



INPRO

COMPETENCY FRAMEWORK

COMPETENCYBOOK

This is the complete overview of the INPRO competency framework with all the domains and his competencies and learning outcomes/ behaviours.

ALIGNING INTERPROFESSIONAL EDUCATION AND COLLABORATION IN PRACTICE

using promising regional experiences for international exchange



[Prezi about the INPRO CF](#)

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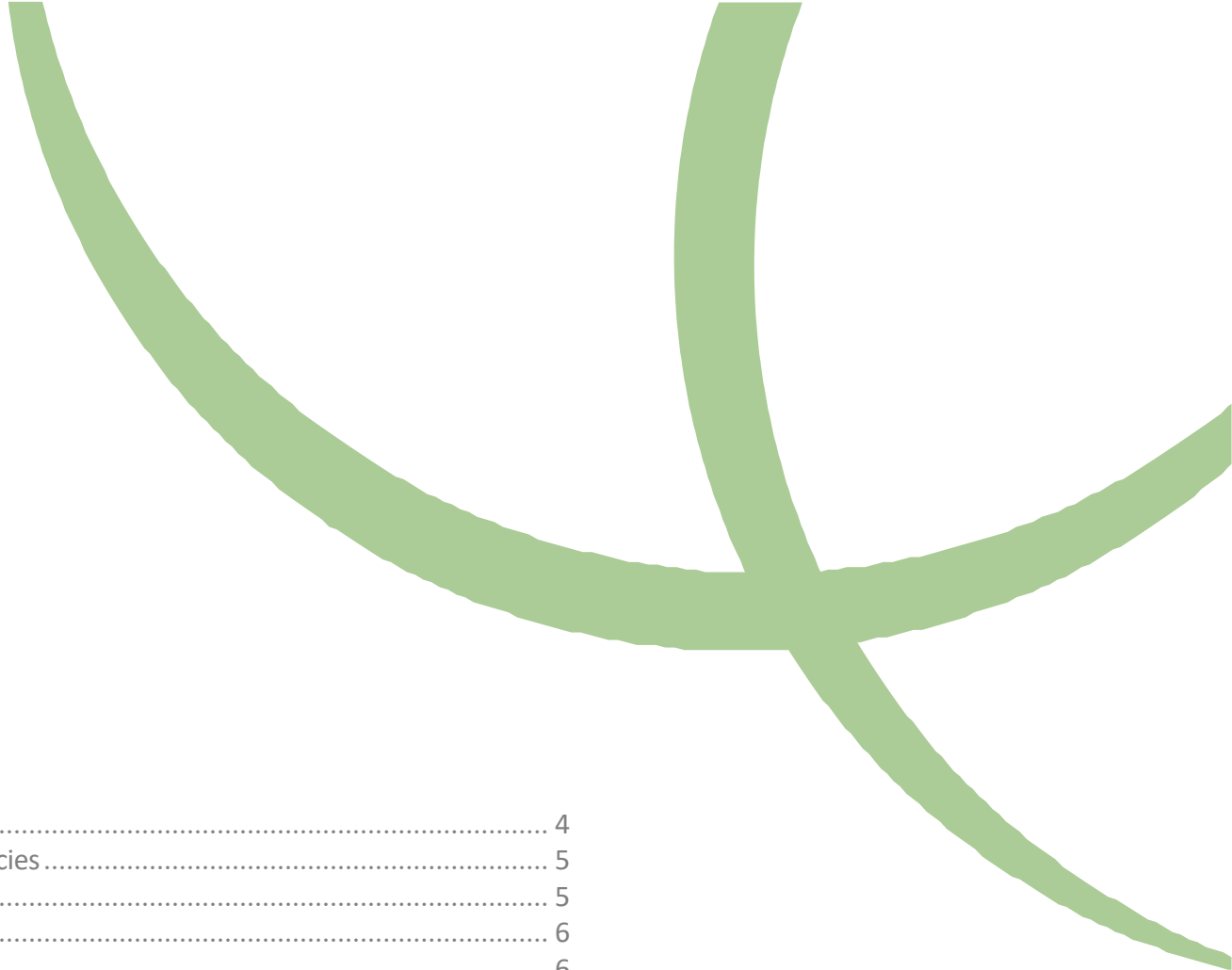
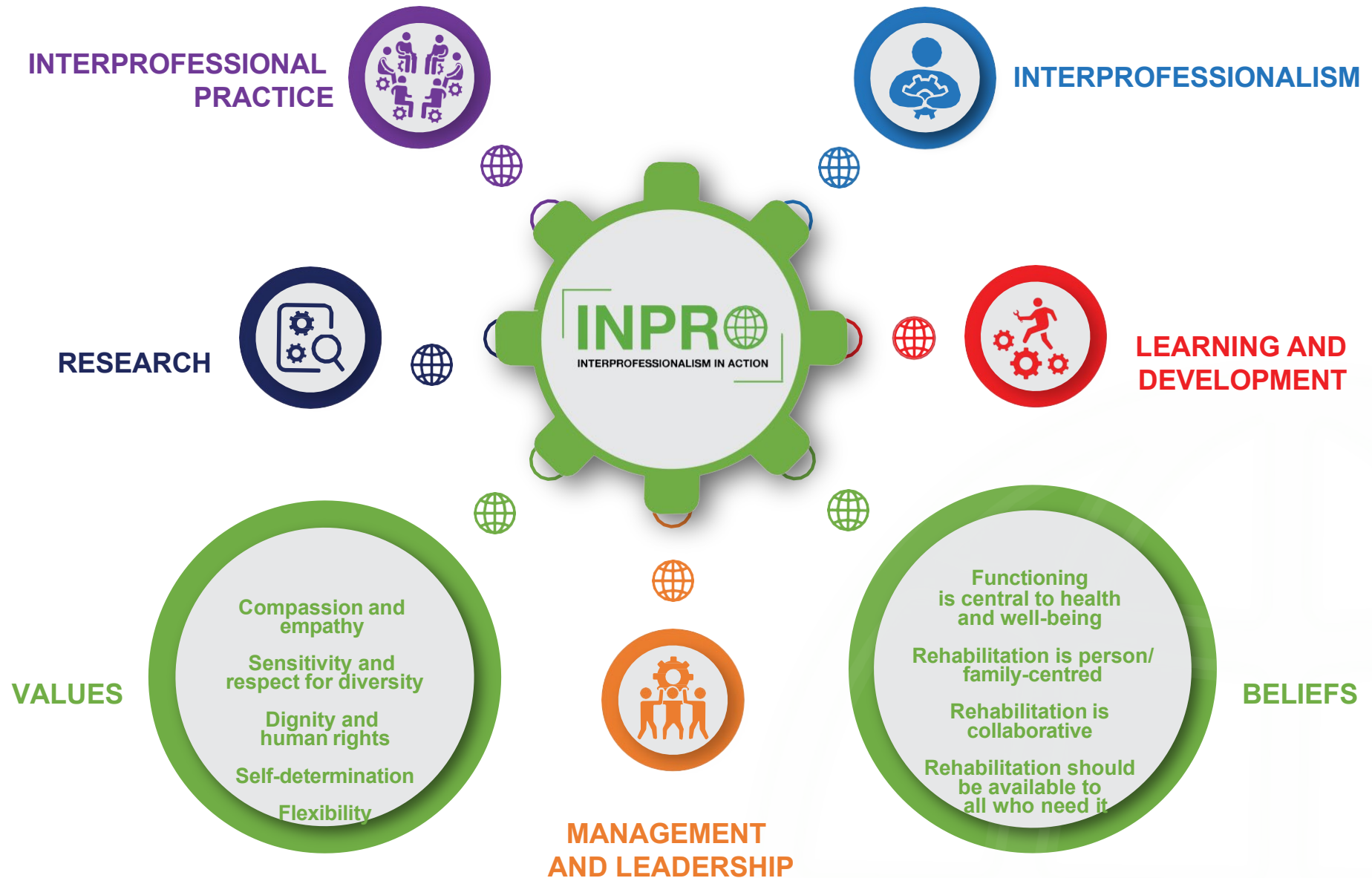


