accurately describe complex ideas precisely, concisely and clearly. Hear, reflect, and build on what is said in group discussions while maintaining and encouraging a safe environment in-order to facilitate the exchange of ideas. Quickly adapt to changing situations and audiences.	7

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job skills	business communication skills- formatting and AHS branding	Aware of the importance of the professional documents and AHS and IPC resources for formatting and visual style. Have basic knowledge of AHS and IPC business communication tools, templates and processes.	Have extensive knowledge of AHS business communication tools, templates and processes. Develop and train others on IPC business communication tools, templates and processes. Apply organizational formatting in an efficient manner. Create new formatting templates which align with AHS IPC style requirements. Assists others with designing, formatting and editing documents.	Identify gaps in business communication tools, templates and processes, create new resources to meet those and other anticipated needs. Perform advanced formatting and editing of a variety of different mediums. Takes initiative to update/edit outdated IPC program templates.	13
	Data management - Data Storage	Understand data privacy requirements and organization policies. Follow minimum data quality activities. Know where to access information, how to navigate drives/folders, and familiar with naming conventions. Know troubleshooting for missing/corrupt files. Familiar with existing guidelines/policies/procedures from team/AHS for storing data.	Familiar with file folder naming conventions, contribute to organization of files/folders. Recognize opportunities for data quality and quality improvement; apply knowledge of best practices for data and quality improvement. Can complete minimum data cleaning activities, participate in data quality investigations	Conduct new investigations into all domains of data quality, create/publish methodology.	13
	Data management - Data Visualization	Create simple visual presentations (e.g. tables, charts), and choose most appropriate method for data and for the audience to support correct data interpretation	Create clear presentation of complex data (e.g. boxplots)	Set up interactive data presentations (e.g. Tableau)	13
	Data management- Data Handling	Know basics of filters, sorting, and generating summary information (e.g. pivot tables). Awareness of forming data for analysis, data coding scripts.	Merge and link data from multiple sources, create and manipulate variables in a data set. Can perform basic programming (Excel macros, beginner R script).	Create functions, program codes/script, test and troubleshooting complex code. Can complete the deidentification of data for research purposes	13
	education - IPC program teaching and learning activities and practices	Develop and provide basic teaching and learning experiences that align with IPC program needs and stakeholder requests. Identify opportunities as an educator to provide teaching and training to promote IPC principles and practice. Work to develop confidence in role as educator.	Respond to different educational, teaching and learning needs identified by the IPC program or stakeholders. Take an active role in working groups to create different teaching and learning experiences. Advocate for inclusion of IPC education when needed. Support the development of other colleagues' teaching and learning practices. Develop role and skill as educator to support the IPC program and stakeholder needs.	Advocate for IPC program educational practice opportunities promoting the importance, relevance and need for that practice. Engage in networking opportunities to support the strategic development and integration IPC of teaching and learning experiences.	6

