

Enhancing Your IP Career: Professional Development

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No Disclosures

OBJECTIVES

01

Participants will be able to use the interactive online model on APIC's website

02

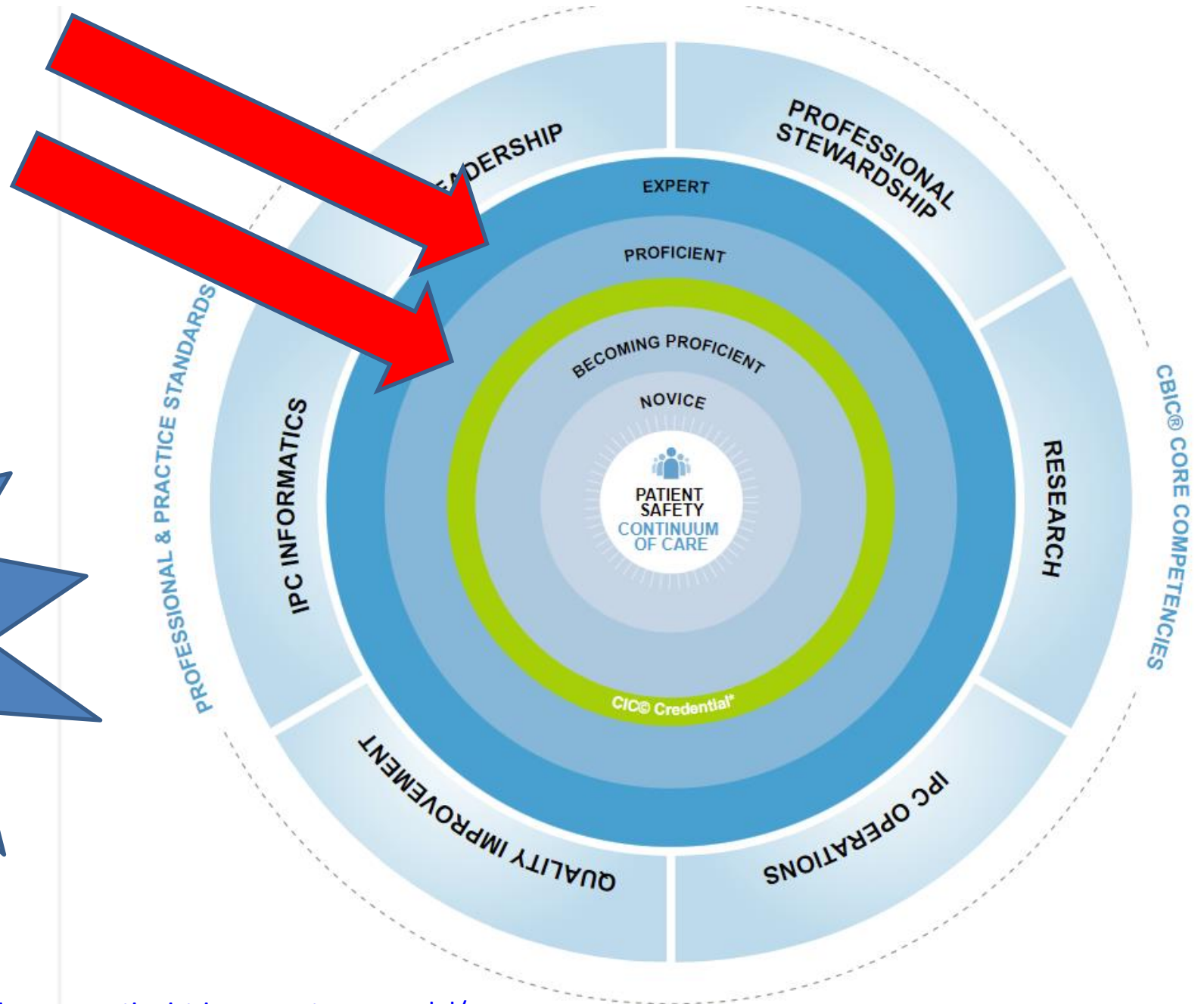
Participants will be able to apply the model to individual Infection Preventionists

03

Participants will be able to apply the model to develop a professional development program in their IP department

2019 APIC COMPETENCY MODEL

TODAY'S
FOCUS



THE 2019 APIC COMPETENCY MODEL: *Interactive!*



Professional Stewardship

The APIC Competency Model has six future-oriented competency domains (each with subdomains). These are topical areas of knowledge, skills, abilities, and personal attributes that have been identified as relevant in the next 3-5 years for growth of the IP and IPC profession.

Professional Stewardship: The continuously changing world of health care and infection prevention requires dedicated stewards that will allow the profession to develop, adjust, and uphold a respectable and reliable reputation. IPs must be willing and ready to be held accountable for an entity larger than themselves and the organizations for which they work. IPs are responsible for and entrusted with the future of the profession and hold the potential to produce meaningful change within infection prevention practice. Professional stewardship and the subdomains it encompasses are future-oriented and develop as IPs advance in their knowledge, experience, and expertise.

THE 2019 APIC COMPETENCY MODEL

Future-oriented Competency Domains

LEADERSHIP	PROFESSIONAL STEWARDSHIP	QUALITY IMPROVEMENT	IPC OPERATIONS	IPC INFORMATICS	RESEARCH
<ul style="list-style-type: none">• Communication• *Critical Thinking• Collaboration• Behavioral Science• *Program Management• Mentorship	<ul style="list-style-type: none">• Accountability• Ethics• Financial Acumen• Population Health• Continuum of Care• Advocacy	<ul style="list-style-type: none">• IP as Subject Matter Expert• *Performance Improvement• Patient Safety• Data Utilization• Risk Assessment and Risk Reduction	<ul style="list-style-type: none">• *Epidemiology & Surveillance• *Education• IPC Rounding• Cleaning, Disinfection, Sterilization• Outbreak Detection and Management• Emerging Technologies• *Antimicrobial Stewardship• Diagnostic Stewardship	<ul style="list-style-type: none">• *Surveillance Technology• *Electronic Medical Records (EMR) and Electronic Data Warehouse (EDW)• Data Management, Analysis, and Visualization• Application of Diagnostic Testing Data and Techniques	<ul style="list-style-type: none">• Evaluation of Research• Comparative Effectiveness Research (CER)• Implementation and Dissemination Science• Conduct or Participate in Research or Evidence-Based Practice