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1. INPRO COMPETENCY FRAMEWORK: VISUAL



2. DEFINITION OF INPRO INTERPROFESSIONAL COMPETENCIES

Interprofessional competencies are the observable abilities of a learner that integrate knowledge, skills, values, and attitudes, enabling successful collaboration across professions, with individuals and their families, to enhance health outcomes in specific care contexts. Competencies are enduring, trainable, and measurable through the expression of learning outcomes. Personal characteristics such as motivation, self-confidence, determination, and adaptability are influenced by specific contexts.

3. CORE VALUES AND BELIEFS

Adapted from Rehabilitation Competence Framework (WHO, 2020)

VALUES

- Compassion and empathy
- Sensitivity and respect for diversity
- Dignity and human rights
- Self-determination
- Flexibility

BELIEFS

- Functioning is central to health and well-being
- Rehabilitation is person/family-centred
- Rehabilitation is collaborative
- Rehabilitation should be available to all who need it

Five core values and four core beliefs underlie all competencies. Together they help to shape the interprofessional performance of a learner in all domains of INPRO CF.

3.1. VALUES

Compassion and empathy

Professionals seek to relate and respond with understanding to a person and their family's experience.

Sensitivity and respect for diversity

Professionals treat all people equally and fairly, regardless of race, ethnicity, age, sex, gender identity, sexual orientation, disability, beliefs or economic status; they seek to provide care that is respectful and acceptable.

Dignity and human rights

Professionals recognize the inherent value of each person, respect their dignity and promote their human rights.

Self-determination

Professionals seek to provide choice and promote self-determination for each person.

Flexibility

Professionals adapt their behaviour and actions depending on the situation.

3.2. BELIEFS

Functioning is central to health and well-being; it is integral to how a person is included and participates in meaningful activities and life roles.

Rehabilitation is person/family-centred; it is orientated around the specific needs and goals of the person and their family.

Rehabilitation is collaborative; it requires consultation with, and the active involvement of, the person and their family.

Rehabilitation should be available to all who need it; it should be integrated throughout the continuum of care for anyone with impairment in functioning who are experiencing activity limitations and participation restrictions.

4. THE FIVE DOMAINS



INTERPROFESSIONAL PRACTICE (IP)

Interprofessional competencies with their Learning Outcomes (LO)/behaviours (B) related to interaction between professionals and the person and their family. Interprofessional competencies includes those LO/B necessary for establishing appropriate interprofessional relationships, assessment, planning, delivering interprofessional interventions, communication and shared decision-making.



INTERPROFESSIONALISM (IPM)

Interprofessional competencies with their LO/B related to interprofessional integrity, interprofessional collaboration, safety and quality of care, that enable the performance of an interprofessional role.



LEARNING AND DEVELOPMENT (LD)

Interprofessional competencies with their LO/B related to the interprofessional development of the professional. Competencies within this domain involve interprofessional development, teaching, and learning.



MANAGEMENT AND LEADERSHIP (ML)

Interprofessional competencies with their LO/B related to teamwork, strategic thinking, management, service development and evaluation, and resource management.



RESEARCH (R)

Interprofessional competencies with their LO related to the generation, dissemination and integration of interprofessional collaboration research.

4.1 SUMMARY OF THE FIVE DOMAINS WITH THEIR COMPETENCIES



INTERPROFESSIONAL PRACTICE (IP)

IPC1. Places the person and their family at the centre of the interprofessional practice

IPC2. Establishes a collaborative relationship with the person and their family, and the interprofessional team

IPC3. Communicates effectively with the person, their family, and the interprofessional team

IPC4. Adopts a sustainable interprofessional approach to problem-solving and decision-making

IPC5. Works within scope of interprofessional practice



LEARNING AND DEVELOPMENT (LD)

LDC1. Continues to learn and develop in interprofessionalism

LDC2. Supports the learning and development of the interprofessional team, including the person and their family

LDC3. Works to strengthen interprofessional rehabilitation education and training



INTERPROFESSIONALISM (IPM)

IPMC1. Demonstrates ethical conduct

IPMC2. Maintains interprofessionalism

IPMC3. Works interprofessionally

IPMC4. Manages interprofessional responsibilities



MANAGEMENT AND LEADERSHIP (ML)

MLC1. Works to enhance the performance of the interprofessional team

MLC2. Works to enhance the performance of an interprofessional service delivery

MLC3. Acts as an interprofessionalism advocate



RESEARCH (R)

RC1. Integrates evidence in interprofessional practice

RC2. Works to strengthen evidence for interprofessional rehabilitation



4.2. THE LEARNING OUTCOMES/BEHAVIOURS PER DOMAIN

INTERPROFESSIONAL PRACTICE (IP)

