

The Future is Here: Applying APIC's Updated Competency Model to Guide IPC Practice

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January 9, 2020

No Disclosures

OBJECTIVES

- Participants will be able to describe the history of professional development tools developed for Infection Prevention Professionals
- Participants will be familiar with the new elements in the 2019 APIC Competency Model
- Participants will be able to use the interactive online model on APIC's website
- Participants will be able to apply the model in real life situations
 - Clarification of Roles and Responsibilities
 - Development of a Job Description – demonstrate the use of APIC's sample Job description
 - Orientation and Ongoing Competency
 - Professional Development
 - Individual Growth
 - Clinical Ladder
 - Advancing the Profession

KEY MILESTONES: IPC Professional Development





ELSEVIER

Contents lists available at [ScienceDirect](https://www.sciencedirect.com)

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[†]

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American Journal of Infection Control

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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

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

THE 2019 APIC COMPETENCY MODEL

Future-oriented Competency Domains

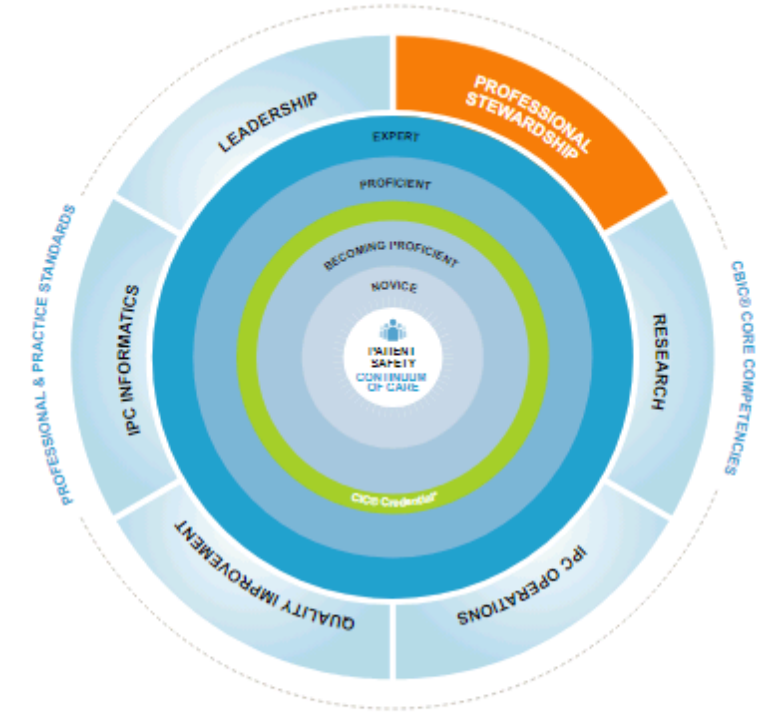
LEADERSHIP	PROFESSIONAL STEWARDSHIP	QUALITY IMPROVEMENT	IPC OPERATIONS	IPC INFORMATICS	RESEARCH
<ul style="list-style-type: none">• Communication• *Critical Thinking• Collaboration• Behavioral Science• *Program Management• Mentorship	<ul style="list-style-type: none">• Accountability• Ethics• Financial 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



THE 2019 APIC COMPETENCY MODEL: *Interactive!*



[Infection Preventionist \(IP\) Competency Model Link](#)