FUTURE-ORIENTED COMPETENCY DOMAINS

Competence

- the ability to do something successfully with sufficient knowledge and skills

Competency

- observable and measurable knowledge, skills, abilities, and personal attributes that improve performance and result in success

Domain

- a specified sphere of activity or knowledge

Subdomain

- a subdivision of a domain

Competency Domains

- are related sets of foundational abilities representing the required elements and outcomes that define the knowledge, skills, experience, attitudes, values, behaviors, and established professional standards.

APIC Future-oriented Competency Domain/subdomain

- a topical area of knowledge, skills, abilities, and personal attributes that has been identified as relevant in the next 3-5 years for growth of the IP and IPC profession



ELSEVIER

Contents lists available at [ScienceDirect](#)

American Journal of Infection Control

journal homepage: www.ajicjournal.org

AJIC
American Journal of
Infection Control

Practice forum

Identifying changes in the role of the infection preventionist through the 2014 practice analysis study conducted by the Certification Board of Infection Control and Epidemiology, Inc



Lita Jo Henman MPH, CIC^{a,*}, Robert Corrigan MS^b, Ruth Carrico PhD, RN, CIC^c, Kathryn N. Suh MD, FRCPC, CIC^d, Practice Analysis Survey Development Team[†], Practice Analysis Review and Test Specification Development Team[†]

American Journal of Infection Control 43 (2015) 664-8



ELSEVIER

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American Journal of Infection Control

journal homepage: www.ajicjournal.org

AJIC
American Journal of
Infection Control

Practice forum

APIC professional and practice standards

Tania N. Bubb PhD, RN, CIC^{a,*}, Corrienne Billings BS, BSN, RN, CIC^b, Dorine Berriel-Cass MA, BSN, RN, CIC^c, William Bridges PhD^d, Lisa Caffery MS, BSN, RN-BC, CIC^e, Jennifer Cox RN, BSN, CIC^f, Moraima Rodriguez BS, MT(ASCP), CIC, CHSP^g, Jessica Swanson RN, BAN^h, Maureen Titus-Hinson MHA, BSN, RN, CICⁱ

American Journal of Infection Control 44 (2016) 745-9

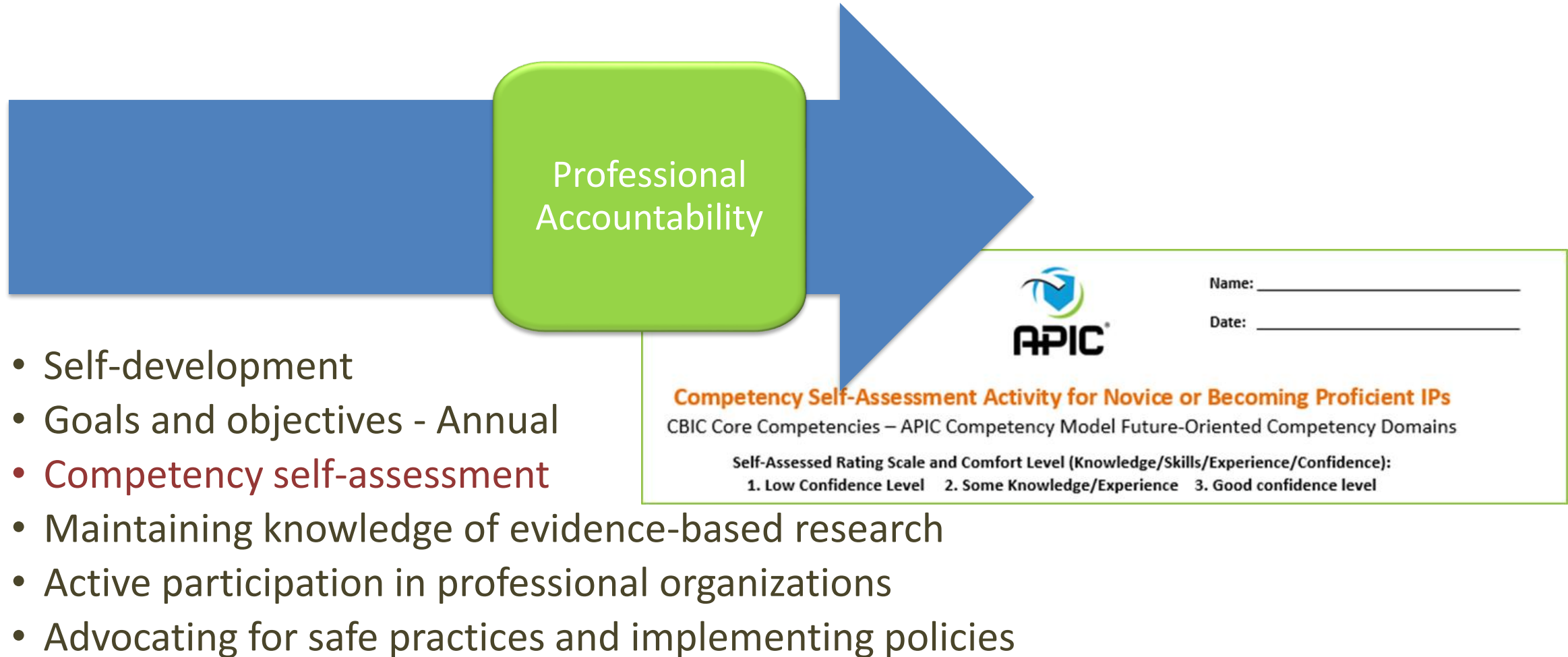
PPS: STANDARDS OF PRACTICE (SOP)