IPC1. Places the person and their family at the centre of the interprofessional practice

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	IPC1.L0a	Recognises the person and their family to be active partners as a preparation of the interprofessional rehabilitation, including decision-making.
	IPC1.L0b	Listens to the desired outcomes of the person and their family, their needs, preferences, goals and circumstances.
	IPC1.L0c	Assesses the person's functioning and his/her needs by collecting information for example through interviews or questionnaires, by using ICF framework.
Level 1	IPC1.L1a	Involves the person and their family to be active partners in the interprofessional rehabilitation including decision-making.
	IPC1.L1b	Identifies the desired outcomes of the person and their family, responding to their needs, preferences, goals and circumstances.
	IPC1.L1c	Recognises barriers to the person and their family's engagement in the interprofessional workflow including their ability to access services.
	IPC1.L1d	Shares information with the person and their family in a respectful manner.
	IPC1.L1e	Recognises that the ICF components can be used to describe a person's functioning, taking into account both its positive and negative aspects.
Level 2	IPC1.L2a	Supports the person and their family to be active partners in their interprofessional rehabilitation, including decision-making.
	IPC1.L2b	Meets the interests of the person and their family, responding to their needs, preferences, goals and circumstances.
	IPC1.L2c	Addresses barriers to the person and their family's engagement in rehabilitation, including their ability to access services.
	IPC1.L2d	Describes the person's functioning by using the rehabilitation problem solving (RPS) form or other similar, taking into account the ICF components raised by the person and the professional assessments based on them.



INTERPROFESSIONAL PRACTICE (IP)

IPC1. Places the person and their family at the centre of the interprofessional practice

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 3	IPC1.L3a	Supports the person and their family as an integral partner in their interprofessional rehabilitation.
	IPC1.L3b	Focuses on the interest and benefits of the person and their family as a part of the rehabilitation and related activities.
	IPC1.L3c	Describes the person's functioning profile in detail based on the ICF categories.



INTERPROFESSIONAL PRACTICE (IP)

IPC2. Establishes a collaborative relationship with the person and their family, and the interprofessional team

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	IPC2.L0a	Recognises and acknowledges the attitudes, beliefs, and feelings of the person and their family.
	IPC1.L0b	Identifies important information and unfulfilled needs of the person and their family from a broad interprofessional perspective.
Level 1	IPC2.L1a	Recognises and limits power imbalances in the relationship between the person and their family and the professional.
	IPC2.L1b	Recognises and limits power imbalances in the relationship between the interprofessional team and the professional.
	IPC2.L1c	Shows empathy for members of the interprofessional team.
	IPC2.L1d	Shows empathy for the person and their family.
Level 2	IPC2.L2a	Explores and validates the attitudes, beliefs and feelings of the person and their family.
	IPC2.L2b	Promotes the person's autonomy.
Level 3	IPC2.L3a	Maintains ethical boundaries with the person and their family.
	IPC2.L3b	Develops a confidential relationship with the person and their family as part of the interprofessional team.



INTERPROFESSIONAL PRACTICE (IP)

IPC3. Communicates effectively with the person, their family and the interprofessional team

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	IPC3.L0a	Recognises the communication needs and skills of the person and their family, such as age, education, culture, health condition, language and health literacy.
	IPC3.L0b	Recognises the roles and responsibilities of all members of the interprofessional team.
Level 1	IPC3.L1a	Listens actively to the person and their family and the interprofessional team.
	IPC3.L1b	Identifies the roles and responsibilities of all members of the interprofessional team.
Level 2	IPC3.L2a	Manages the environment to support effective communication, taking into consideration ambient noise, privacy, comfort and space.
	IPC3.L2b	Communicates information to the person and their family and interprofessional team members in a form that is understandable, avoiding discipline-specific terminology when possible.
	IPC3.L2c	Listens actively and responds appropriately to non-verbal language of the person, their family and the interprofessional team.
	IPC3.L2d	Uses respectful language appropriate for a given situation.
	IPC3.L2e	Communicates one's role and responsibilities clearly to the person and their family, and to other professionals.
Level 3	IPC3.L3a	Spontaneously adapts communication with the person and their family to complex needs and practices, including through the use of interpreters, assistive technology, and relevant accommodations.
	IPC3.L3b	Develops a good relationship including actively listening, interpreting, and responding appropriately to non-verbal language with the person, their family and the interprofessional team.
	IPC3.L3c	Chooses effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
	IPC3.L3d	Communicates with team members to clarify each member's responsibility in executing an intervention.