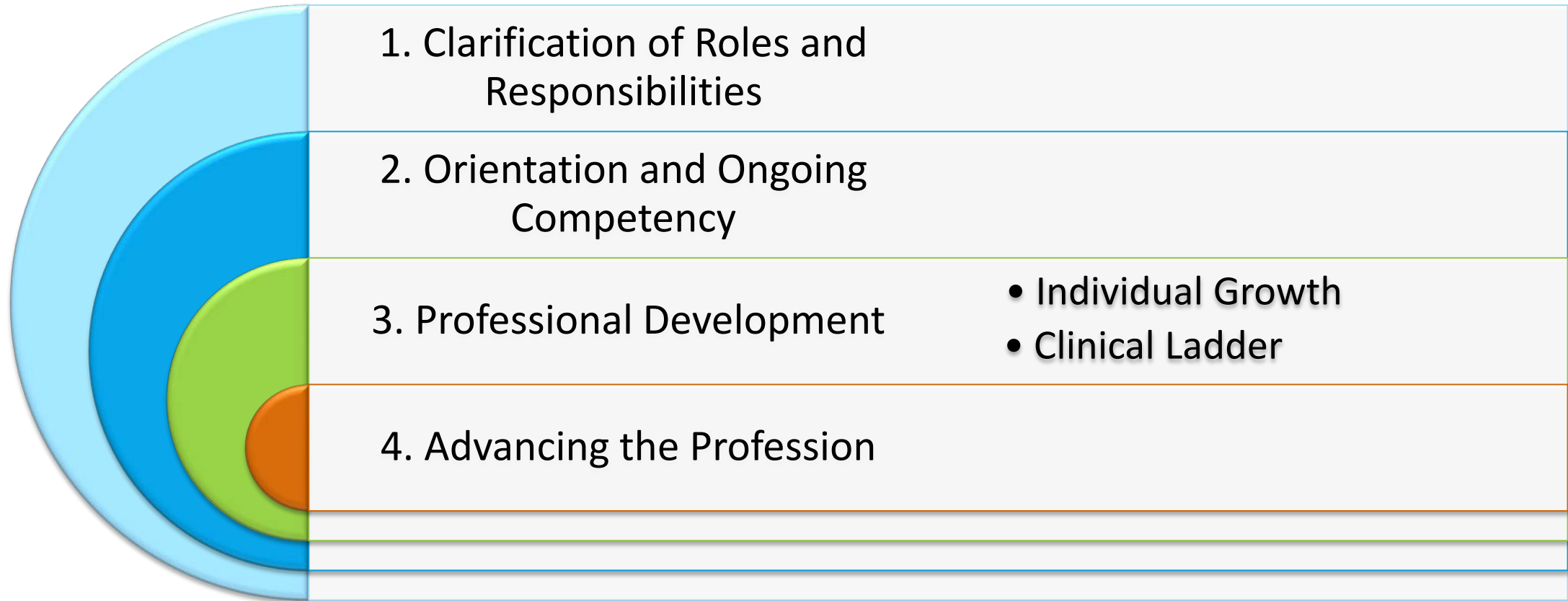


Professional Stewardship

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.

APPLICATION OF THE MODEL



APPLICATION OF THE MODEL

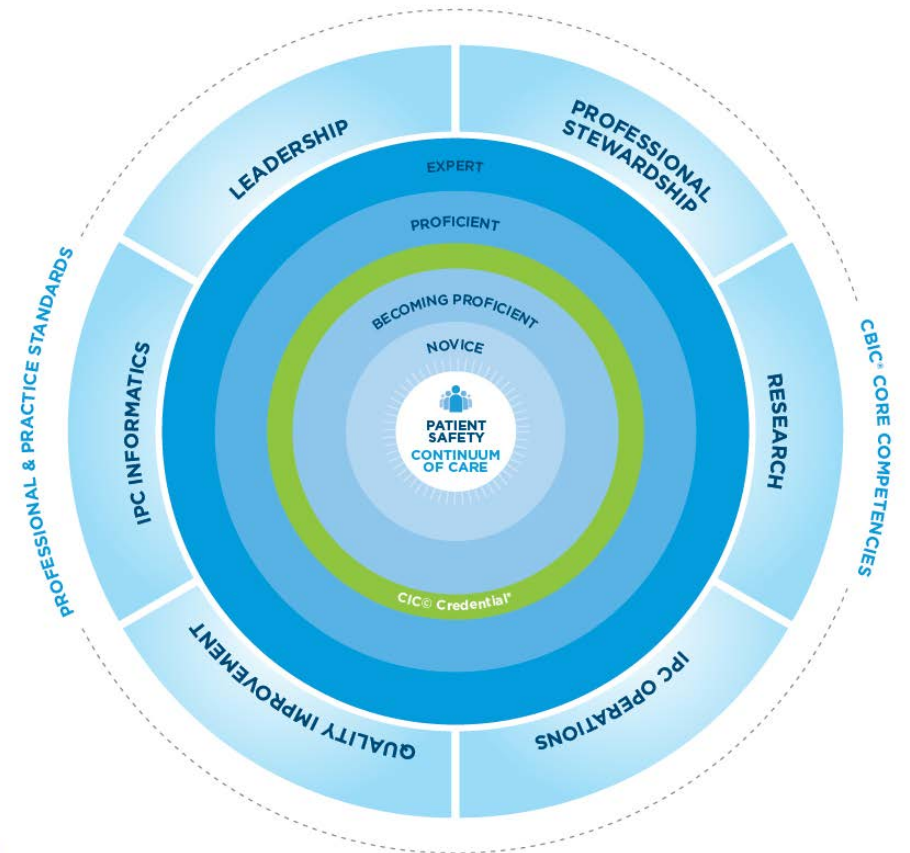
Clarification of Roles and Responsibilities

Job Descriptions

- Use Professional and Practice Standards & Competency Model –
- IP Specialists

IP role clarity within multidisciplinary teams

Guide **leadership communication**



PPS: STANDARDS OF PRACTICE (SOP)



SAMPLE IP JOB DESCRIPTIONS

- [APIC Job Description SAMPLE](#)

Have you used this?