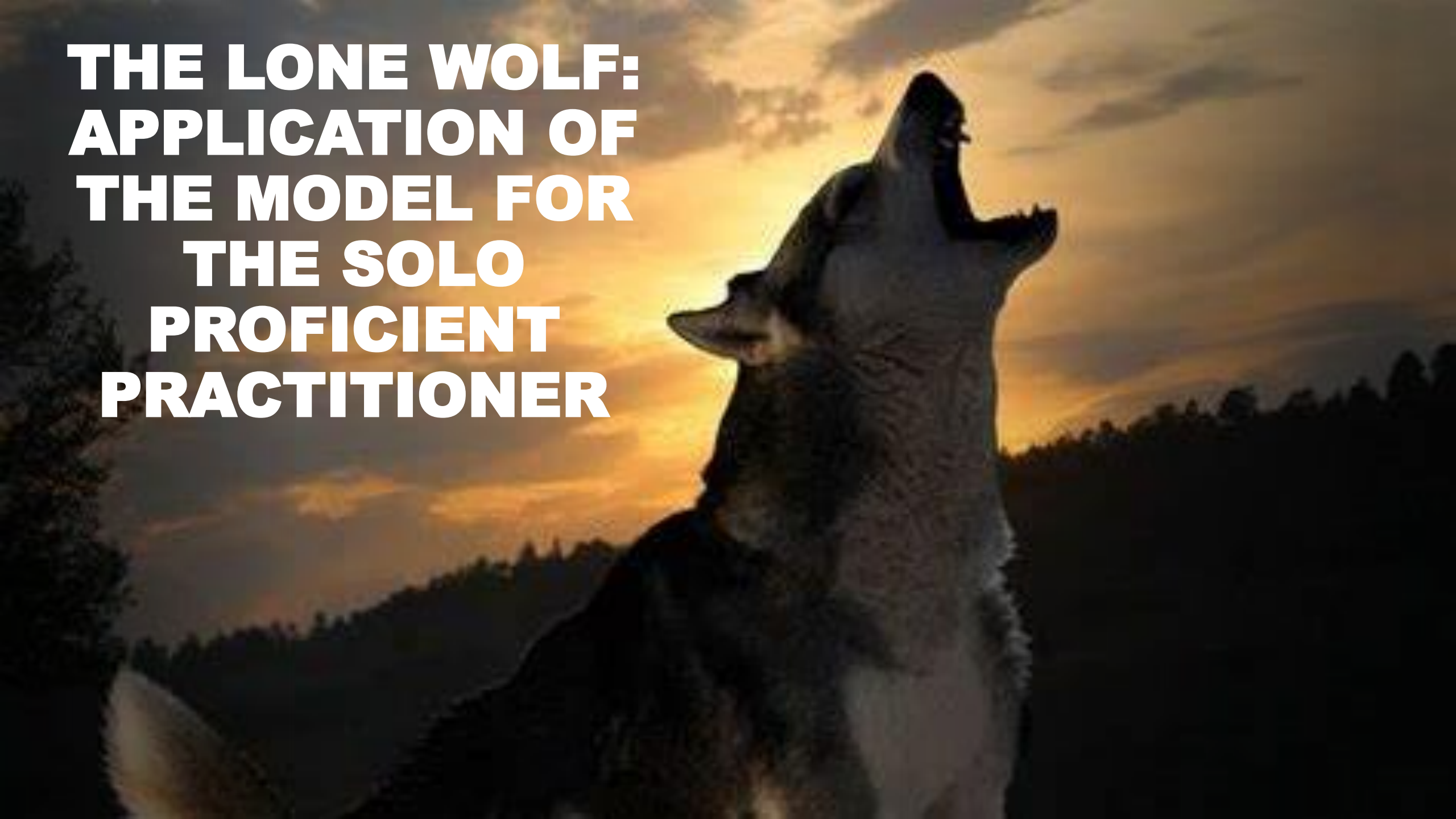
STANDARDS OF PROFESSIONAL PERFORMANCE



STANDARDS OF PROFESSIONAL PERFORMANCE

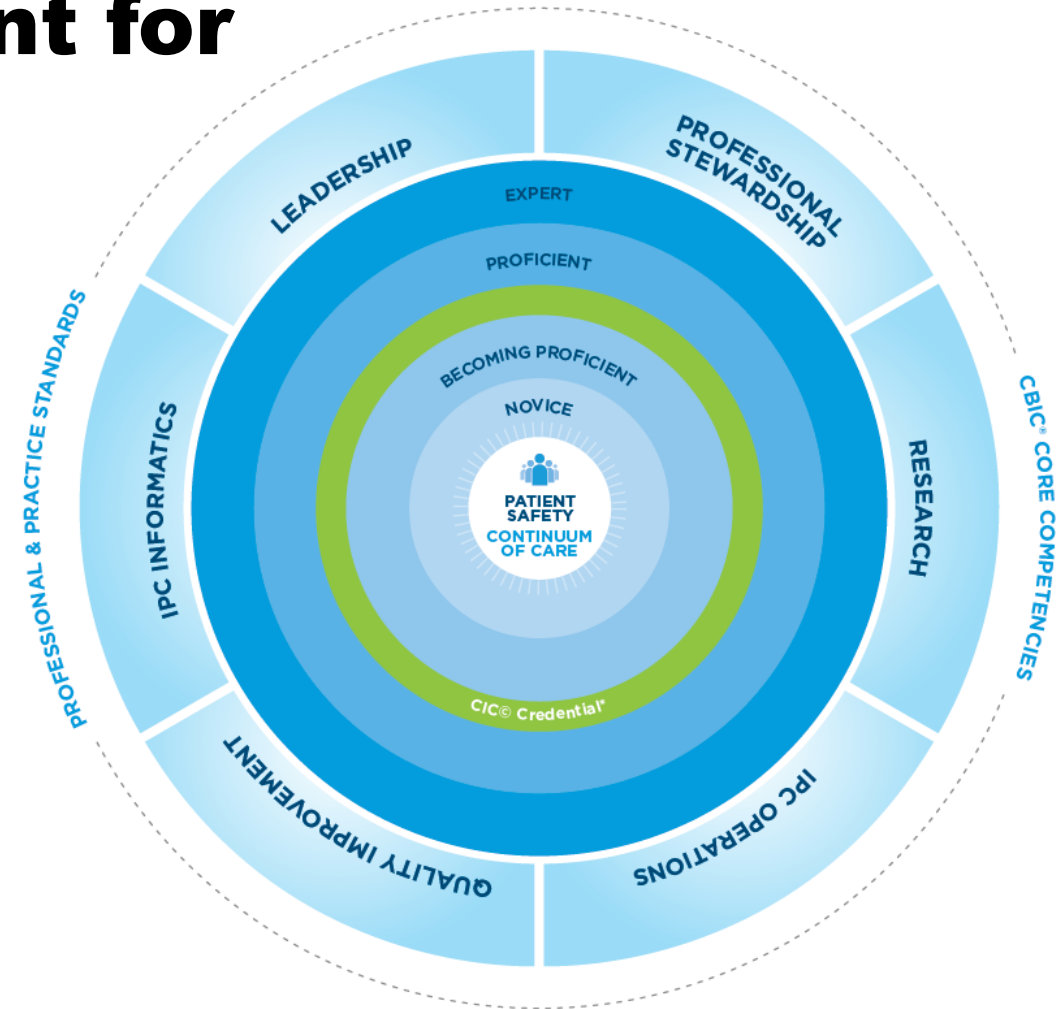


**THE LONE WOLF:
APPLICATION OF
THE MODEL FOR
THE SOLO
PROFICIENT
PRACTITIONER**



APPLICATION OF THE MODEL: Professional Development for the LONE WOLF

- Self Assessment
- Professional Development Plan
- APIC Fellow

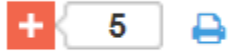


SUGGESTION 1: SELF ASSESSMENT

- **Ongoing Competency Development**
 - Step 1: Self Assessment
 - Suggested Tool:
 - [Proficient Practitioner Bridge](#)



Developmental path of the infection preventionist




- [Proficient Practitioner Bridge](#)

CLICK
HERE

Updated! The Professional Developmental Path of the Infection Preventionist has updated this important resource based on the June 2019 Competency Model. (The Proficient Practitioner Bridge supports proficient and expert-level IPs in identifying personal strengths and weaknesses and setting priorities for their on-going professional development and growth. ***Already signed up? Log in to apic.org by selecting “My Account” in the top right corner, followed by “My Courses”***

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WELCOME TO APIC EDUCATION ONLINE!

Heather, thank you for joining us online!

Before you launch your course, we encourage you to explore, and become familiar with, the new platform. *Not sure where to start? Check out this [brief demo](#) to get a quick lay of the land!*

We also have an [FAQ page](#) specifically for this platform that includes short video demonstrations.

We hope you enjoy your online experience, and as always, please don't hesitate to contact us at elarning@apic.org if you have any questions!

[Learn More](#) →

*Spreading
knowledge.
Preventing
Infection.®*

In Progress 13

Recently Completed 1

Novice Roadmap for the Infection Preventionist

subscription expires: 3/30/22

LAUNCH

Proficient Practitioner Bridge (2020)

subscription expires: 3/3/22

LAUNCH

WHAT DO YOU THINK?



For which area would you like to see more resources?

- ☐ Other
- ☐ Dental
- ☐ Surgery Centers

CLICK
HERE

PPB Welcome



Leadership Domain



Professional Stewardship Domain



IPC Operations Domain



Quality Improvement Domain



IPC Informatics Domain



Research Domain



Welcome to the Proficient Practitioner Bridge, a self-assessment for the developmental path of the Infection Preventionist.

This tool can be used by IPs at all competency levels but was designed to identify areas of professional development opportunity for those IPs who have demonstrated proficiency by obtaining certification in infection prevention (CIC). The Proficient Practitioner Bridge is an ideal tool to build the professional background and experience to reach the advanced career stage, guiding you to the requirements of application for the APIC Fellow credential.