INTERPROFESSIONAL PRACTICE (IP)

IPC4. Adopts a sustainable interprofessional approach to problem-solving and decision-making

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	IPC4.L0a	Identifies personal, environmental, and health factors when conceptualising problems and identifying solutions.
	IPC4.L0b	Collects information from multiple sources for solving problems and making decisions with the person and their family.
	IPC4.L0c	Identifies personal, environmental, and health factors by using the ICF framework when conceptualising problems and identifying solutions.
Level 1	IPC4.L1a	Prioritises information from multiple sources when solving problems and making decisions with the person and their family.
	IPC4.L1b	Selects information from multiple sources by using the ICF framework when solving problems with the person and their family.
Level 2	IPC4.L2a	Considers information from multiple sources when solving problems and making decisions with the person and their family.
	IPC4.L2b	Formulates, together with the person and their family and other professionals, interprofessional goals for health and well-being activities and services.
	IPC4.L2c	Applies the ICF framework together with the person and their family and other professionals when solving problems, making decisions and setting goals for health and well-being.
Level 3	IPC4.L3a	Integrates and analyses information from multiple sources when solving problems and making decisions with the person and their family.
	IPC4.L3b	Develops with other professionals and the person and their family an optimal interprofessional rehabilitation plan.
	IPC4.L3c	Integrates and analyses information applying the ICF framework when solving problems and making decisions with the person and their family.



INTERPROFESSIONAL PRACTICE (IP)

IPC5. Works within scope of interprofessional practice

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	IPC5.L0a	Knows its own profession-specific competencies and limitations.
	IPC5.L0b	Recognises the roles and responsibilities of all members of the interprofessional team.
Level 1	IPC5.L1a	Conveys and acts with respect for the autonomy of other professionals within the power limits.
	IPC5.L1b	Respects the contributions and expertise of other professionals.
	IPC5.L1c	Effectively communicates own role, knowledge and opinions to team members in a way that promotes positive interaction.
Level 2	IPC5.L2a	Explains the roles and responsibilities of other professionals and how the team collaborates to provide care, promote health, and prevent disease.
	IPC5.L2b	Engages diverse professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific health needs of the person and their family.
Level 3	IPC5.L3a	Engages diverse professionals who complement one's own professional expertise, as well as associated resources, to integrate strategies to meet specific health needs of the person and their family.
	IPC5.L3b	Demonstrates confidence, in an appropriate manner, while collaborating with other professionals.



INTERPROFESSIONALISM (IPM)

IPMC1. Demonstrates ethical conduct

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	IPMC1.L0a	Identifies the dignity and privacy of the person and their family.
	IPMC1.L0b	Knows the professional standards and legal regulations.
	IPMC1.L0c	Identifies the unique cultures, values, roles/responsibilities, and expertise of other professions and the impact these factors can have on the outcomes.
	IPMC1.L0d	Explains professional and ethical codes of conduct.
Level 1	IPMC1.L1a	Classifies and Identifies with professional standards and legal regulations.
	IPMC1.L1b	Identifies and explores effectively problems to be addressed from a person and their family, including the context, responses, concerns, and preferences.
Level 2	IPMC1.L2a	Respects the dignity and privacy of the person and their family while maintaining confidentiality.
	IPMC1.L2b	Operates with professional standards and legal regulations.
	IPMC1.L2c	Develops rapport, trust, and ethical relationships with the person and their family.
	IPMC1.L2d	Identifies common situations that may lead to conflict including role ambiguity, power differentials, communication differences (terminology or language) and differences in goals.
Level 3	IPMC1.L3a	Exhibits appropriate professional behaviours in practice, including honesty, integrity, commitment, compassion, respect and altruism.
	IPMC1.L3b	Handles ethical dilemmas respectfully.
	IPMC1.L3c	Recognises and appropriately responds to ethical issues encountered in practice.
	IPMC1.L3d	Respects the cultural diversity and individual differences that characterize the person and their family, and the interprofessional team.
	IPMC1.L3e	Promotes and complies with professional standards and legal regulations.



