THEORY BURST #2: THE CORE COMPETENCIES FOR INTERPROFESSIONAL COLLABORATIVE PRACTICE

Jeffery C. B. Stewart, DDS, MS
Associate Professor
Chair, IPI Steering Committee
Oregon Health & Science University, School of Dentistry

TODAY’S OBJECTIVES

• Understand the importance of interprofessional education and interprofessional collaborative practice
• Recognize the need for core interprofessional competencies
• Review IPEC Core Competencies and four interprofessional competency domains
• Share how one AHC integrated IPEC competencies university-wide
IPEC COMPETENCIES
REPORT OF AN EXPERT PANEL
MAY 2011

inspired by a vision of interprofessional collaborative practice as key to the safe, high quality, accessible, patient-centered care desired by all

https://ipecollaborative.org/Resources.html

GOAL OF INTERPROFESSIONAL LEARNING

To prepare all health professions students for deliberatively working together with the common goal of a safer and better patient-centered and community/population oriented U.S. health care system
DEFINITION: INTERPROFESSIONAL EDUCATION

“When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010)

DEFINITION: INTERPROFESSIONAL COLLABORATIVE PRACTICE

“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)
IPEC CHARGE TO THE EXPERT PANEL

• “recommend a common core set of competencies relevant across the 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”

WHY DO WE NEED CORE COMPETENCIES?

• Coordinate effort across the health professions
• Guide IPE curricular development
• Provide the foundation for a learning continuum
• Promote evaluation and research to strengthen the scholarship in this area
WHY DO WE NEED CORE COMPETENCIES?

- Evaluate the “fit” between IP education and practice needs/demands
- Establish common accreditation standards for IPE
- Align professional licensing and credentialing bodies regarding testing for interprofessional collaborative practice

INTEGRATE & IMPLEMENT THE KNOWLEDGE, SKILLS, AND VALUES/ATTITUDES THAT DEFINE...

**PROFESSIONAL COMPETENCY**

work of a particular health profession applied in specific care contexts

**INTERPROFESSIONAL COMPETENCY**

work together across professions with other health care workers, patients, families and communities to improve health outcomes in specific care contexts
DEVELOPMENT OF THE IPEC COMPETENCIES

- Full panel live meeting
- Full panel conference calls and email
- 4 workgroups
- Iterative integration and refinement

RESOURCES USED IN DEVELOPMENT

- Participating associations’ own competency development efforts
- Work from educational institutions linked to the American Interprofessional Health Collaborative network
- HRSA, Bureau of Health Professions consensus efforts (2010)
- Institutional examples in universities throughout the U.S. and beyond
- Feedback on draft competencies at “Interprofessional Team-based Competencies: Building a Shared Foundation for Education and Clinical Practice (2011)
IOM COMPETENCIES ADAPTED TO IPEC

- Utilize Informatics
- Provide Patient-Centered Care
- Employ Evidence-Based Practice
- Apply Quality Improvement

Work in Interprofessional Teams → Core Competencies

DOMAINS

Community and Population Oriented
- Interprofessional Teamwork and Team-based Practice
- Interprofessional Communication Practice
- Roles and Responsibilities for Collaborative Practice
- Patient and Family Centered

The Learning Continuum pre-licensure through practice trajectory
Interprofessional Education: Building A Framework For Collaboration

FOUR DOMAINS

- **Domain 1**: Values/Ethics for Interprofessional Practice
- **Domain 2**: Roles/Responsibilities
- **Domain 3**: Interprofessional Communication
- **Domain 4**: Teams and Teamwork

**General Competency Statement-VE.**

Work with individuals of other professions to maintain a climate of mutual respect and shared values.
SPECIFIC VALUES/ETHICS COMPETENCIES:

VE1. Place the interests of patients and populations at the center of interprofessional health care delivery.

VE2. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.

VE3. Embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team.

VE4. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.

VE5. Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services.

VE6. Develop a trusting relationship with patients, families, and other team members (CIHC, 2010).

VE7. Demonstrate high standards of ethical conduct and quality of care in one’s contributions to team-based care.

VE8. Manage ethical dilemmas specific to interprofessional patient/ population centered care situations.

VE9. Act with honesty and integrity in relationships with patients, families, and other team members.

VE10. Maintain competence in one’s own profession appropriate to scope of practice.
SPECIFIC VALUES/ETHICS COMPETENCIES:

VE1. Place the interests of patients and populations at the center of interprofessional health care delivery.