The assessment set-up is as follows:

- The Competency Model is divided into 4 future-oriented domains, so an assessment has been built for each domain so that you can see your specific areas of strength and those that you can improve.
- Each question name is the subdomain in which it is assessing. The question will start with the definition of the subdomain, and there are a total of 5 answers to choose from.
- Each answer has a certain number of points associated, with the first answer as 1 and the last as 5. This is to provide a scale of where you might be in your proficiency of each subdomain. There are no incorrect answers. Below is the rating scale:
 - 1 = Novice level knowledge/skills
 - 2 = Approaching proficiency
 - 3 = Fully proficient
 - 4 = Approaching advanced
 - 5 = Advanced expert
- The total possible points for each domain assessment will vary based on the number of questions, and this will be provided in the introduction of each section.
- Upon completion of each assessment, you will be provided a percentage to see where you fall on the scale mentioned above, and your points earned versus total points possible.
- A Results Report will also be available for download, after each domain, where you can analyze your responses for each question. This report will also include resources (available under Feedback) specific to your answer selection to help you improve your competency in that subdomain and advance to the next level. Each resource on this PDF report is hyperlinked to its related webpage.
- Please Note: Any indicators such as Incomplete or correct/incorrect can be disregarded. As this is a learning management system, there are certain settings cannot turn off. As long as a View Results option is available upon completion of your attempt, you should have access to your overall point scale and a detailed question report.

Leadership

Introduction

Welcome to the Proficient Practitioner Bridge, Leadership Domain.

In the first assessment, you will assess your proficiency in the following subdomains:

Collaboration

Mentorship

Behavioral Science

Program Management

Critical Thinking Skills

Communication

The points scale for this assessment is as follows (levels are outlined on the Welcome Page of this assessment):

Level 1: 6-7 points

Level 2: 8-13 points

Level 3: 14-19 points

Level 4: 20-25 points

Level 5: 26-30 points

As a friendly reminder, there are no correct/incorrect answers, so you can disregard any messages telling you so.