INTERPROFESSIONALISM (IPM)

IPMC2. Maintains interprofessionalism

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	IPMC2.L0a	Knows the expertise of the members of the interprofessional team including their own.
Level 1	IPMC2.L1a	Identifies the members of the interprofessional team.
	IPMC2.L1b	Understands one's own roles, responsibilities and expertise, and those of other types of professionals.
Level 2	IPMC2.L2a	Participates effectively and appropriately in the interprofessional team while managing professional boundaries.
	IPMC2.L2b	Participates actively in collaboration with members of the interprofessional team to promote quality of life.
	IPMC2.L2c	Presents oneself in a manner that instils confidence in others.
Level 3	IPMC2.L3a	Participates spontaneously in the interprofessional team while managing professional boundaries.
	IPMC2.L3b	Provides feedback and takes responsibility in the interprofessional team.
	IPMC2.L3c	Handles contradictions, irritations, conflicts and recognises its own share.
	IPMC2.L3d	Employs strategies and seeks support to maintain own health and well-being.



INTERPROFESSIONALISM (IPM)

IPMC3. Works interprofessionally

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	IPMC3.L0a	Knows the expertise of others.
	IPMC3.L0b	Seeks and shares information from relevant professionals and external stakeholders.
Level 1	IPMC3.L1a	Collaborates with others across disciplines, roles, cultures and organisational hierarchies.
	IPMC3.L1b	Conveys knowledge and opinion in an appropriate manner to the interprofessional team.
	IPMC3.L1c	Recognises, respects and applies the expertise of others.
	IPMC3.L1d	Works collaboratively with other professions to resolve conflicts that arise in the context of rehabilitation for the person and their family.
Level 2	IPMC3.L2a	Maintains interprofessional relationships constructively, seeking support when necessary to prevent and resolve conflict.
	IPMC3.L2b	Establishes professional relationships with others within and outside the interprofessional team to improve rehabilitation.
	IPMC3.L2c	Reflects critically on own role within an interprofessional team.
Level 3	IPMC3.L3a	Manages interprofessional relationships constructively to prevent and resolve conflict.
	IPMC3.L3b	Draws upon the interprofessional team's unique and complementary abilities to optimise health and personal care.



INTERPROFESSIONALISM (IPM)

IPMC4. Manages interprofessional responsibilities

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	IPMC4.L0a	Establishes a time management plan to reach the interprofessional goals.
	IPMC4.L0b	Recognises own (un)certainty.
	IPMC4.L0c	Recognises changing circumstances.
	IPMC4.L0d	Has an introductory level of relevant knowledge and skills that are applied to confined responsibilities.
Level 1	IPMC4.L1a	Recognises workload (time and goals in mind) when working on the task with support as needed.
	IPMC4.L1b	Acknowledges own (un)certainty and changing circumstances.
	IPMC4.L1c	Keeps the administration, plans tasks efficiently and takes into account the available time and context.
Level 2	IPMC4.L2a	Demonstrates flexibility and resilience in collaboration with the interprofessional team.
	IPMC4.L2b	Organises and coordinates tasks.
Level 3	IPMC4.L3a	Manages workload to ensure the interprofessional team works efficiently and effectively.
	IPMC4.L3b	Works with the interprofessional team to demonstrate flexibility and resilience in uncertain and complex circumstances.
	IPMC4.L3c	Distributes, manages and evaluates resources efficiently and correctly.
	IPMC4.L3d	Empowers and encourages the interprofessional team to work constructively on the task with attention to the socio-emotional aspect.



LEARNING AND DEVELOPMENT (LD)

● LDC1. Continues to learn and develop in interprofessionalism

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	LDC1.L0a	Identifies own learning needs and poses an appropriate interprofessional learning question.
	LDC1.L0b	Documents the interprofessional learning process.
	LDC1.L0c	Knows the ICF framework as a biopsychosocial spiritual model.
	LDC1.L0d	Learns through observation, prescribed and structured education and training.
Level 1	LDC1.L1a	Applies learning to practice with support of the interprofessional team.
	LDC1.L1b	Reflects on interprofessional communication.
	LDC1.L1c	Recognises and reflects on learning issues regarding interprofessional practice.
	LDC1.L1d	Applies learning to interprofessional practice related to the ICF.
Level 2	LDC1.L2a	Reflects on feedback by adopting interprofessional performance accordingly.
	LDC1.L2b	Integrates interprofessional learning into practice.
	LDC1.L2c	Extends the knowledge and applications of the ICF through continuous learning.
Level 3	LDC1.L3a	Reflects on interprofessional practice, identifying alternative approaches and their implications.
	LDC1.L3b	Evaluates and critically reflects on interprofessional communication.
	LDC1.L3c	Reflects on the framework and application of the ICF and uses them for own professional development.



