

Competency-Based Education Framework

Domains of Competence and Competencies



The process to develop this framework is published and available for reference here:
Ambler SB, Burlis TL, Clark BR, et al. Development of domains of competence and competencies
for physical therapist education. *J Phys Ther Educ*. Published online October 29, 2024.
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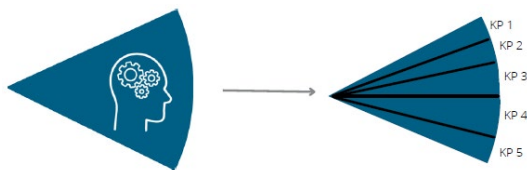
Definitions and Relationships



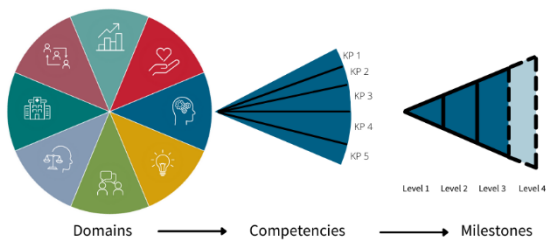
Domains of Competence

“Broad distinguishable areas of competence that in the aggregate constitute a general descriptive framework for a profession.”¹

Competency



“An observable ability of a health professional related to a specific activity that integrates knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to ensure their acquisition.”²



Milestone

“A defined, observable marker of an individual’s ability along a developmental continuum.”³

References

1. Englander R, Cameron T, Ballard AJ, Dodge J, Bull J, Aschenbrener CA. Toward a common taxonomy of competency domains for the health professions and competencies for physicians. *Acad Med*. 2013;88(8):1088-1094. doi:10.1097/acm.0b013e31829a3b2b
2. Frank JR, Snell LS, ten Cate O, et al. Competency-based medical education: theory to practice. *Med Teach*. 2010;32(8):638-645. doi:10.3109/0142159x.2010.501190
3. Englander R, Frank JR, Carraccio C, Sherbino J, Ross S, Snell L. Toward a shared language for competency-based medical education. *Med Teach*. 2017;39(6):582-587. doi:10.1080/0142159x.2017.1315066

Domains of Competence



Patient and Client Care (PCC)

Knowledge for Practice (KP)

Practice-Based Learning and Improvement (PBLI)

Interpersonal and Communication Skills (ICS)

Professionalism (PROF)

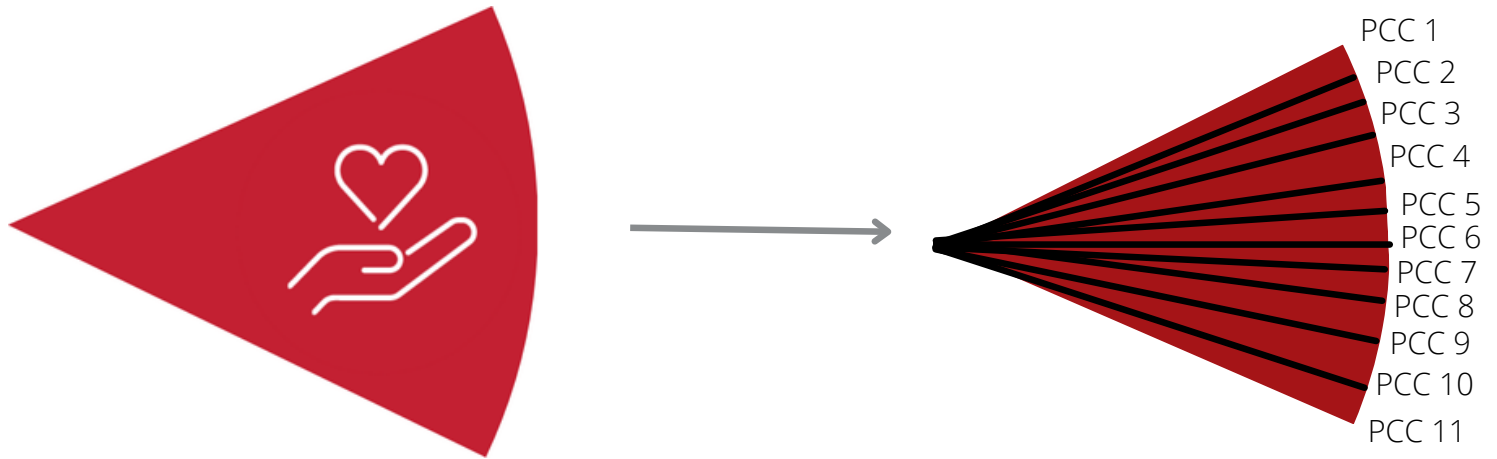
Systems-Based Practice (SBP)

Interprofessional Collaboration (IPC)

Personal and Professional Development (PPD)

PCC Patient and Client Care

Provide informed, effective, and efficient care for the management of movement problems and the promotion of health and wellness.