General Competency Statement-RR. Use the knowledge of one’s own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.
**Domain 2 • Roles/Responsibilities**

**SPECIFIC ROLES/RESPONSIBILITIES COMPETENCIES:**

RR1. Communicate one’s roles and responsibilities clearly to patients, families, and other professionals.

RR2. Recognize one’s limitations in skills, knowledge, and abilities.

RR3. Engage diverse healthcare professionals who complement one’s own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.

RR4. Explain the roles and responsibilities of other care providers and how the team works together to provide care.

RR5. Use the full scope of knowledge, skills, and abilities of available health professionals and healthcare workers to provide care that is safe, timely, efficient, effective, and equitable.

RR6. Communicate with team members to clarify each member’s responsibility in executing components of a treatment plan or public health intervention.

RR7. Forge interdependent relationships with other professions to improve care and advance learning.

RR8. Engage in continuous professional and interprofessional development to enhance team performance.

RR9. Use unique and complementary abilities of all members of the team to optimize patient care.
RR4. Explain the roles and responsibilities of other care providers and how the team works together to provide care.

General Competency Statement-CC.
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 the treatment of disease.
SPECIFIC INTERPROFESSIONAL COMMUNICATION COMPETENCIES:

CC1. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.

CC2. Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.

CC3. Express one’s knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions.

CC4. Listen actively, and encourage ideas and opinions of other team members.

CC5. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.

CC6. Use respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.

CC7. Recognize how one’s own uniqueness, including experience level, expertise, culture, power, and hierarchy within the healthcare team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships (University of Toronto, 2008).

CC8. Communicate consistently the importance of teamwork in patient-centered and community-focused care.
SPECIFIC INTERPROFESSIONAL COMMUNICATION COMPETENCIES:

CC3. Express one’s knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions.

General Competency Statement-TT.
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.
**SPECIFIC TEAM AND TEAMWORK COMPETENCIES:**

TT1. Describe the process of team development and the roles and practices of effective teams.

TT2. Develop consensus on the ethical principles to guide all aspects of patient care and team work.

TT3. Engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving.

TT4. 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.

TT5. Apply leadership practices that support collaborative practice and team effectiveness.

TT6. Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among healthcare professionals and with patients and families.

TT7. Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.

TT8. Reflect on individual and team performance for individual, as well as team, performance improvement.

TT9. Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.

TT10. Use available evidence to inform effective teamwork and team-based practices.

TT11. Perform effectively on teams and in different team roles in a variety of settings.
SPECIFIC TEAM AND TEAMWORK COMPETENCIES:

**TT1. Describe the process of team development and the roles and practices of effective teams.**
The goal of the OHSU Interprofessional Initiative, launched May 2012, is to prepare all OHSU students for deliberatively and intelligently working together with a common goal of building a safer and more effective patient-centered and community-oriented health care system within Oregon and across the United States, ultimately impacting the health and well-being of populations worldwide.
Interprofessional Education: Building A Framework For Collaboration

IPI GOAL:

To prepare all OHSU students for deliberatively and intelligently working together with a common goal of patient safety and quality, patient-centered care.
Identified opportunities for interprofessional learning, the Steering Committee mapped learning objectives for 8 core academic programs at OHSU:

- SoM: UME, PA
- SoD: DMD
- SoN: Nursing BS, DNP, Nurse Midwifery, MS-Nursing
- CoP: PharmD

The competencies for each program were qualitatively analyzed and coded using emergent theme analysis.

There were more than 250 specific competencies/learning objectives among these programs.

<table>
<thead>
<tr>
<th>COMPETENCY MAPPING PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified opportunities for interprofessional learning, the Steering Committee mapped learning objectives for 8 core academic programs at OHSU:</td>
</tr>
</tbody>
</table>
| **SoM**: UME, PA  
**SoD**: DMD  
**SoN**: Nursing BS, DNP, Nurse Midwifery, MS-Nursing  
**CoP**: PharmD |
| The competencies for each program were qualitatively analyzed and coded using emergent theme analysis. |
| There were more than 250 specific competencies/learning objectives among these programs. |