Upon completion of the assessment, you will receive a results page where you can download a PDF report of your individual responses and resources by domain question that can help you in areas where you can improve.

Next

[← Show All Attempts](#)

Results: Leadership

Below is your score for this exam.



[Question Report](#)

Thank you for utilizing the Proficient Practitioner Bridge to measure competency as it relates to the developmental path of the infection preventionist.

Please use the scale below as an overall summary to see where your score falls.

- Level 1: 5-6 points
- Level 2: 7-11 points
- Level 3: 12-16 points
- Level 4: 17-21 points
- Level 5: 22-25 points

You can also download a full summary of your results to identify which subdomains can be improved, utilizing the suggested resources in the Feedback section.

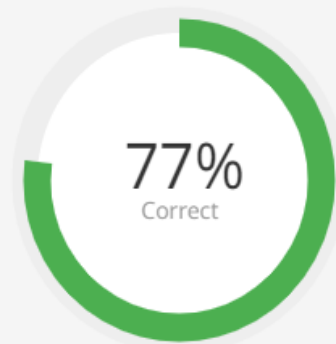
Your Score: **77%**

77% Correct

23% Incorrect

Average Score of Your Peers: 78% [i](#)

100% Correct



Test Name: Leadership

Learner: Heather Bernard

Your Score	76.67%
Initial Score*	76.67%

* Initial Score is based on the first attempt of each question

	I am not confident in my ability to communicate my ideas and suggestions to others.
	I am comfortable communicating my ideas, but it sometimes requires additional clarification. Additionally, I don't check to see that I'm correctly understanding others.
✓	I generally communicate well with others, and I use active listening to ensure that I comprehend others' thoughts and ideas. I respect and value others' opinions.
	My communication style is concise, accurate and timely. When I communicate, I factor in an audience's informational needs, cultural background and knowledge of the subject.
	My communication style enables me to effectively exert influence without authority, whether making the business case for innovation, presenting an operational and strategic plan, or communicating to other staff.

Note: correct answer is displayed

Result:

Correct

Answer 2 is C

Feedback

TEDTalk: Celeste Headlee. Ten Ways to have infinitely Better Conversations (AC2017 plenary speaker)



**Suggested
References**

SUGGESTION 2: PROFESSIONAL DEVELOPMENT PLAN

Using the evaluation and self assessment as a guide, identify at least 3 learning needs that you will complete over the course of the next evaluation period.

Plan for Professional Development						
Learning Needs	Goal	Learning Activities with Due Dates	Activity and Date Done	Contact Hours	Evaluation	Supporting Materials in Portfolio
Professional Stewardship Domain - Financial Acumen Sub Domain	Demonstrate the ability to accurately reflect value, benefit, cost, and quality into a business case to implement a new product.	APIC Financial Acumen Course; Develop business case due: 12/30/19	Completed Financial Acumen Course 9/14/19; Developed a business case to implement an alternative to female foley catheters.	3.75	Acceptable – See PE for details	Business case and class transcript.
Leadership Domain – Communication Subdomain	Demonstrate the ability to confidently report to senior leadership the business case for IP.	Present business case to senior leadership concisely, confidently, and effectively. Due: 12/30/19	10/1/19 presented effectively to senior leadership.	0	Acceptable – director was present during presentation See PE for details	Business case and accompanying notes.
Professional Stewardship Domain – Advocacy Subdomain	Become comfortable communicating advocacy issues related to IP to policy makers	Lobby on capitol Hill for Certification Legislature Due: 12/30/19	10/4/19 – met with Senator Joe Griffo to discuss proposed certification legislature in NYS.	0	Acceptable - See PE for details	Email from APIC attendees. Legislature communication with Policymakers

SUGGESTION 3: APIC FELLOW/SHARE

- Tell your stories!
- Become an APIC Fellow
 - Criteria
 - Leadership Position
 - Peer Reviewed Publication
 - Oral Presentation
 - Poster Presentation
 - Contribution to APIC Resource