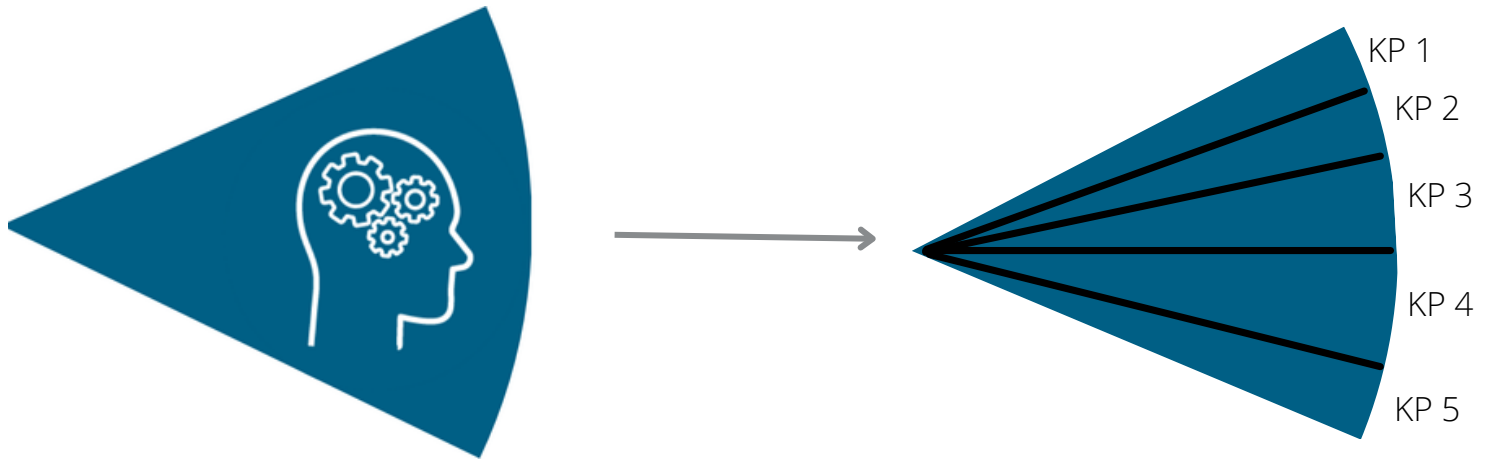
Competencies:

- PCC 1 Obtain a history including review of systems
- PCC 2 Decide whether physical therapy is/is not indicated and, make referrals, as needed
- PCC 3 Recognize emergent or unsafe situations and take action
- PCC 4 Perform a movement system review to guide examination
- PCC 5 Perform a systematic examination; use and interpret tests and measurements appropriate for movement problems
- PCC 6 Make a diagnosis within the profession's scope of practice based on the synthesis of all patient or client data
- PCC 7 Make a prognosis based on the diagnosis and other factors that moderate an individual's outcome
- PCC 8 Make evidence-informed decisions about interventions based on the diagnosis and prognosis
- PCC 9 Perform interventions safely, accurately, and efficiently
- PCC 10 Promote health and wellness by providing services aimed at preventing movement problems
- PCC 11 Provide direction and supervision of students and support personnel

KP

Knowledge for Practice

Integrate knowledge from established and evolving movement and other relevant biomedical, clinical, epidemiological and social-behavioral sciences to guide practice