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job skills	education - learning design and technologies	Design, develop and provide education to a variety of learners in different contexts. Use different technologies to facilitate teaching and learning (i.e., PowerPoint, MS Teams, Skype, Zoom)	Design, develop, implements and evaluate teaching and learning experiences. Facilitate collaborative engaged learning activities. Design a teaching and learning plan, which reflects diverse learning needs, available time and resources. Collaborate with other health care educators and programs to develop IPC educational teaching and learning opportunities.	Have a leadership role in provincial working groups. Develop concept and project plans to support the development of IPC program education practice offering a strategic vision that aligns with evolution of organizational workplace learning and technologies.	13
	office administration - supplies, e-procurement, e-facilities, coding invoices	Monitor, order and check supplies of goods/services. Know AHS resources and processes.	Develop and review local processes for supply inventory.	Improve local processes for supply inventory	8
	office administration - timekeeping	Aware of e-People and team timekeeping processes – accuracy in timecard entry, running reports i.e. reported time authorization.	Be proficient in the use of e-People/timekeeping. Accurate in timecard entry, identifying discrepancies in timecard submissions by running reports to check accuracy. Determine and recommend changes to timekeeping processes within IPC (i.e. revised timecards). Create/keep system to track absences. Aware of Collective Agreements and NUEE terms and conditions pertaining to team codes (i.e. shift differentials, OT). Act as a resource person for the team.	Have advanced knowledge of e-People and timekeeping, and is a resource person for peers, team and or other programs. Submit content on new processes, system changes or general awareness topics to e-People training for consideration. Increased delegate responsibility in e-People.	13
	performance measurement	Create metrics to measure personal performance (e.g. task turnaround time, number of tasks completed).	Create metrics to measure systems, team performance (projects, data errors, data quality). Understand basics of control charts.	Use metrics to implement and sustain targeted improvements for teams, systems, organization.	7
	process and quality improvement	Understand the principles of quality and process improvement. Know where to access resources including the AHS Alberta Improvement Way.	Recognize opportunities for quality improvement and applies knowledge of best practices. Have completed courses or training, such as AHS Green Belt certification. Understand the difference between research and QI activities, and when ARECCI/ethics submissions are required.	Systematic review of practices using quality improvement methods. Critical evaluation and application of current medical information and scientific evidence for patient care. Define linkages between research and evaluation.	1, 7

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job skills	research - Design	Contribute to manuscript and poster development. Perform literature searches, awareness of research designs and strengths/weaknesses; understand concepts of validity and reliability.	First author manuscript development. Critique strengths and weaknesses of study designs to choose appropriate design for project goals, and application to IPC research. Create projects to assess validity and reliability. Understand difference between research and QI activities and when ethics submissions are required.	Identify gaps in the literature and develop study protocol with appropriate study design to address gaps. Advanced study designs including math modelling, health economics. Design or author systematic reviews, meta-analyses, scoping reviews, rapid reviews.	6
	research - Evaluation	Describe relevant simple process and outcome measures for evaluation activities.	Participate in multi-methods approach to link qualitative and quantitative findings	Lead the evaluation of complex projects using multi-methods and evaluation methodologies (e.g. RE-AIM domains)	6
	research- Knowledge Translation	Create simple narrative in data reports. Awareness of knowledge translation activities, including knowledge gathering, messaging and dissemination.	Interpretation and synthesis of complex data and information in reports, able to translate data to action.	Large scale synthesis for report presentation to senior level audience. Research grant writing, publications, proposals, ethics applications. Practicing integrated knowledge translation - including knowledge makers throughout entire project.	13
	system testing	Participate as a tester. Trouble-shoot common user issues. Understand how system design issues impact user experience and limitations of systems.	Trouble-shoot complex problems, identify issues to IT, system designer or administrator for software/hardware fix. Assess and identify user requests to system developer when appropriate.	Lead the testing plan and communication plan to users for upcoming changes. Understand the roles of stakeholders (system developer, user, system administrators). Facilitate complex system testing with multiple stakeholders. Predict potential impacts with changes to systems, system upgrades. Assess and prioritize proposed changes. Advanced knowledge of hardware and software.	13

