

## The Core Competencies for Interprofessional Collaborative Practice



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## Session Objectives

- Review *Core Competencies* development process
  - Outline the *Core Competencies*
  - Show inventory instrument
  - Discuss uses of *Core Competencies* to date
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- Inventory learning activities to determine the extent of interprofessional education and alignment with the *Core Competencies*
  - Discuss opportunities to use the *Core Competencies* to advance interprofessional education

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<http://www.aacn.nche.edu/education-resources/IPECReport.pdf>



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### IPEC Charge to Expert Panel

- Recommend common core competencies relevant across professions to address the essential preparation of clinicians for interprofessional collaborative practice.
- Recommend learning experiences and educational strategies for achieving the competencies and related objectives.

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### Why Is This Important Now?

- Create coordinated effort across health professions
- Guide curricular development to achieve outcomes
- Provide foundation for IP development across learning continuum
- Ground evaluation and research to advance integration of IPE
- Stimulate dialogue between education and practice
- Identify opportunities to address accreditation requirements in content/practice areas
- Evolve common language across accreditation standards

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### Still a Good Idea

- Why do we need to educate teams for the delivery of health care?
- Who should be educated to serve on health delivery teams?
- How should we educate health professions students so they might work together in teams? (classroom)
- How should we educate students and health professionals so they might work together in teams? (clinical training)

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### Still a Good Idea

- What are the requirements for educating health professionals to practice in health delivery teams?
- What are the obstacles to educating health professionals to practice in health care delivery teams?

IOM Conference, "Interrelationships of Educational Programs for Health Professionals" 1972

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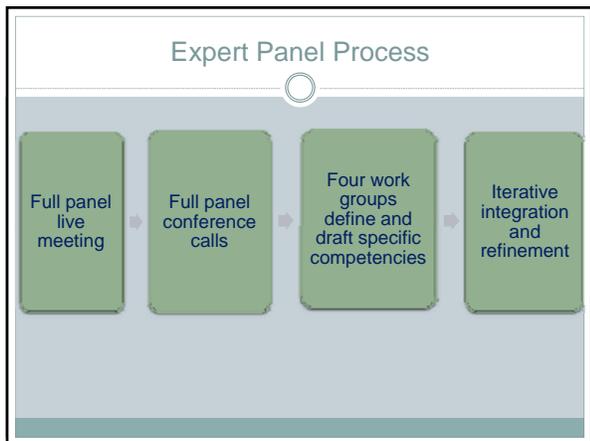
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### Data and Background

- Existing compilations of interprofessional competency statements
- Relevant literature
- Institutional canvassing through American Interprofessional Health Collaborative (AIHC) network
- Individual professions' work to address topic

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### Interprofessional Education and Collaboration

- IPE: When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. (WHO 2010)
- IPC: When multiple health workers from different professional backgrounds work together with patients, families, carers, and communities to deliver the highest quality of care. (WHO 2010)

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### Integrated set of knowledge, skills, and attitudes...

Professional Competency	Interprofessional Competency
... that define the domains of work of a specific health profession applied in specific care contexts.	... for <b>working together</b> across the professions, with other health care workers, and with patients, families, communities, and populations to improve health outcomes.

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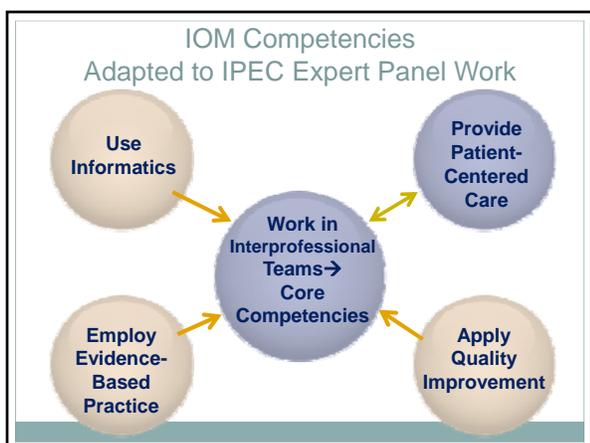
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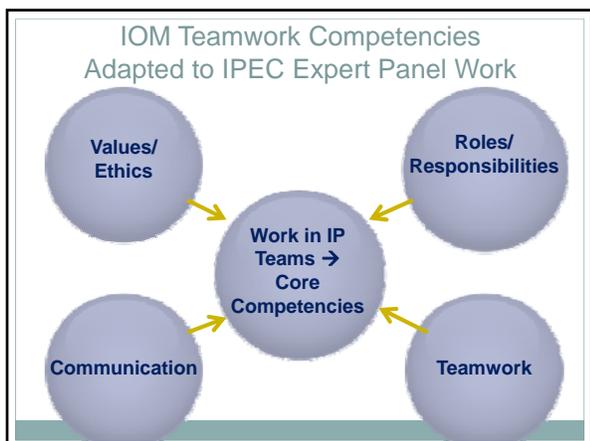
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Values/Ethics: Overall Competency Statement

Work with individuals of other professions to maintain a climate of mutual respect and shared values.

