

Provincial Integrated Work Plan (PIWP) - Final Report

Provincial Interprofessional Stroke Core Competency Framework

Executive Summary

To fulfill one of the CorHealth provincial priorities, a provincial working group was formed to develop a comprehensive Provincial Interprofessional Stroke Core Competency Framework. The work was completed in two Provincial Integrated Work Plan (PIWP) annual cycles between April 2015 and April 2017. In the first phase of the work, the framework was developed with discipline specific working groups with membership representative of stroke professionals across the province. In the second and final phase of the work in 2016/17, the framework was piloted with over 30 organizations and revised in accordance with feedback resulting in an online framework as well as supporting documents. See Appendix C for the PIWP Core Competency Membership List.

The Stroke Core Competencies (SCC) are an online framework consisting of a core set of stroke competencies for six disciplines – Nursing, Occupational Therapy, Physical Therapy, Speech-Language Pathology, Social Work, and Recreation Therapy. The SCC was created to support health care professionals who may be working in stroke care to build fundamental stroke knowledge. Each competency contains a number of learning objectives, recommended learning resources/knowledge translation tools and suggested evaluation methods.

The self-rating scale (Appendix I) allows health care providers to identify priority learning areas. As the competencies are selected, the individual or team can establish a realistic time frame for completion.

The overarching goal of the SCC is to support a baseline level of competency required for the delivery of evidence based stroke care province wide.

Background

CorHealth provides provincial leadership and planning for Ontario's 11 Regional Stroke Networks (RSN) by measuring performance, partnering to achieve best practices and creating innovations for stroke prevention, care, recovery and community reintegration. This work builds on initial work by Heart and Stroke Foundation of Ontario (HSFO) to develop interdisciplinary learning objectives for stroke care and maximize collaboration and input across the province.

There is Level A Evidence that stroke unit care reduces the likelihood of death and disability by as much as 30% for men and women of any age with mild, moderate, or severe stroke. One of the key components of stroke unit care is that the core interprofessional team should consist of healthcare professional with stroke expertise.¹ Furthermore, Quality Based Procedures for Stroke recommend that interprofessional stroke teams across the continuum receive education and training to promote stroke expertise.²

For the purpose of the framework, competency is defined as the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform “critical work functions” or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment.³

Competency based education has its roots in teacher training beginning in the 1960’s and is organized around a knowledge base for a specific profession.⁴ Competency based education is an approach in which performance outcomes are the priority and benefits include:⁵

- Relevance to individual practice
- Improved accountability
- Promotes self-directed learning
- Acts as a guide for assessment and self-assessment
- Encourages continuity of education

The SCC were created to support healthcare professionals who may be working in stroke care to build fundamental stroke knowledge. The core competencies are meant to add to the discipline specific knowledge and skill already obtained through previous academic and practical learning. Thinking about the skills, knowledge and abilities needed for excellent care specific to stroke, our competencies are intended to inform orientation programs and serve as a basis for a consistent set of core competencies needed in stroke. These competencies are relevant once you enter the workforce, and are intended to help a person working in stroke to move from a novice to an expert.

Key Principles of the SCC include:

- Core competencies for stroke care
- Resources accessible to all
- Variety of evaluation methods
- Incorporating interprofessional learning
- Self-accountability

Purpose

The framework aims to provide health care professionals working in stroke with a clear, comprehensive way to achieve the core competencies needed for evidence based stroke care. The framework supports a baseline level of competency province-wide, and encourages stroke specific professional growth.

The SCC were created to support health care professionals who work or are preparing to work in stroke care to build fundamental stroke knowledge.

Deliverables (See Appendix A & B)

PIWP Cycle 1	Deliverables
Objective: To develop a provincial core set of stroke care competencies that any professional providing stroke care can work towards acquiring. The framework will recommend resources/tools for achieving each competency and suggest how each competency can be measured.	<ol style="list-style-type: none"> 1. Lead review of discipline specific templates to add evaluation component and ensure alignment of key resources across templates. 2. Conduct an external review of 6 discipline specific templates by a panel of knowledge translation (KT) and Interprofessional Education experts. 3. Identify a process for planning testing of application of the framework to inform implementation
PIWP Cycle 2	Deliverables
Objective: To pilot and implement a Provincial Interprofessional Stroke Core Competency Framework	<ol style="list-style-type: none"> 1. Create an online version of the framework that can be housed on the CorHealth website including a user guide which will provide basic instructions to support the pilot. 2. Identify interested pilot organizations across the continuum (both rural and urban), enroll them in the pilot through communication materials, and develop materials needed to support pilot organizations and obtain feedback. 3. Implementation of the pilot with identified organizations including mid-point and final surveys 4. Revision of framework templates based on pilot feedback on- line functionality recommendations. 5. Completion of an implementation guide to accompany the online framework 6. Co-create a sustainability and evaluation plan with OREG to maintain links, update resources, and ensuring continued local use of the framework.

Summary of Accomplishments

The PIWP Core Competency Framework Committee has completed all the deliverables outlined in the 2015/16 and 2016/17 work plan (Appendix A and Appendix B).