LEARNING AND DEVELOPMENT (LD)

LDC2. Supports the learning and development of the interprofessional team, including the person and their family

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	LDC2.L0a	Collaboratively identifies the learning needs and desired interprofessional learning outcomes of others.
Level 1	LDC2.L1a	Collaboratively identifies opportunities for interprofessional learning according to the needs and preferences of others.
Level 2	LDC2.L2a	Contributes to the creation of opportunities for interprofessional learning according to the needs and preferences of others.
	LDC2.L2b	Shares information and practice in terms appropriate to the needs of others.
Level 3	LDC2.L3a	Creates learning opportunities according to the needs and preferences of others.
	LDC2.L3b	Adapts teaching style and supervision according to specific learning needs and preferences.
	LDC2.L3c	Provides effective feedback.
	LDC2.L3d	Manages own learning and development and supports others with theirs.



LEARNING AND DEVELOPMENT (LD)

LDC3. Works to strengthen interprofessional rehabilitation education and training

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	LDC3.L0a	Identifies opportunities for advocacy, health promotion and disease prevention in the communities.
Level 1	LDC3.L1a	Identifies opportunities for advocacy, health promotion and disease prevention in the communities that they serve, and responds appropriately.
Level 2	LDC3.L2a	Engages in efforts to expand opportunities for interprofessional education and training.
	LDC3.L2b	Engages in efforts to strengthen the quality and regulation of interprofessional education and training.
Level 3	LDC3.L3a	Motivates others in the pursuit of ongoing learning and development.
	LDC3.L3b	Initiates and leads efforts to expand opportunities for interprofessional education and training.
	LDC3.L3c	Initiates and leads efforts to improve the quality and regulation of interprofessional education and training.



MANAGEMENT AND LEADERSHIP (ML)

● MLC1. Works to enhance the performance of the interprofessional team

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	MLC1.L0a	Knows the roles and contributions of interprofessional team members.
	MLC1.L0b	Is committed to a non-blaming, non-punitive interprofessional team culture.
	MLC1.L0c	Identifies the major factors that have impact on the safety and quality of service/care for person and their family.
Level 1	MLC1.L1a	Recognises and values the roles and contributions of interprofessional team members.
	MLC1.L1b	Establishes and maintains effective working relationships with other interprofessional team members and other teams to assure continuity of care for the person and their family .
	MLC1.L1c	Shares professional perspective on safety and quality with the interprofessional team.
	MLC1.L1d	Engages in shared decision making process to establish interprofessional agreed goals.
	MLC1.L1e	Respects the team members' contribution to the shared decision making.
Level 2	MLC1.L2a	Engages in continuous interprofessional development to enhance team performance and collaboration.
	MLC1.L2b	Identifies and articulates structural and process-based issues, problems, risks, dilemmas, barriers, and possible pitfalls in collaborative actions.
	MLC1.L2c	Critically evaluates practice and policy in the context of personal safety.
Level 3	MLC1.L3a	Establishes a culture of interprofessional teamwork.
	MLC1.L3b	Applies leadership practices that support collaborative practice and interprofessional team effectiveness.
	MLC1.L3c	Negotiates and evaluates services within the interprofessional team that promote policy and procedural improvements.