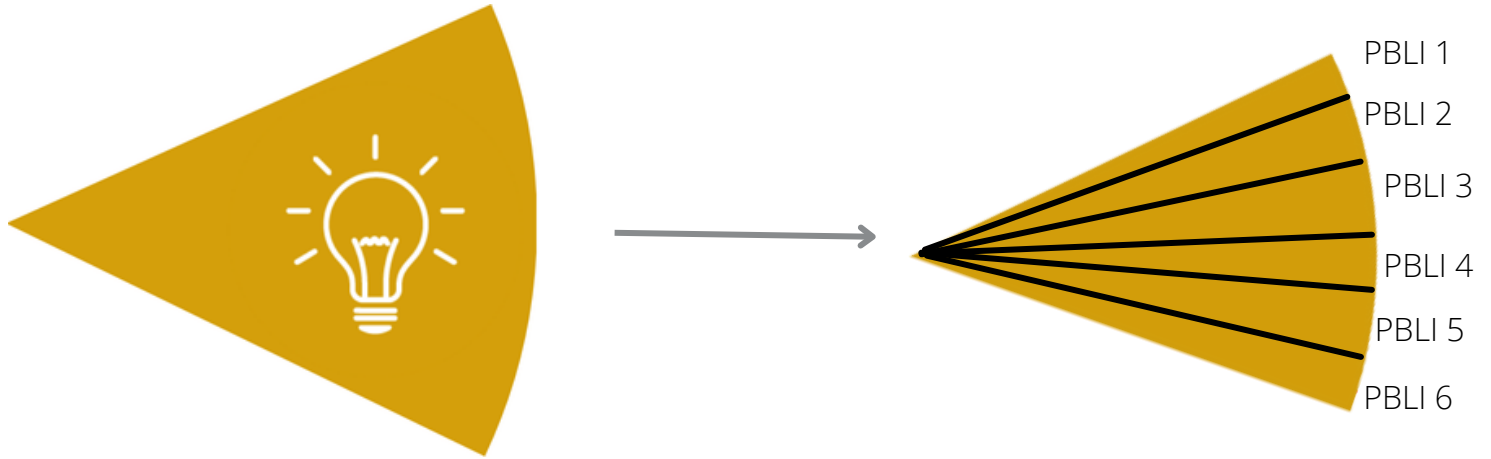
Competencies:

- KP 1 Apply knowledge of movement science that is fundamental to guiding the management of movement problems
- KP 2 Apply knowledge of relevant biomedical sciences that is essential for the care of patients and clients
- KP 3 Apply knowledge from clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-informed health care
- KP 4 Apply knowledge from epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and clients
- KP 5 Apply knowledge from social-behavioral sciences to provision of patient and client care, including assessment of the impact of psychosocial and cultural influences on health, disease, care seeking, care compliance, and barriers to and attitudes toward care

PBLI

Practice-Based Learning and Improvement

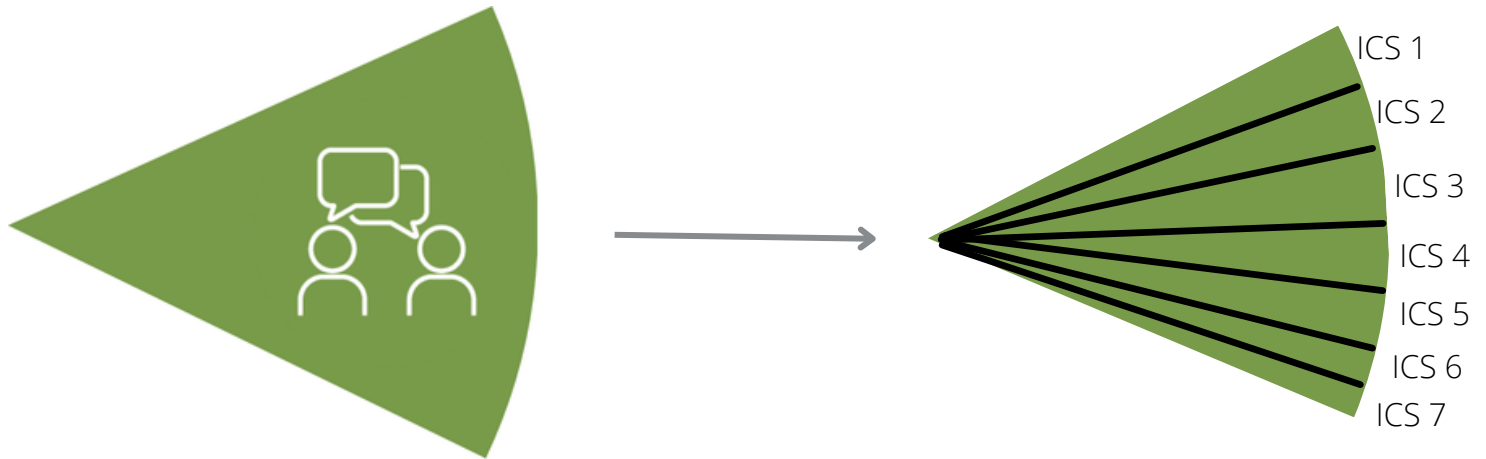
Evaluate one's delivery of care, appraise and assimilate scientific evidence, and continuously improve performance based on self-evaluation



