

## Competency Self-Assessment and Professional Development Plan

For novice infection prevention practitioners (ICPs).

Rating Scale: 1. Novice knowledge/skills 2. Approaching proficiency 3. Fully proficient  
4. Approaching advanced 5. Advanced/expert

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Competency categories	IP practice areas	Describe how/to what extent these areas are addressed in current IP role (or specify N/A)	Assessment of personal competency in each practice area	Professional development plan to advance competency in the domain
Identification of infectious disease processes	<ol style="list-style-type: none"> <li>1. Describe the different types of microorganisms (bacteria, viruses, fungi, etc.), and their role in health care-associated infections.</li> <li>2. Describe antimicrobial resistance and its importance in health care-associated infections.</li> <li>3. Identify the links in the chain of infection.</li> <li>4. Differentiate between transmission routes of microorganisms in the health care setting (e.g., airborne, contact, droplet).</li> </ol>		<p style="text-align: center;">1 2 3 4 5 N/A</p> <p style="text-align: center;">1 2 3 4 5 N/A</p> <p style="text-align: center;">1 2 3 4 5 N/A</p> <p style="text-align: center;">1 2 3 4 5 N/A</p>	
Surveillance and epidemiologic investigation	<ol style="list-style-type: none"> <li>1. Design of surveillance systems</li> <li>2. Collection and compilation of surveillance data</li> <li>3. Outbreak investigation</li> </ol>		<p style="text-align: center;">1 2 3 4 5 N/A</p> <p style="text-align: center;">1 2 3 4 5 N/A</p> <p style="text-align: center;">1 2 3 4 5 N/A</p>	
Future-oriented domain: Technical	Example: electronic surveillance systems, access to/use of electronic databases/electronic data warehouse (EDW), other related applications, algorithmic detection and reporting processes, clinical decision support, infection prevention within the electronic health record	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p><b>If no prior experience, ask: How do I anticipate practicing in the next three to five years? What new knowledge/skills will be required?</b></p> </div>		

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Preventing/controlling the transmission of infectious agents	1. Describe the principles of routine practices.	1	2	3	4	5	N/A
	2. Describe the categories of transmission-based precautions and when to initiate the preventive activities of each category.	1	2	3	4	5	N/A
	3. Describe the signs, symptoms and diagnoses that would alert a health care worker to initiate transmission-based precautions	1	2	3	4	5	N/A
	4. Describe appropriate patient placement (e.g., room type, cohorting) relative to the category of transmission-based precautions.	1	2	3	4	5	N/A
	5. Describe appropriate interventions required during patient transport relative to the category of transmission-based precautions.	1	2	3	4	5	N/A
	6. List the appropriate personal protective equipment items for each category of transmission-based precautions.	1	2	3	4	5	N/A
	7. Describe how to put on and take off personal protective equipment.	1	2	3	4	5	N/A
	8. Describe appropriate disposal of personal protective equipment.	1	2	3	4	5	N/A
	9. Distinguish between clean, disinfected, and sterile patient care items.	1	2	3	4	5	N/A
	10. Distinguish between a product that cleans and one that disinfects.	1	2	3	4	5	N/A
	11. Describe proper hand hygiene using hand sanitizer and soap and water.	1	2	3	4	5	N/A
	12. Describe appropriate use of hand hygiene						

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	<p>products (soap and water, antimicrobial soap, surgical scrub, waterless alcohol agent) and when to use each.</p> <p>13. Demonstrate how to verify negative pressure function of a patient environment.</p>		<p style="text-align: center;">1 2 3 4 5 N/A</p>     <p style="text-align: center;">1 2 3 4 5 N/A</p>	
<p>Future-oriented domain: Infection prevention and control</p>	<p>Examples: ability to apply and use surveillance data and reports, basic statistical methods and tools, including application of the standard infection ratio, risk assessment, hazard vulnerability analysis, use and evaluation of emerging prevention practices for patient care, diagnostic methods, participation in antimicrobial stewardship programs</p>			<p><b>If no prior experience, ask: How do I anticipate practicing in the next three to five years? What new knowledge/skills will be required?</b></p>
<p>Management and communication (leadership)</p>	<p>1. Planning 2. Communication and feedback 3. Quality/performance improvement and patient safety</p>		<p style="text-align: center;">1 2 3 4 5 N/A</p> <p style="text-align: center;">1 2 3 4 5 N/A</p> <p style="text-align: center;">1 2 3 4 5 N/A</p>	
<p>Future-oriented domain: Leadership and program management</p>	<p>Examples: participates in integration of prevention activities within and across departments, high level negotiation skills, financial/value analysis of programs and related projects, relationship management, ability to influence and persuade up to and including executive level, team and consensus building within and across stakeholder groups</p>			<p><b>If no prior experience, ask: How do I anticipate practicing in the next three to five years? What new knowledge/skills will be required?</b></p>

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Education and research	1. Education  2. Research		1 2 3 4 5 N/A		
			1 2 3 4 5 N/A		
Future-oriented domain: Performance Improvement and Implementation Science	Examples: participates in performance improvement (PI) teams for institution/system, develops interprofessional competencies, applies translational research methods, uses advanced PI tools/methods, focus on reliability and sustainability.	<p><b>If no prior experience, ask: How do I anticipate practicing in the next three to five years? What new knowledge/skills will be required?</b></p>			
Employee/occupational health	<ol style="list-style-type: none"> <li>1. Describe safe handling and disposal of sharps.</li> <li>2. Explain methods to safely handle blood and body fluids to prevent exposure.</li> <li>3. Describe the first aid for cut/puncture exposures, or fluid exposures to the eyes, nose or mouth.</li> <li>4. Articulate the process for reporting blood/body fluid exposure in the workplace.</li> <li>5. Describe appropriate disposal of items soaked/saturated with blood/body fluids or other potentially infectious materials.</li> <li>6. Describe regulated waste vs. general trash and the appropriate disposal of each.</li> <li>7. Describe work practices that reduce the risk of infection transmission</li> <li>8. Explain the importance of health care worker participation in immunization programs.</li> <li>9. Describe how a staff member with an infectious condition can pose a risk to other health care worker,</li> </ol>		1 2 3 4 5 N/A		
			1 2 3 4 5 N/A		
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	patients, and visitors. 10. Describe signs, symptoms and diagnoses that require absence from work or work restrictions		1 2 3 4 5 N/A  1 2 3 4 5 N/A	
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