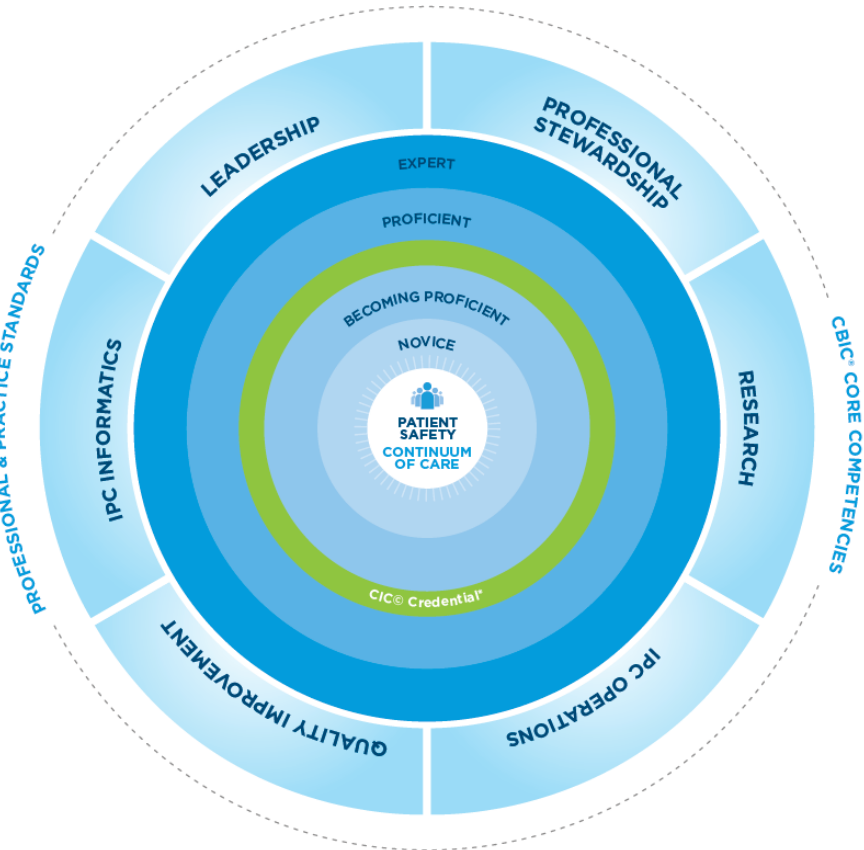


**THE WOLF PACK:
APPLICATION OF THE
MODEL FOR THE IPC
PROGRAM
MANAGER/DIRECTOR**



APPLICATION OF THE MODEL: Professional Development for the *PACK*

- Job Descriptions/IP Role Clarity
- Competency/Performance Review
- Career Ladders
- Self Assessment/Professional Development Plans
 - Yourself
 - Team Members



SUGGESTION 1: ALIGN IPC JOBS WITH CURRENT STANDARDS

ROLE CLARITY & JOB DESCRIPTION GUIDING DOCUMENTS:

- CBIC Core Competencies
- Professional and Practice Standards
- APIC Future Oriented Domains and Subdomains
- [APIC Job Description SAMPLE](#)

Developed by APIC's Professional Development Committee, May 2019
apic.org/competencymodel

Sample Job Description for the Infection Preventionist

Job Description

Job Title: Infection Preventionist

Job Summary:

The Infection Preventionist (IP) is responsible for identifying, investigating, monitoring, and reporting healthcare-associated infections. The IP collaborates with teams and individuals to create infection prevention strategies, provide feedback, and sustain infection prevention strategies.

Qualified Candidate:

Educational and Certification Requirements

- Baccalaureate degree in nursing, public health, epidemiology, clinical laboratory science, medical technology or related field.
- Certification in Infection Control and Epidemiology (i.e.: CIC® preferred) or, attainment within ____ years after employment

Essential Skills:

- Analytical
- Problem solving
- Collaboration
- Strong oral and written communication skills
- Ability to implement evidence-based guidelines
- Conflict resolution
- Program and project management
- Expertise in data collection and analysis, report writing, and data presentation
- Leadership
- Familiar with software technologies

Reports to: _____

Job Duties:

(Note the key accountabilities/responsibilities of the job)

1. Program Management:

- Develop, implement, and evaluate the organizational infection prevention program.
- Surveillance
- Develop an annual surveillance plan based on the population(s) served, services provided, and analysis of surveillance data.
- Utilize epidemiologic principles to conduct surveillance and investigations.
- Evaluate and modify the surveillance plan as necessary.



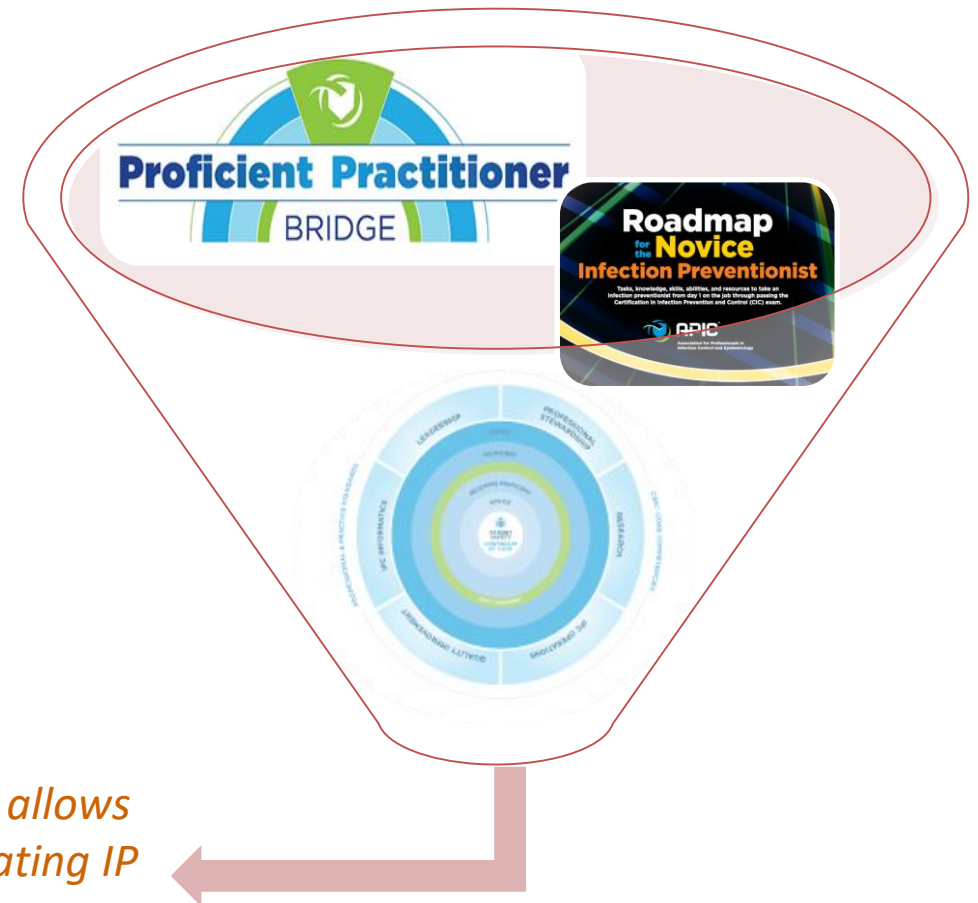
ABOUT APIC The Association for Professionals in Infection Control and Epidemiology (APIC) is creating a safer world through the prevention of infection. APIC's nearly 16,000 members develop and direct infection prevention and control programs that save lives and improve the bottom line for healthcare facilities. APIC advances its mission through patient safety, education, implementation science, competencies and certification, advocacy, and data standardization. Visit us online at www.apic.org.