Competencies:

- PBLI 1 Integrate self-reflection and external feedback to identify strengths, deficiencies, and limits in knowledge, skills, and attitudes
- PBLI 2 Determine one's learning and improvement goals to enhance outcomes across varied practice settings and diverse patient and client populations
- PBLI 3 Address gaps in knowledge, skills, and attitudes by engaging in learning experiences
- PBLI 4 Implement changes in practice using systematic quality improvement methods
- PBLI 5 Appraise new and existing guidelines, standards, technologies, products, or services; implement and disseminate as appropriate
- PBLI 6 Assimilate and implement best available evidence related to health and movement problems in individuals, communities, and populations

Use effective interpersonal and communication skills to interact and collaborate with others



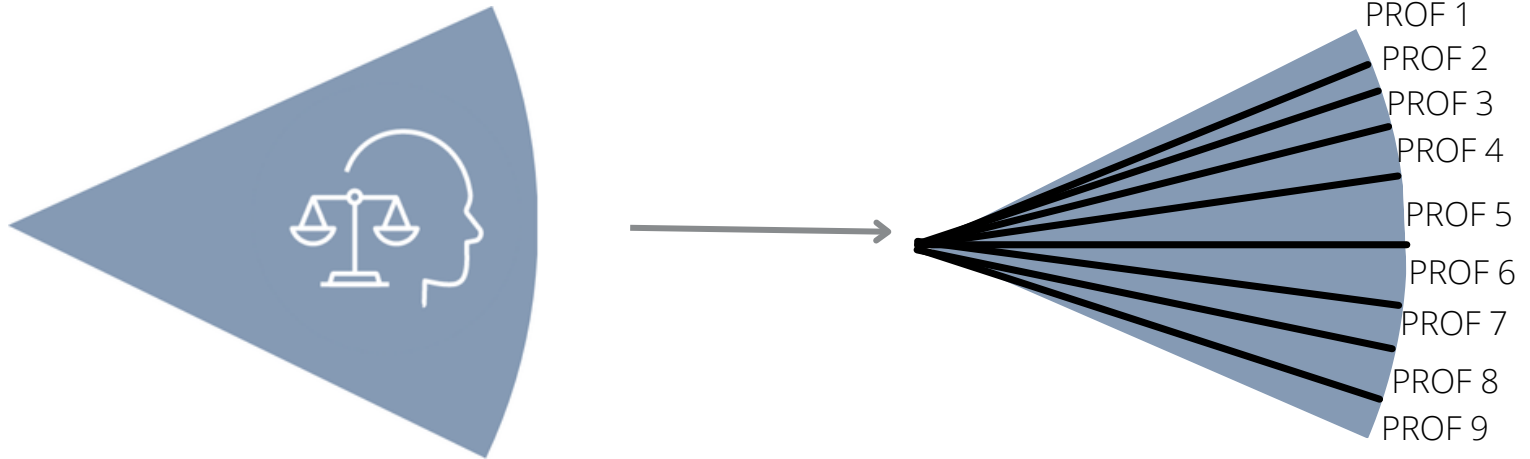
Competencies:

- ICS 1 Adapt to a variety of verbal and nonverbal communication styles during interactions with patients and clients
- ICS 2 Write precisely and intelligibly
- ICS 3 Use communication tools and technologies as specified by the organization
- ICS 4 Communicate effectively with people from diverse backgrounds and experiences
- ICS 5 Communicate effectively with colleagues from one's own profession, as well as, individuals from other health professions and from health-related agencies
- ICS 6 Use negotiation skills to help resolve conflicts
- ICS 7 Demonstrate sensitivity, honesty, compassion, respect, and empathy, especially in conversations about difficult topics

PROF

Professionalism

Adhere to ethical and legal principles, model professional behaviors, and display a commitment to citizenship within the profession and the community