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Domain	Competency	Level 1 beginner proficiency	Level 2 proficient	Level 3 advanced proficiency	Reference
<b>execution</b>	accountability	Structure in place for completing routine work. Results contribute to the success of own team/zone.	Outline goals and procedures, and develop internal controls to manage potential barriers to completion. Accept responsibility when missed deadlines affect project outcomes. Hold colleagues accountable for their project commitments.	Communicate expectations to staff and methods for achieving results. Establish culture of accountability across the team. Hold staff accountable for performance standards by taking action when those standards are not met.	2, 10, 11
	analytical thinking	Use existing guidelines, policies and procedures to solve routine/standard problems. Escalate or refer non-standard problems.	Solve a range of complex problems. Take a new perspective on existing solutions. Consult with senior staff/leaders for problems beyond own scope. Apply knowledge gained in other situations/experiences to a new experience or challenge.	Anticipate and solve or leads others to solve unique and significantly complex problems. Have little or no internal expertise to consult. Use external expertise for consultation.	1, 7
	consultation	Monitor that IPC standards and best practices are upheld in the healthcare practice setting.	Design and implement IPC best practice recommendations to improve client/patient safety.	Anticipate future needs and influence IPC standards to serve client or patient safety gaps.	1, 6
	information seeking	Access, assess and apply knowledge and information.	Maintain knowledge and information resources and help others to access and use those. Provide information to meet needs. Assess quality of publications.	Contribute to the IPC knowledge base through research and publication	7, 8
	initiative	Recognize and act on present opportunities or problems by taking ownership and working on it until it is resolved. Take action to overcome immediate barriers to success. Be alert to opportunities for innovative solutions. Work independently.	Make use of available resources and identify alternatives to meet short-term goals. Think ahead and plan for contingencies. Effectively prepare and organize resources and activities. Ensure sufficient follow-up to check on progress and uncover potential problems.	Put comprehensive plans in place and implement those. Make creative use of available resources to meet major or strategic goals. Anticipate ramifications of current actions and take immediate long-term action to mitigate risks. Create an environment where proactivity and initiative are valued.	7, 9

Domain	Competency	Level 1 beginner proficiency	Level 2 proficient	Level 3 advanced proficiency	Reference
relations	collaboration	Working relationships are formed with staff/stakeholders in own program and assigned patient/resident care area accountabilities. Aware of engagement principles and provides information to stakeholders to assist understanding alternative solutions to challenges.	Build partnerships with internal and external stakeholders to lead change and achieve results. Involve stakeholders through engagement process, listen and acknowledge feedback through engagement forums including focus groups, surveys, workshops.	Relationships are with AHS senior leadership and external experts and stakeholders that may have international scope. Able to negotiate IPC program needs in the context of larger program/organization. Has training in engagement principles from International Association of Public Participation (IAP2) or other organizations.	1, 7
	communication	Communicate basic information, check for understanding.	Explain information, check for understanding. Build consensus, persuade/influence others. Actively engage others and encourage teamwork.	Explain difficult concepts and check for understanding. Develop and achieve consensus through discussions; anticipate and addresses barriers.	1
	impact and influence	Ask questions to gain understanding of others' perspectives and challenges.	Use professional credibility to influence decision making beyond own scope of authority to build and achieve consensus. Have an emotional intelligence to gauge others feelings, needs and empathize with others to come to shared understanding and meet the needs of various clients. Create a level of connection that facilitates collaboration. Have completed training courses on emotional intelligence and persuasion/influence.	Use recognized expert credibility to influence AHS leadership decisions that may affect the organization.	7
	interpersonal understanding	Use active listening and recognize nonverbal cues. Interact with coworkers respectfully.	Anticipate potential barriers to effective communication which may be physical, psychological, attitudinal or hierarchical. Treat everyone with courtesy and sensitivity.	Evaluate the best method for communicating the message, with the type of technology used varying with the audience. Approachable when working to resolve sensitive and complex issues.	7, 11
	relationship and network development	Work within team and mentor others for learning and sharing. Develops relationships with stakeholders for collection and sharing of information.	Engage others and develop networks and alliances to resolve issues and exchange information. Coordinates with partners (team, stakeholders) regarding new strategies to ensure consistent communication.	Purposefully build partnerships and coalitions with internal and external stakeholders to lead change and achieve results. Partners with key officials from external partners to develop strategic goals.	1, 7, 11