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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STANDARDS OF PROFESSIONAL PERFORMANCE



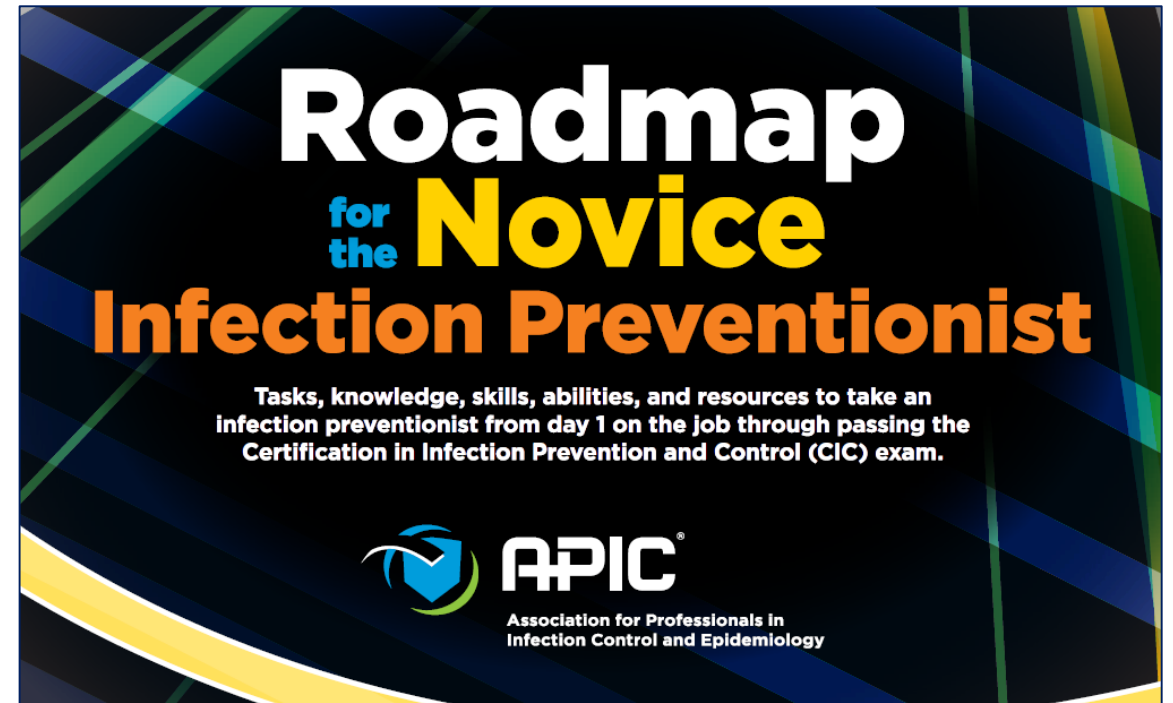
STANDARDS OF PROFESSIONAL PERFORMANCE



- Self-development
- Goals and objectives - Annual
- **Competency self-assessment**
- Maintaining knowledge of evidence-based research
- Active participation in professional organizations
- Advocating for safe practices and implementing policies

APPLICATION OF THE MODEL

- **Orientation**
 - Ensure standardization during onboarding
 - Adapt the Roadmap and Core Competencies into your orientation process
 - Recent Update – Online “interactive” with completion checklists link:
[Novice Roadmap](#)



APPLICATION OF THE MODEL

- **Ongoing Competency**

- Ensure individual ongoing competency
- Novice Roadmap
- Novice and Becoming Proficient Self Assessment Tool



Name: _____

Date: _____

Competency Self-Assessment Activity for Novice or Becoming Proficient IPs

CBIC Core Competencies – APIC Competency Model Future-Oriented Competency Domains

Self-Assessed Rating Scale and Comfort Level (Knowledge/Skills/Experience/Confidence):

1. Low Confidence Level 2. Some Knowledge/Experience 3. Good confidence level

APPLICATION OF THE MODEL

How many of you
have ever used??

- **Ongoing Competency**
 - Ensure individual ongoing competency
 - Novice Roadmap
 - Novice and Becoming Proficient
 - Proficient Practitioner Bridge