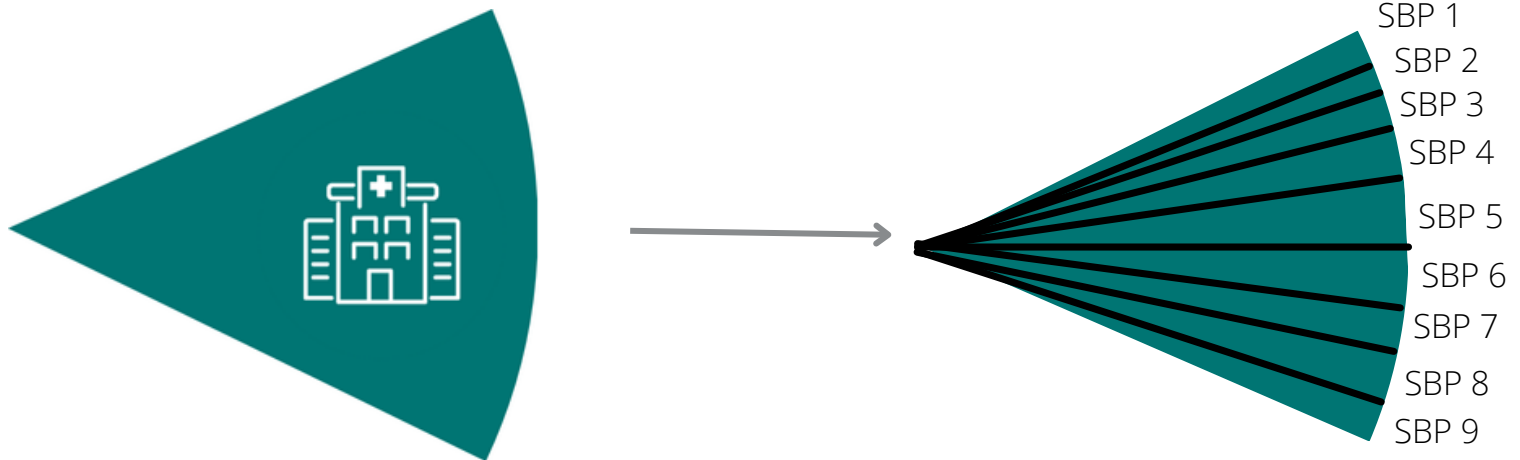
Competencies:

- PROF 1 Adhere to the ethical principles of the profession
- PROF 2 Obey laws, policies, and regulations
- PROF 3 Adhere to the core values of the profession
- PROF 4 Demonstrate responsiveness to patient and client needs that supersedes self-interest
- PROF 5 Demonstrate respect for patient and client privacy and autonomy
- PROF 6 Demonstrate accountability to patients and clients, society, and the profession
- PROF 7 Demonstrate sensitivity and responsiveness to a diverse patient and client population
- PROF 8 Engage in professional organizations and activities to promote growth, development, innovation, and change
- PROF 9 Advocate for patient and client rights, and for health policies, laws, and regulations that benefit the community and the profession

SBP

Systems-Based Practice

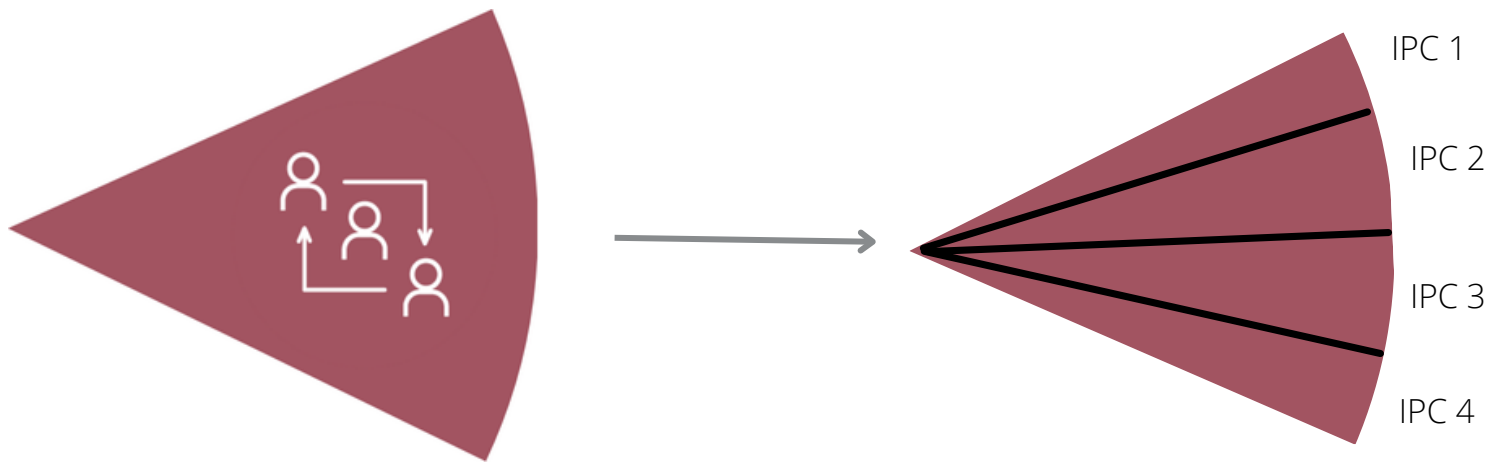
Function effectively and proactively within evolving systems and environments that contribute to the health of individuals and populations