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<b>relations</b>	service orientation	Respond to routine and standard requests from clients/patients, and work with others to develop new ways of supporting stakeholders.	Solicit feedback and interpret information to determine client and patient needs. Assess requirements and identify solutions to non-standard requests. Be adaptable and flexible to new demands and service requests.	Develop innovative services, technologies or processes that address current and future client and patient problems or needs. Be nimble and pivot service delivery to areas of high or new demands.	1, 9
	talent development	Impart IPC knowledge through lens of clinical experience and assist colleagues in translating knowledge to practice. Know how to access AHS coaching resources.	Recognize and foster strengths and encourage development of new skills. Proactive in providing mentorship and coaching to full-scope professionals and other staff. Adjust coaching/mentoring style to the specific competency level for a given task for the person they are coaching.	Use powerful questions to guide the conversations so the person being coached drives the conversations and create their solutions. May coach or mentor leaders in a profession or area of expertise beyond AHS.	1, 7
	team leadership	Conduct oneself with emotional intelligence, remain balanced, and align workloads for their teams.	Can see the big picture, monitor key details, and foster a culture of accountability and collaboration. Manage expectations and competing priorities.	Create a team culture that values members' strengths and supports all team members in growth areas. Drive results through functional team behaviours and expectations, based on team effectiveness concepts.	7
<b>transformation</b>	change leadership	Support change management strategies and implementation. Have taken introductory courses for change management principles. Aware of change management courses, including ADKAR models, for change management.	Encourage and support innovation and may lead change management initiatives. Completed learning on change management courses, incorporates change management principles into QI and process improvement projects.	Lead change management strategies and/or initiatives. Create a climate of continuous improvement and creativity aimed at systematic change. Use fundamentals of change management principles to lead change.	1, 7
	innovation	Follow existing processes or practices. Recognizes creativity in the team and program.	Solicits feedback and uses a creative and innovative approach to modify current or develop new processes or practices.	Anticipate client and patient needs, assess requirements and identify creative solutions. Scan the environment for emerging best practices and trends.	1, 7

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<b>transformation</b>	strategic orientation	Have limited decision-making authority; decisions have minimal impact. Check that personal objectives are aligned with IPC strategic goals.	Consider stakeholder needs and IPC strategic goals when considering new team objectives. Impact a range of standard and non-standard operational projects, processes or service activities.	Lead a strategic planning team to consider new IPC program goals and objectives. Develop strategic plans in line AHS organization goals, and Accreditation Canada and AB Health IPC standards. Develop business case or rationale that impacts resource allocation, program, project or service support or direction.	1, 7
<b>health systems awareness and business literacy</b>	financial skills	Have awareness of costs relating to own work. Have an understanding how personal decisions and guidance impacts costs.	Monitor and control costs related to own work. May have accountability for budgets. Aware of short- and long-term financial implications of recommendations.	Accountability for budgets; allocate or redirect resources to ensure financial operational objectives are met.	1
	human resources management	Recruit, train and manage individuals to create a high performing team. Encourage personal development and help others to learn. Provide leadership, direction and feedback on team and individual objectives.	Develop and support succession planning. Plan and manage workforce based on organizational goals, budget considerations and staffing needs.	Plan and manage a complex workforce based on AHS goals, budget considerations and staffing needs.	1, 7
	information technology management	Collect, use and disclose confidential information as per AHS IT privacy policies. Understand IT cyber security policies. Work with confidential information safely, and protect AHS information securely. Use teleconferencing technology. Know when to access IT support services and when to call IPC system administration for support services.	Share knowledge of advanced communication and teleconferencing technology. Participate in available tutorial workshops on improved technology. Access and utilize Knowledge Resource Services (KRS) proficiently for appropriate literature searches.	Actively seek and use more advanced innovative technology. Use capabilities of current systems to improve IPC program efficiency.	7
	organizational awareness	Apply general knowledge of IPC program structure and team/zone functions. Understand how own role and team/zone fits within the IPC program.	Apply best practice and knowledge of IPC and other AHS teams/stakeholders to improve processes or services. Have a broad understanding of how role/program integrates with AHS structures.	Anticipate AHS IPC challenges and recommends best practices. Have a comprehensive understanding of how role/program integrates into AHS structures and impacts the healthcare system.	1