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apic.org



SUGGESTION 2: COMPETENCY/PERFORMANCE REVIEWS

- Adapt to Competency Statements
 - Use the Future Oriented Competency Domains and Subdomain definitions to develop



Using the model to develop internal tools allows for a consistent methodology when evaluating IP competency assessment

SUGGESTION 2: PERFORMANCE REVIEWS – DEVELOP COMPETENCY STATEMENTS

FUTURE ORIENTED DOMAIN - Leadership: SUBDOMAIN - Collaboration

Increasingly, and with the trend expected to continue to grow in the future, an IP's work is executed effectively and sustainably only through working with multiple departments and disciplines to carry out the IPC program's goals. Infection prevention and control touches many areas of health care and often involves sectors that are governed by their respective regulations and standards. An IP may be required to facilitate/lead interdisciplinary projects, serving as a champion for a culture of safety. Doing so requires situational awareness, emotional intelligence, and strategic vision. At other times, collaboration might mean encouraging teamwork and getting the most from others. It might also mean being able to negotiate your program needs in the larger context of the group or facility.

Different types of leadership skills are required to collaborate effectively, including "followership": learning to provide expertise in a supporting role while not officially being the team leader. Qualities of a good follower might include listening to and respecting others' opinions, demonstrating commitment, displaying loyalty, and working well with others to achieve consensus. It also means having a willingness to challenge leaders and offer constructive criticism.

EXAMPLE: DEVELOPING COMPETENCY STATEMENTS

Novice

- The IP demonstrates effective emotional intelligence, listening, and learning skills and is acquiring baseline knowledge about each department and team in which she or he interacts.
- The IP is beginning to understand the diverse areas of responsibility in her or his new role and is developing relationships with department staff outside of Infection Prevention

Becoming Proficient

- The IP collaborates well with peer groups and can work well with diverse groups.
- The IP is developing collaboration skills by assuming a role in a focused group project.
- With ongoing guidance, the IP is becoming more independent in collaborating with key stakeholders.

Proficient

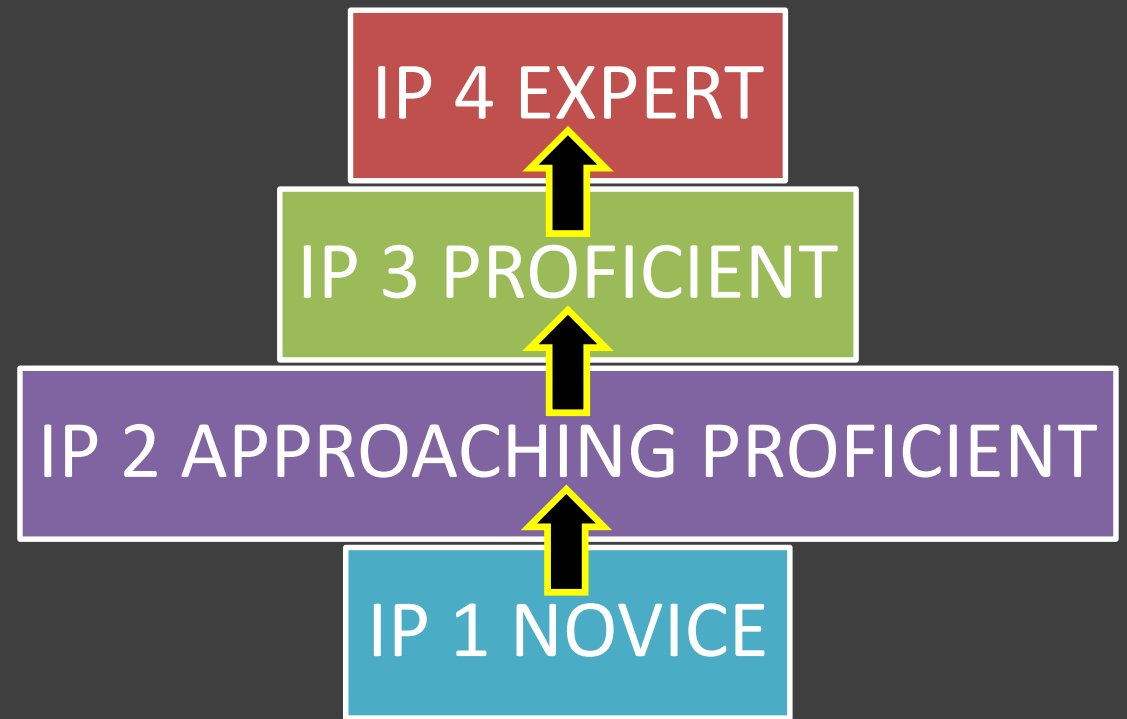
- The IP actively suggests and seeks ideas to improve quality, efficiency, and effectiveness.
- The IP is able to prepare for group meetings by identifying key issues and expectations and is able to identify resources most likely to guide project tasks.
- The IP is able to engage all members in the discussion with respect and professionalism

Expert

- The IP actively pursues collaboration and discussion by facilitating and leading diverse groups, welcoming opinions, respectfully challenging perspectives, and modeling effective listening skills.
- The IP encourages ownership of the process by group members, highlights group successes, builds a sense of shared accomplishment, and reinforces success by becoming an advocate for the group's decisions.