Over 30 organizations participated in the phase two pilot (Appendix D). Feedback from the piloting sites was used to inform revisions to the frameworks as well as to develop a User Guide to support implementation.

The pilot allowed us to outline various ways that the framework can be used including:

- Orientation of new staff
- Team education

- Self-learning plans
- Performance appraisal goals
- Accreditation
- Professional reflective practice

As a result of the feedback provided via survey during the pilot phase (Appendix E), the committee did further work to extensively condense the templates by reviewing the resources and learning objectives for redundancies that had been noted by the pilot participants. In addition, more resources and links were updated as needed.

Implementation tools including a step by step guide, communicate and updated FAQ documents were developed (Appendices F,G,H,I)

Upon completion of the final online framework in June, the committee presented the framework for Provincial Stroke Rounds and this was an opportunity to officially launch the framework and show colleagues across the province how the framework could be used.

Testimonials obtained during the pilot included the following:



Limitations

The online format of the framework is both a benefit and a limitation. As a result of being an online resource, it is easily accessible and as the resources included in the framework are online as well, a user can easily navigate between the framework and opening resources on web pages in order to accomplish the competencies. However, an online resource requires regular updating and although

this is part of the sustainability plan, it is work that does rely upon the function, changing functionality and development of the CorHealth website. As the new entity evolves, OREG member responsible for sustaining the competencies will need to be involved in further planning. Furthermore, there are considerations related to online tools that we need to be cognizant of such as maintaining working links, updating content and keeping the site user – friendly so navigation is straightforward.

The feedback obtained from the pilot demonstrated that time and competing priorities are limitations for individual clinicians and teams. Stroke health care providers and their organizations are encouraged to think about how the framework can support initiative that are already underway or emerging such that the SCC can be leveraged in the most efficient way.

Future Considerations

The six disciplines currently included in the SCC were selected based on the availability of resources (e.g. existing templates) and professional experts. In the future, the addition of other disciplines may be considered.

From a KT perspective, OREG has recommended that a process for sites who are implementing SCC to learn from each other should be considered. During the pilot implementation, this benefit was expressed by the participants and highlighted as a future consideration that would contribute to spread and further use of the competencies.

Finally, it is acknowledged that the development and addition of more advanced competencies may be considered for this template in the future.

Sustainability Plan

Ontario Regional Education Group has committed to supporting the sustainability of the framework. This includes updates of template links and best practice resources twice per year. In addition, a coordinated effort to support local use of the framework is taking place through OREG as we have appointed a sub-group of OREG individuals who were part of this working group to answer questions and provide guidance locally. This sub-group of OREG members will track web access of the framework via analytics and log of how it is being used. This will help to inform any further revisions and possible discipline additions to the framework.

Knowledge Translation Strategies

Dissemination: This report will be disseminated to all Corhealth regional stroke groups via the PIWP Committee and be available on the Corhealth website. The Provincial Interprofessional Stroke Core Competency Framework is currently available online at <http://ontariostrokenetwork.ca/core-competencies-for-stroke/>

Over the PIWP cycles of this project, the committee developed and presented the following:

- “A Coordinated Approach Towards a Provincial Stroke Competency Framework”, Oral presentation, Stroke Collaborative 2014
- “A Coordinated Approach Towards a Provincial Stroke Competency Framework”: Poster, Canadian Stroke Congress 2015 (Appendix J)
- “How Knowledge Translation Expertise Can Inform Development of a Provincial Stroke Core Competency Framework”, Canadian Stroke Congress 2016
- Ottawa Stroke Summit 2017 – Abstract Results Pending (Appendix K)

On June 3, 2017 Co-Chairs of the committee presented the framework for Provincial Stroke Rounds. This was followed by an official launch of the online framework on June 23, 2017 with a communique sent out by Corhealth Ontario to all regional stroke groups (Appendix F).

Implementation Strategies, Tools and Resources: The following documents were developed by the committee to support implementation, and are housed on at <http://ontariostrokenetwork.ca/core-competencies-for-stroke/> along with the framework:

- Guide for using the framework (Appendix G)
- FAQ document (Appendix H)
- Self-rating scale (Appendix I)
- Testimonials
- Archived Webinar

Furthermore, a sub-group of OREG members who were all part of this PIWP Core competency committee, will be provide guidance to OREG members who are supporting sites who are implementing the SCC as well as logging use of the competencies and of the framework online so as to encourage its use.

Following the pilot, most members of the committee each have at least one organization in their respective regions who are using the framework and with whom they will continue to support in using the framework. The pilot in and of itself was planned not only to test the framework and create a more user friendly version, but also to build in an implementation strategy in that organizations that found the resource helpful would continue to use it and KT spread could be continued by OREG members following the completion of this PIWP.

References

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3. Bloom, Benjamin S. and David R. Krathwohl. (1956). Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. Handbook 1: Cognitive domain. New York, Longmans.
4. Harden, R.M., Crosby, J. R. & Davis, M.H. (1999). AMEE Guide No. 14: Outcome-based education: Part 1D: An introduction to outcome-based education. *Medical Teacher*, Vol. 21 (1), 7-14.
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