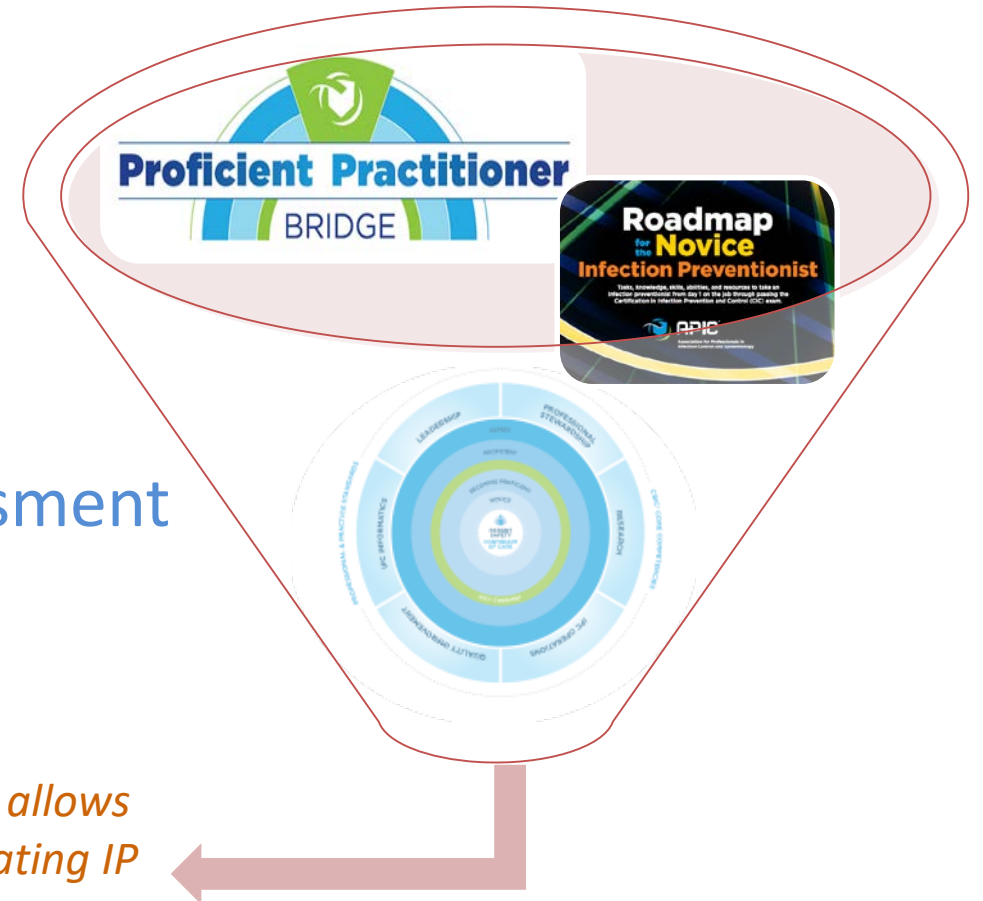


APPLICATION OF THE MODEL

- **Ongoing Competency**

- Ensure individual ongoing competency
- Novice Roadmap
- Novice and Becoming Proficient Self Assessment
- Proficient Practitioner Bridge
- **Adapt to competency statements**

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





APPLICATION OF THE MODEL: ADAPT TO COMPETENCY STATEMENTS

Future-oriented Competency Domain Content:

Leadership: 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.

APPLICATION OF THE MODEL: ADAPT TO 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



APPLICATION OF THE MODEL: ADAPT TO COMPETENCY STATEMENTS

Novice

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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

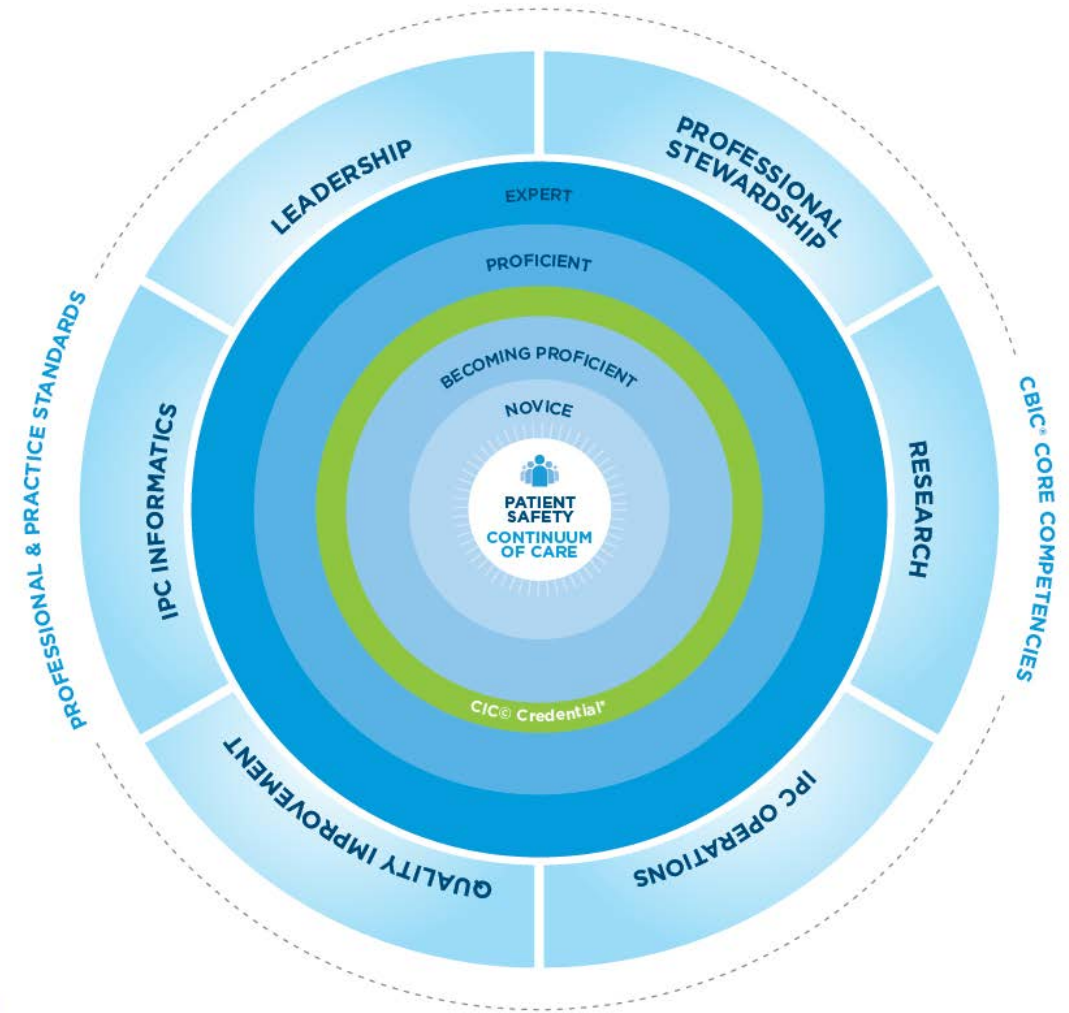
- The IP actively suggests and seeks ideas to improve quality, efficiency, and effectiveness.
- The IP is able to prepare for group meetings by identifying key issues and expectations and is able to identify resources most likely to guide project tasks.
- The IP is able to engage all members in the discussion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