“We all have a moral obligation to work together to improve care for patients.”  
Pronovost and Vohr, 2010

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Values/Ethics: Selected Competency Statements

- Place the interests of patients and populations at the center of IP health care delivery.
- Recognize and respect the unique cultures, values, roles/responsibilities and expertise of other health professions.
- Act with honesty and integrity in relationships with patients, families, and other team members.

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Roles/Responsibilities: Overall Competency Statement

Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of the patients and populations served.

"...teamwork requires a shared acknowledgement of each participating member's roles and abilities. Without this acknowledgement, adverse outcomes may arise from a series of seemingly trivial errors that effective teamwork could have prevented."

Baker, et. al, 2005

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Roles/Responsibilities: Selected Competency Statements

- Recognize one's limitations in skills, knowledge, and abilities and engage others when appropriate.
- Engage diverse health care professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.
- Forge interdependent relationships with other professions to improve care and advance learning.

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Interprofessional Communication: Overall Competency Statement

Communicate with patients, families, communities and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and treatment of disease.

"When I was in medical school, I spent hundreds of hours linking into a microscope—a skill I never needed to know or ever use. Yet, I didn't have a single class that taught me communication and teamwork skills—something I need every day I walk into the hospital."

Pronovost and Vohr, 2010

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**Interprofessional Communication:  
Selected Competency Statements**

- Organize and communicate information with patients, families, and health care team members in a form and format that is understandable, avoiding discipline-specific terminology when possible.
- Give timely, sensitive, instructive feedback to others about their performance on the team, and respond respectfully as a team member to feedback from others.
- Use respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.

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**Teamwork and Team-based Care:  
Overall Competency Statement**

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient/population-centered care that is safe, timely, efficient, effective, and equitable.

“An essential component of patient-centered primary care practice is interprofessional teamwork. High-functioning teams require collaboration between physicians, nurses, pharmacists, social workers, clinical psychologists, case managers, medical assistants, and clinical administrators...”  
Dept of Veterans Affairs, 2010

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**Teamwork and Team-based Care:  
Overall Competency Statement**

- Integrate the knowledge and experience of other professions-appropriate to the specific care situation-to inform care decisions, while respecting patient and community values and priorities/preferences for care.
- Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.
- Use process improvement strategies to increase effectiveness of interprofessional teamwork and team-based care.

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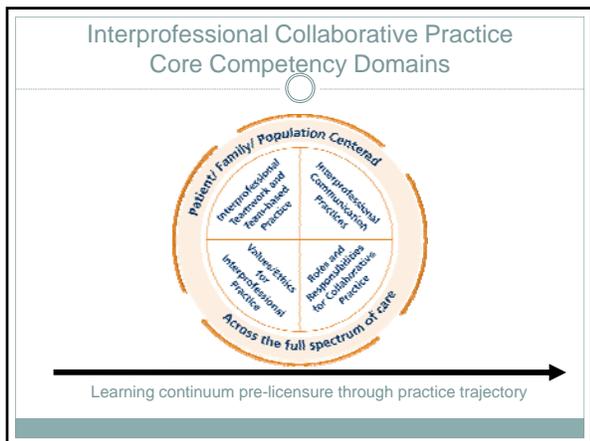
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### The rest of the report...

- Competencies, learning objectives, and learning activities...

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### Challenges → Opportunities

- Institutional level challenges – leadership void, inadequate resources
- Unwilling or nonexistent partners
- Logistical issues
- Faculty development
- Assessment and evaluation of program effectiveness
- Regulatory expectations (accreditation and scope of practice)

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### Using the Core Competencies on Campus

Stimulate dialogue among administrators and curriculum leaders. Discuss opportunities to advance interprofessional learning across health sciences programs and how best to integrate the *Core Competencies*.

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### Using the Core Competencies on Campus

- **Identify common clinical teaching sites.**  
To facilitate the development of additional opportunities to explicitly address the *Core Competencies*, please provide a list of all the clinical/experiential learning sites in which students from your program(s) are placed. Please include the site name, location, contact person, and academic program(s) within your School that use the site.

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### Using the Core Competencies on Campus

- **Develop teaching resources** (from proposal to establish a Center of Excellence in Pain Management).

The ultimate goal of our IPE-based approach is to "prepare all health professions students for deliberately working together with the common goal of building a safer and better patient-centered and community/population-oriented U.S. health care system." We will include at least one learning objective related to one of the four Core Competency Domains:

- Values/Ethics
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork

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### Using the Core Competencies on Campus

- Design of **experiential education** in dental clinics for third- and fourth-year dental students with first-, second-, and fourth-year pharmacy students.

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### Using the Core Competencies Nationally

Develop a **curriculum development guide** to facilitate student development of abilities to participate effectively as members of interprofessional health care teams delivering clinical prevention and population health services.

- Healthy People 2020
- Clinical Prevention and Population Health Curriculum Framework
- Core Competencies

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### CAB IV

- Vancouver, British Columbia
- June 12-14, 2013
- [www.cabiv.org](http://www.cabiv.org)

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