Domain	Competency	Level 1 beginner proficiency	Level 2 proficient	Level 3 advanced proficiency	Reference
<b>health systems awareness and business literacy</b>	project accountability	May contribute to project work. Accountable for contribution to project team or sub-teams.	Work and projects are comprehensive in nature and broad in scope. Results may contribute to success of work beyond team/zone/program. May have full accountability for projects that have multiple phases, significant scope.	Work and projects are complex in nature and require application of expert knowledge. Accomplishes organizational goals and shapes direction and strategy of program through leadership of multi-faceted assignments and projects. Has full accountability for projects that have multiple phases, significant scope.	1, 10
<b>self-awareness and self-development</b>	achievement orientation	Contribute to own personal development.	Develop own skills and knowledge and contribute to the development of others.	Develop oneself and others in areas of practice.	7, 8
	professional development	Have conceptual knowledge of theories, practices, and procedures in own profession/field of work. Aware of AHS policy 1131 "Learning and Professional Development".	Have a range of knowledge and practice expertise required for full scope of practice in own profession/field of work. Has developed a personal learning plan for ongoing professional development.	Have developed depth and breadth of expertise in profession/field of work. Have broad knowledge of how areas of expertise integrates with other related areas. Supports colleagues in their ongoing professional development activities.	1, 6
	self-awareness	Analyze one's performance to understand positive experiences and setbacks and takes short-term action to improve performance. Apply learnings on the job. Know personal reactions well and when capable responds calmly. Communicate with confidence and produce calm and reasonable explanations to achieve desired results.	Actively seek feedback from others, including colleagues, and integrate results into personal development areas. Maintain composure, have ability to intervene and find effective and acceptable solutions. Plan ahead to manage emotions or stress.	Seek out new information and opportunities to enhance competencies, and integrate results into personal career planning. Take actions to improve abilities in line with career goals. Maintain self-control in challenging situations, ensure safety of yourself and others.	7, 9
	self-confidence	Work within guidelines and policies when decisions are required.	Make decisions guided by policies in non-standard situations. Use judgement to determine the best of multiple options.	Make decisions within general organization and industry guidelines: considerable judgement is required as there is potential for variations in outcome.	1, 7
	wellness	Understand the different types of personal well-being (examples include mental, physical, social, spiritual, financial, workplace). Know where and how to access AHS wellness support and resources.	Assess and action wellness activities in your life and encourage and support others to think mindfully about wellness.	Act as a Wellness Champion for the workplace. Work with others across the program to promote IPC program-wide wellness activities.	7

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Domain	Competency	Level 1 beginner proficiency	Level 2 proficient	Level 3 advanced proficiency	Reference
values	AHS corporate values	Know where the AHS CARES values and AHS competencies resources are, have conversations with colleagues on what those values mean and how to improve. Awareness of safe working practices and WHS "working safely" resources.	Practice the AHS CARES values and competencies and promote those with colleagues, stakeholders and in patient/family interactions. Application of safe workplace practices, contribute to site HIAC document.	Discuss AHS CARES values and competencies during coaching conversations and encourage team to find learning opportunities to support development and understanding.	2
	equity, diversity and inclusion	Act in ways that support equity, and value diversity. Understand AHS mission. Commit to current learning and improvement in equity, diversity and inclusion. Effectively communicate, engage others, and direct them to where equity, diversity and inclusion resources are and how to access those.	Promote equity and value diversity. Listen and adapt IPC approaches to fit patient and staff populations. Create IPC documents, materials that are accessible, culturally sensitive and inclusive and reflect population diversity.	Develop a culture that promotes equity and values diversity. Act as a voice for perspectives, levels, and cultures that are not otherwise represented. Encourages dialogue on ways to create safer spaces, promotion of civility and inclusive environments for all.	3, 7, 8, 12
	ethics	Broadly understand professional values and ethics. Seek guidance on details and norms of profession and grasps rationale behind those. Understand the relevance of ethics to the profession and consistently attempts to apply those.	Recognize workplace practices and conventions that diverge from stated professional workplace ethics and challenges the discrepancy, even at risk to personal interests. Practice and foster in others an ongoing inquiry into the practical meaning of professional ethics. Promote dialogue on the value of ethics.	Challenge powerful (more experienced and senior) persons to act on stated values and ethics. Actively and intensively challenge directives that do not align with professional ethics. Explain and develop ethical knowledge, standards and conduct in others.	6, 9

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