APPLICATION OF THE MODEL

- **Professional Development**
 - Individual Growth



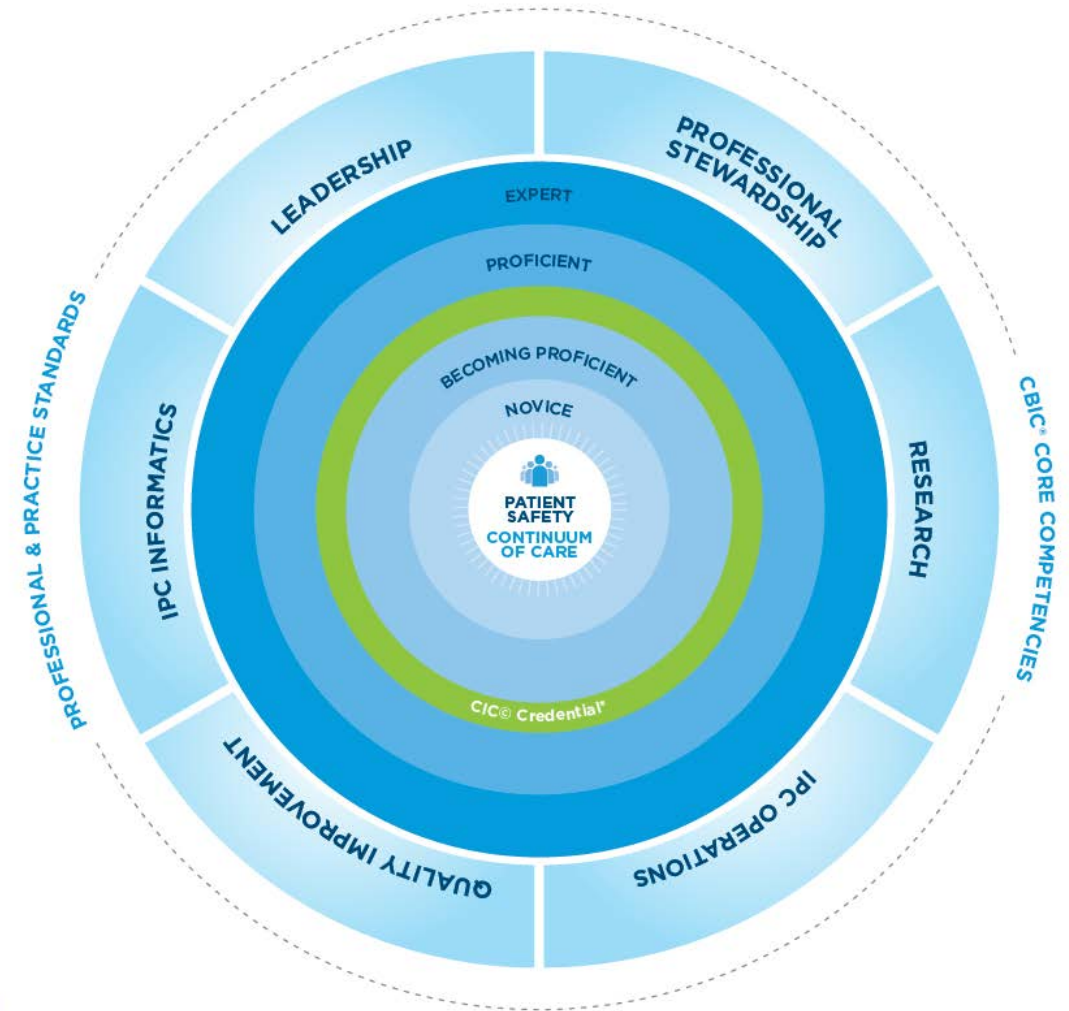
PROFESSIONAL DEVELOPMENT PLAN

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.