MANAGEMENT AND LEADERSHIP (ML)

MLC2. Works to enhance the performance of an interprofessional service delivery

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	MLC2.L0a	Knows the role of interprofessionalism in public health and its social and economic benefits.
	MLC2.L0b	Knows strategies to motivate, engage, recognise and reward others.
Level 1	MLC2.L1a	Contributes to the development and promotion of a shared vision for interprofessional service delivery.
	MLC2.L1b	Recognises the environmental context of interprofessional service delivery.
	MLC2.L1c	Recognises the impact of system and structural inequalities on interprofessional service delivery.
	MLC2.L1d	Encourages efforts to strengthen interprofessionalism.
Level 2	MLC2.L2a	Develops a shared vision about interprofessional service delivery.
	MLC2.L2b	Responds to environmental barriers and facilitators to interprofessional service delivery.
	MLC2.L2c	Seeks support to mitigate the impact of system and structural inequalities on interprofessional service delivery.
	MLC2.L2d	Engages in efforts to integrate interprofessionalism.
Level 3	MLC2.L3a	Oversees the development of a shared vision for interprofessional service delivery.
	MLC2.L3b	Responds to complex environmental barriers and facilitators to interprofessional service delivery.
	MLC2.L3c	Works to mitigate the impact of system and structural inequalities on interprofessional service delivery.
	MLC2.L3d	Manages the strengthening and integration of interprofessionalism.



MANAGEMENT AND LEADERSHIP (ML)

MLC3. Acts as an interprofessionalism advocate

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	MLC3.L0a	Knows the role and value of interprofessionalism within the professional environment.
	MLC3.L0b	Knows the role and value of ICF within the interprofessional environment.
Level 1	MLC3.L1a	Promotes the role and value of interprofessionalism within the immediate environment.
	MLC3.L1b	Participates in initiatives to promote interprofessional provision for all who need it.
	MLC3.L1c	Participates in initiatives to promote the use of ICF in interprofessional settings.
Level 2	MLC3.L2a	Encourages and supports people to advocate for their Interprofessional needs.
	MLC3.L2b	Launches initiatives to promote interprofessional provision for all who need it.
	MLC3.L2c	Launches initiatives to promote the use of ICF in interprofessional settings.
Level 3	MLC3.L3a	Leads and evaluates initiatives to promote the role and value of interprofessionalism and its provision for all who need it.
	MLC3.L3b	Contributes to ensuring opportunities for people to advocate for their interprofessional needs.
	MLC3.L3c	Promotes the role and value of interprofessionalism at societal and political levels.
	MLC3.L3d	Leads and evaluates procedures to promote the use of ICF in interprofessional situations.
	MLC3.L3e	Promotes the role and value of ICF at societal and political levels.



RESEARCH (R)

RC1. Integrates evidence in interprofessional practice

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	RC1.L0a	Knows and follows current evidence-based interprofessional guidelines and protocols.
	RC1.L0b	Evaluates information and its sources and applies it appropriately to interprofessional practice decisions.
Level 1	RC1.L1a	Maintains an awareness of current evidence-based interprofessional practice.
	RC1.L1b	Adapts evidence-based interprofessional guidelines and protocols to the context, with support as needed.
	RC1.L1c	Makes evidence accessible to the interprofessional team, including the person and their family.
	RC1.L1d	Critically evaluates information and its sources and applies this appropriately to interprofessional practice decisions.
Level 2	RC1.L2a	Identifies and reviews evidence.
	RC1.L2b	Applies evidence to the interprofessional context.
Level 3	RC1.L3a	Identifies and critically appraises evidence.
	RC1.L3b	Contributes to the creation, dissemination, application and translation of new knowledge.



RESEARCH (R)

RC2. Works to strengthen evidence for interprofessional rehabilitation

Levels	Behaviour/Expected learning outcomes. The Learner ...	
Level 0	RC2.L0a	Searches evidence in order to address an interprofessional question.
	RC2.L0b	Searches for the latest research related to the use of the ICF.
Level 1	RC2.L1a	Understands Interprofessional collaboration based on found evidence.
	RC2.L1b	Critically appraises own evidence on the use of the ICF.
	RC2.L1c	Identifies opportunities for generating further evidence.
Level 2	RC2.L2a	Reviews evidence to support interprofessional collaboration and team-based activities.
	RC2.L2b	Shares and integrates knowledge about ICF, promoting interprofessional collaboration.
	RC2.L2c	Recommends for further evidence.
	RC2.L2d	Supports the interprofessional team, including the person and their family in assessment of needs and priorities for research.
Level 3	RC2.L3a	Transfers available evidence to the interprofessional practice.
	RC2.L3b	Manages the gaps in the knowledge and skills of the ICF in the interprofessional team.
	RC2.L3c	Creates opportunities for generating further evidence.
	RC2.L3d	Facilitates the interprofessional team, the person and their family in assessment of needs and priorities for research.

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