Competencies:

- SBP 1 Adhere to privacy rules, safety guidelines, emergency protocols, and infection control policies
- SBP 2 Participate in coordination of patient and client care within the context of various health care delivery settings and systems
- SBP 3 Assume the role of consultant
- SBP 4 Use system resources to produce documentation that supports the delivery of physical therapy services and to maintain security of patient and client data
- SBP 5 Incorporate considerations of payment models, cost-benefit, and risk-benefit analysis in the delivery of health services
- SBP 6 Engage in system quality improvement activities
- SBP 7 Participate in the development and implementation of policies to optimize movement, health, and wellness for individuals and populations
- SBP 8 Perform administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications
- SBP 9 Educate students, trainees, peers, and health professionals from other disciplines within the context of various health services delivery settings and systems

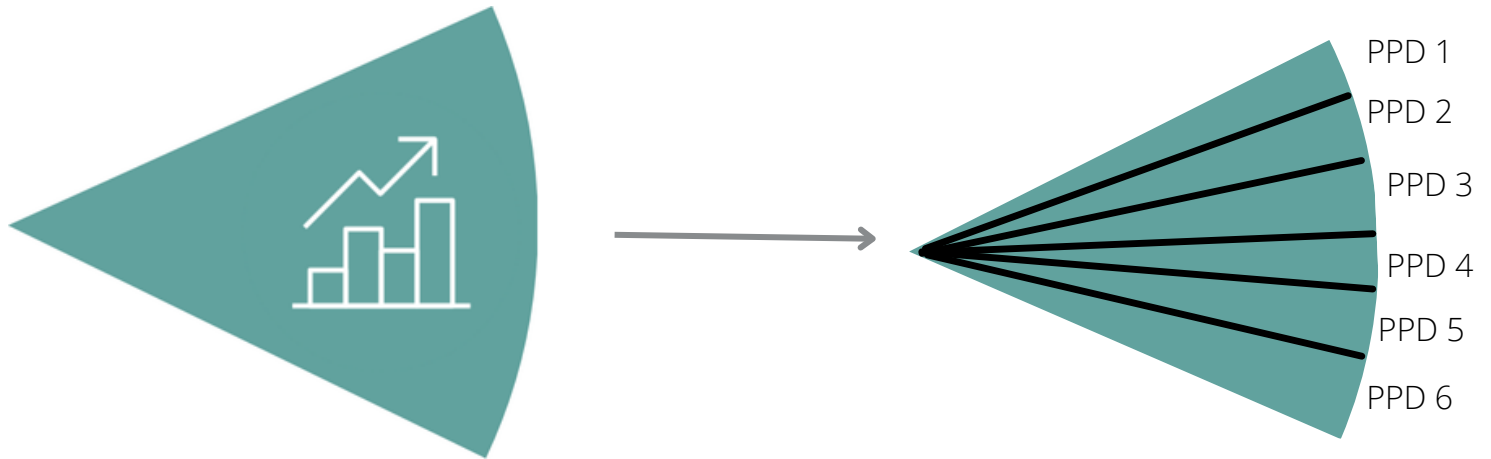
Engage within interprofessional teams as an effective member and collaborative leader



Competencies:

- IPC 1 Collaborate with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust
- IPC 2 Apply knowledge of one's own role and those of other professions to assess and address the health care needs of patients and clients and to promote and advance the health of populations
- IPC 3 Communicate with patients and clients, families, communities, and professionals in health and other disciplines in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of health conditions
- IPC 4 Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

Demonstrate the attributes required to engage in lifelong personal and professional growth



Competencies:

- PPD 1 Demonstrate the ability to cope with physical, mental and emotional stressors
- PPD 2 Manage conflict between personal and professional responsibilities
- PPD 3 Practice flexibility, adaptability and maturity in negotiating and adjusting to change with the capacity to alter one's behavior
- PPD 4 Demonstrate trustworthiness that affords opportunities for personal and professional growth
- PPD 5 Demonstrate self-confidence that puts patients and clients, families, and members of the health care team at ease while portraying humility and respectfulness
- PPD 6 Demonstrate the curiosity, initiative, motivation and commitment requisite for lifelong learning