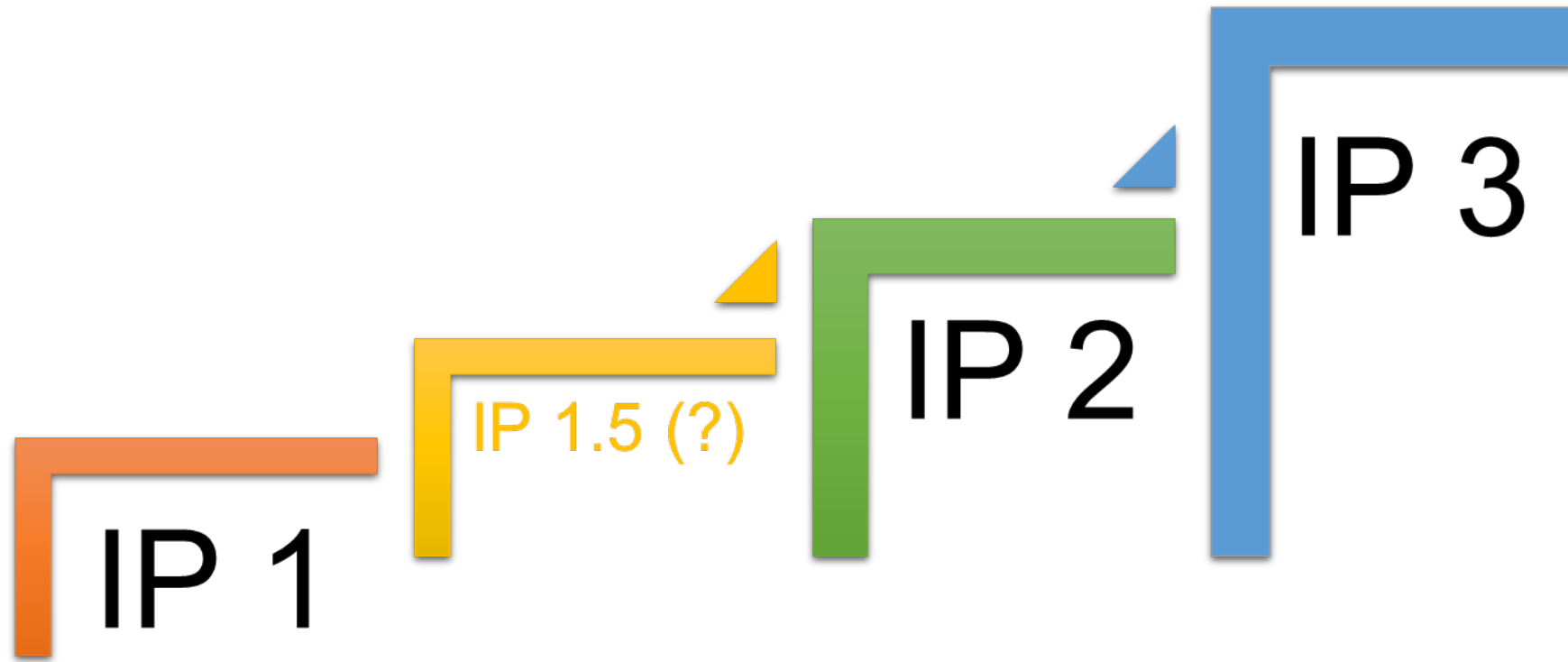
Plan for Professional Development						
Learning Needs	Goal	Learning Activities with Due Dates	Activity and Date Done	Contact Hours	Evaluation	Supporting Materials in Portfolio
Professional Stewardship Domain - Financial Acumen Sub Domain	Demonstrate the ability to accurately reflect value, benefit, 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 – <u>Communication Subdomain</u>	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 – <u>Advocacy Subdomain</u>	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

APPLICATION OF THE MODEL

- **Professional Development**
 - Individual Growth
 - Clinical Ladder



CLINICAL LADDER



CLINICAL LADDER

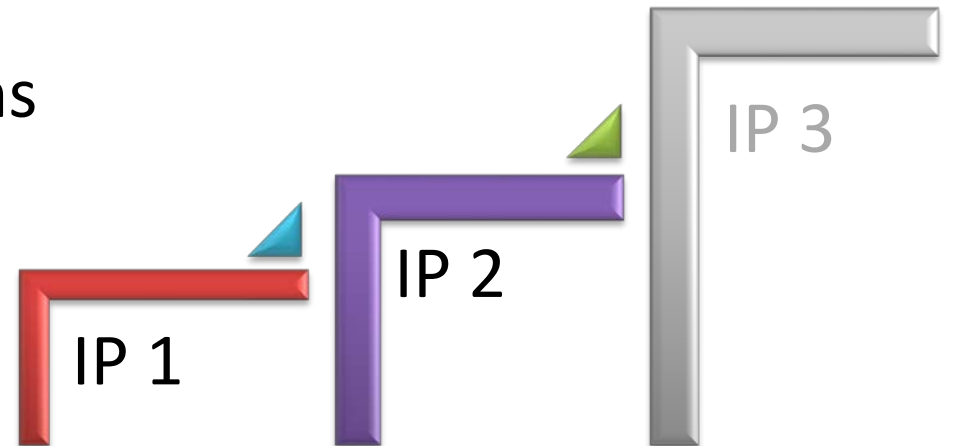
- **Level 1, 2, 3, and/or 4 Infection Preventionists**
- **Specify Criteria to Advance to Next Level**
- **Education Requirements**
- **Certification Requirements**
- **Project Requirements**
- **Competency Requirements**
- **Example of Clinical Ladder**