SUGGESTION 3: DEVELOP A CAREER LADDER



SUGGESTION 3: CAREER LADDER

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IP 4
EXPERT

IP 3
PROFICIENT

IP 2 APPROACHING
PROFICIENT

IP 1
NOVICE

EXAMPLES: CAREER LADDER PROJECT

Implementation Science:

- SSI Reduction for Total Hips and Knees
- Nurse Driven Foley Removal Protocol
- Nurse Driven C. difficile Protocol Built in EMR
- Hand Hygiene Campaign
- C. difficile Reduction Bundle Implementation
- Develop Business Case for a New Product with Successful Implementation
- CAUTI Reduction
- CLABSI Reduction

IP 4
EXPERT

IP 3
PROFICIENT

IP 2 APPROACHING
PROFICIENT

IP 1
NOVICE

EXAMPLE: CAREER LADDER

IP Program Personnel (Before the Career Ladder)

Infection Prevention Officer, ID MD

Director of Infection Prevention: 13 Years, BS, RN, CIC

Infection Preventionist: 2.5 Years, BS, RN

Infection Preventionist: 2.5 Years, BS, RN

Infection Preventionist: 3 Years, ASN

Infection Preventionist: 1 Years, MSN, RN

Infection Preventionist: 1.5 Years, MPH, RN

Infection Preventionist: 0.5 Years, BS, RN

Infection Preventionist: 13 Years, BS, RN

IP 4
EXPERT

IP 3
PROFICIENT

IP 2 APPROACHING
PROFICIENT

IP 1
NOVICE

EXAMPLE: CAREER LADDER

4 YEARS LATER

Infection Prevention Officer, ID MD

Director of Infection Prevention: 16 Years, DNP, RN, CIC, FAPIC

Infection Preventionist: 7 Years, BS, RN, CIC 12/15

Infection Preventionist: 5 Years, BS, RN, CIC 12/18

Infection Preventionist: 4 Years, MSN, CIC 1/19

Infection Preventionist: 2 Years, BS, RN

Infection Preventionist: 1.5 Years, BS, RN

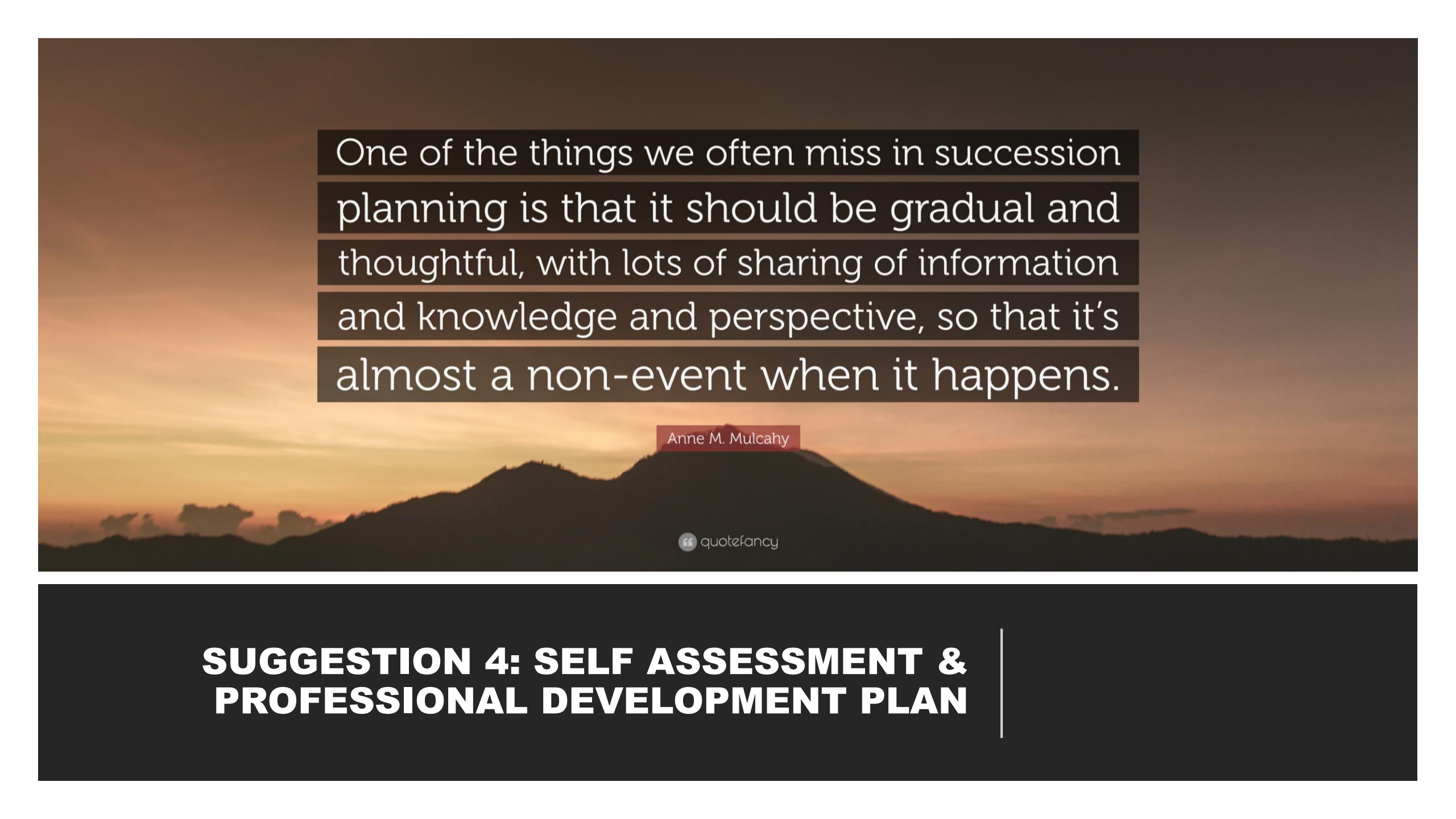
Infection Preventionist: 1 Year, BS, RN

IP 4
EXPERT

IP 3
PROFICIENT

IP 2 APPROACHING
PROFICIENT

IP 1
NOVICE



One of the things we often miss in succession planning is that it should be gradual and thoughtful, with lots of sharing of information and knowledge and perspective, so that it's almost a non-event when it happens.

Anne M. Mulcahy

“ quote fancy

SUGGESTION 4: SELF ASSESSMENT & PROFESSIONAL DEVELOPMENT PLAN



On The Horizon

- IP Academic Pathway
- IP Occupation Category - DOL
- Career Ladders and Job Descriptions
- Leverage the Pandemic Experience