CLINICAL LADDER

- **IP Level I – Level II**

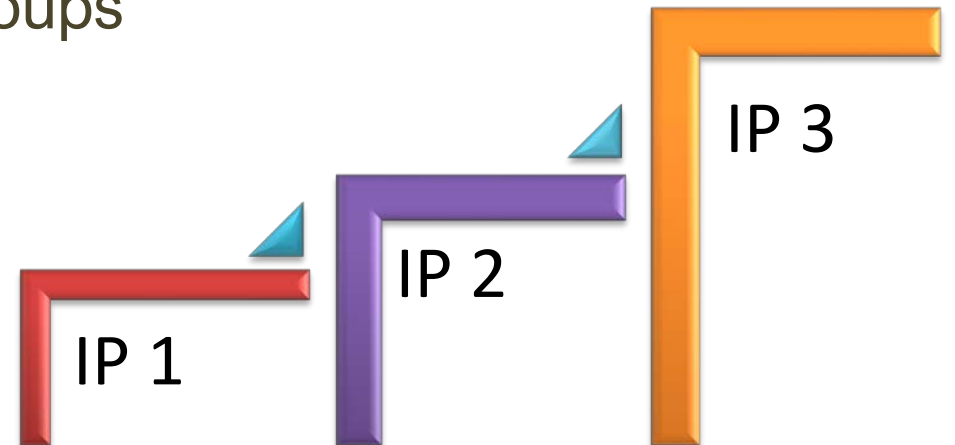
- Mentor and guidance from those IP's in level 2 or 3
- Successful certification
- Actively apply core competencies
- Active participation on PI/IS teams
- Assisting in developing policies
- Actively participates in committees/teams



CLINICAL LADDER

- **IP Level II – Level III**

- Maintain certification
- Application of future oriented domains (FOD)
- Leading PI/IS teams/Projects
- Identify the need for and autonomously revises policies
- Participates on a Committee/Participates Local/National APIC
- Present internally and externally to large groups
- Moving to autonomous practice/
Subject Matter Expert

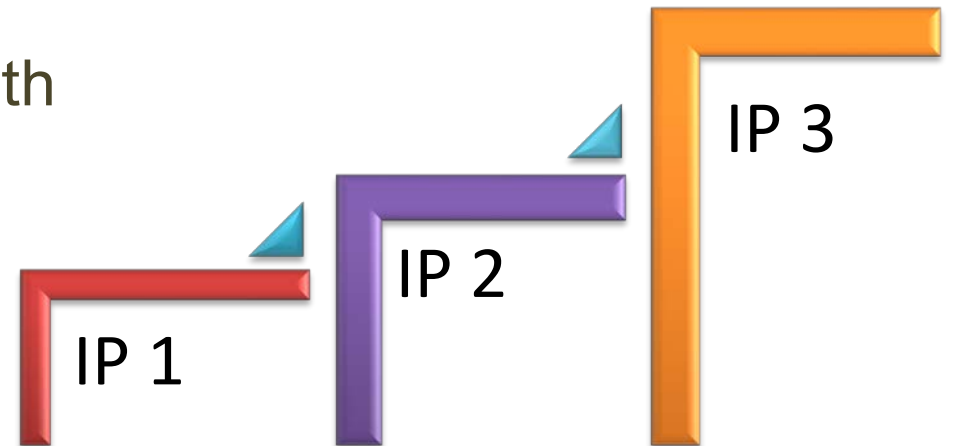


CLINICAL LADDER

Professional Advancement Ladder PI/IS

Project examples:

- 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



- CLINICAL LADDER SUCCESS

IP Program Personnel (2015)

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 1

IP 2

IP 3

CLINICAL LADDER SUCCESS

Current IP Progress (2019)

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 1

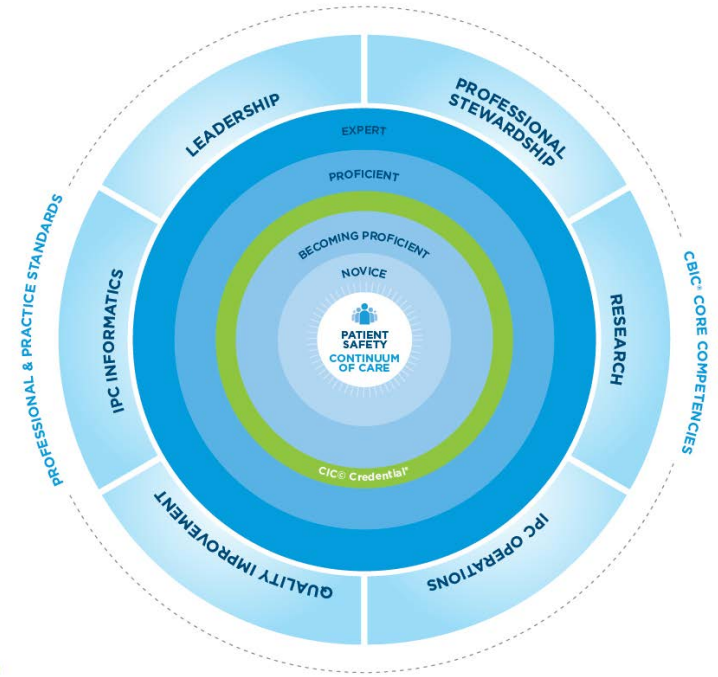
IP 2

IP 3

- APPLICATION OF THE MODEL

- **Advancing the Profession**

- Advanced practice education programs
- Educational curriculum
- Recruitment tool



FELLOW OF THE ASSOCIATION FOR PROFESSIONALS IN INFECTION CONTROL AND EPIDEMIOLOGY

TO DO LIST FOR CONFERENCE PARTICIPANTS

Make a
commitment!!

Go to APIC Website www.apic.org

Professional Practice Section:

Infection Preventionist (IP) Competency Model

- Read the APIC 2019 Competency Model paper [AJIC 2019:47\(6\):602-614](#)
- Check out the *interactive* 'APIC Competency Model' <https://apic.org/professional-practice/infection-preventionist-ip-competency-model/>
- Find the '[Sample job description](#)' and compare with your job description(s)
- Update your job description(s) using the 'Sample job description' and the '[Professional and Practice Standards](#)'
- For Novice/Becoming Proficient IPs – Take the '[Self-Assessment](#)' using the on-line Tool. Use results to device professional development plan to improve competency over next evaluation period
- Consider developing an IP Career Ladder for your program. Use the [Grid in the CM paper](#) as a guide to develop competency statements for career level

Developmental Path of the Infection Preventionist

- Read the 'APIC Professional and Practice Standards' paper [AJIC 2016: 44\(7\):745-9](#)
- Locate and review the '[Novice Roadmap](#)'
- Design or update your new novice IP Orientation checklist/program referencing the [Novice Roadmap](#)
- Locate the '[Proficient Practitioner Bridge](#)'
- For the Proficient IP, use the Proficient Practitioner Bridge to develop the annual self-evaluation, professional development plan and goals
- For Expert IPs, do I meet criteria for [FAPIC](#)? if yes, apply online

Let's Elevate the Profession Together!!!



APIC
Competency
Model

My
To
Do
List

ACKNOWLEDGEMENTS

The 2019 APIC Task Force for the Revision of the Competency Model:

Corrienne Billings, BS, BSN, RN, CIC (Chair)
Heather Bernard, BS, DNP, RN, CIC, FAPIC (PDC Vice Chair)
Lisa Caffery, MS, BSN, RN-BC, CIC, FAPIC (PDC Chair)
Jim Davis, MSN, RN, CIC, HEM, FAPIC (Research Committee Chair)
Susan Dolan, RN, MS, CIC, FAPIC (APIC Past-President)
Ann Marie Pettis, RN, BSN, CIC, FAPIC (Board Member)
Michael Anne Preas, MS, RN, CIC, FAPIC
Barbara Smith, RN, BSN, MPA, CIC, FAPIC (Board Member; PDC Senior Advisor)
Connie Steed, RN, CIC, MSN, FAPIC (APIC President-Elect)

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Heather Bernard, BS, DNP, RN, CIC, FAPIC (PDC Vice Chair)
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Shannon Davila, RN, MSN, CIC, CPHQ
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Hannah Andrews, CAE
Malina Jacobowitz
Charu Malik, PhD



REFERENCES

[APIC Competency Model Paper - 2019](#)

American Journal of Infection Control 47 (2019) 602–614

Contents lists available at [ScienceDirect](#)



American Journal of Infection Control



journal homepage: www.ajicjournal.org

Commentary

Advancing the profession: An updated future-oriented competency model for professional development in infection prevention and control



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Lisa Caffery MS, BSN, RN-BC, CIC, FAPIC ^c, Susan A. Dolan RN, MS, CIC, FAPIC ^d, John Donaldson MAT, MS ^e,
Ericka Kalp PhD, MPH, CIC, FAPIC ^f, Angel Mueller MPH, CIC, FAPIC ^g

[APIC Competency Model Application Paper](#)

American Journal of Infection Control 46 (2018) 1202-1210

Contents lists available at [ScienceDirect](#)



American Journal of Infection Control



journal homepage: www.ajicjournal.org

Major Article

Creation of a competency-based professional development program for infection preventionists guided by the APIC Competency Model: steps in the process



Heather Bernard DNP, RN, CIC ^{a,*}, Diana Hackbarth PhD, RN, FAAN ^b,
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