<table>
<thead>
<tr>
<th>COMPETENCY MAPPING PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOD</strong></td>
</tr>
<tr>
<td>All of our graduates will be able to:</td>
</tr>
<tr>
<td>1. Ethics-Demonstrate an understanding of the concepts of professional ethics, health care principles and a familiarity with the ADA Principles of Ethics and Code of Professional Conduct.</td>
</tr>
<tr>
<td>2. Critical Thinking-Integrate and synthesize information to advance knowledge and skills through critical evaluation of biomedical literature and the application of new science.</td>
</tr>
<tr>
<td>3. Communication-Apply interpersonal and communication skills to effectively care for diverse populations of patients.</td>
</tr>
<tr>
<td><strong>Ethics</strong>: Decision Making; Legal; Professionalism; Professionalism: Conflict of Interest; Professionalism: Integrity</td>
</tr>
<tr>
<td><strong>Evidence Based Practice</strong>: Health Information Technology: Life-Long Learning; Self Assessment;</td>
</tr>
<tr>
<td><strong>Communication</strong>: Communication; Care Transitions, Patient Safety; Cultural Competency; Teamwork</td>
</tr>
</tbody>
</table>
COMPETENCY MAPPING
PROJECT OBJECTIVES

IPE mapping project was an IP group consensus process:
- Created list of key words/phrases common throughout the objectives
- SC member individually assign codes, then vetted with SC
- In process of reconciling differences, recognized need to develop common shared definitions across professions (e.g., patient v. client)
- Iterative process

COMPETENCY MAPPING
PROJECT RESULTS

Opportunities for IP learning across our core academic programs:

- clinical reasoning
- communication
- ethics
- evidence-based practice
- health care systems
- health information technology
- life-long learning/self-assessment
- professionalism
- public health
- science foundation
- procedures
- data gathering skills
- teamwork
COMPETENCY MAPPING
PROJECT

All 8 programs shared learning objectives:

- IPEC core competencies
  1. Values/ethics for interprofessional practice
  2. Roles/responsibilities
  3. Interprofessional communication
  4. Teams and teamwork
- Patient safety
- Quality, patient-centered care

Example of Shared Competency: Patient Safety

**Nursing**
The effective nurse engages in developing system-level initiatives to improve patient safety and to mitigate error.

**Medicine**
Explain a systems approach to assuring patient safety, including methods to improve safety and reduce medical errors. Demonstrate effective attention and communication during transitions of care between members of the health care team.

**Pharmacy**
Ensure that drug products are delivered to patients in a timely, safe and effective manner.
- Prepare prescription labeling appropriate for a drug product.
- Ensure the security of the drug inventory.
- Assess drug orders and prescriptions for potential drug-related problems.
- Design a patient care plan to manage poisonings or drug overdoses commonly seen in the practice environment.
- Detect and address adverse drug reactions and drug interactions and assess their impact on desired therapeutic outcomes.
- Use knowledge of sterile technique to prepare sterile dosage forms or delivery systems.

**Dentistry**
Apply principles of risk management, quality improvement, infection control and radiation safety to patient care.

**Physician Assistant**
Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care.
COMPETENCY DEVELOPMENT ITERATIVE PROCESS

- Draft competencies reviewed by the Advisory Committee
- Revised OHSU competencies reviewed by Curriculum Committees in all academic units and recommendation made to the Steering Committee
- OHSU Core competencies final approval by all groups
- Adopted across all programs

DEVELOPING SHARED COMPETENCIES

250 + learning objectives 10 OHSU Core Competencies
CORE COMPETENCIES

All graduates of OHSU degree programs will be able to...

1. PROFESSIONAL KNOWLEDGE AND SKILLS: Demonstrate competence in the core knowledge, skills, and practices as defined by degree programs and relevant professional licensing and credentialing boards.

2. REASONING AND JUDGMENT: Demonstrate the ability to identify and define problems, critically compare options, make timely decisions or recommendations, identify uncertainties, and use findings to improve outcomes in light of evolving evidence.

3. EVIDENCE-BASED PRACTICE AND RESEARCH: Demonstrate the ability to access, evaluate, and apply relevant science knowledge to support evidence-based health care, disease prevention, health promotion, and discovery.

4. LIFELONG LEARNING: Demonstrate the ability to recognize gaps in knowledge and experience through informed self-assessment and reflective practices, and take actions to address those gaps.

CORE COMPETENCIES

All graduates of OHSU degree programs will be able to...

5. COMMUNICATION: Demonstrate active listening and oral and written communication skills with diverse individuals, communities, and colleagues to ensure effective, culturally appropriate exchange of information.

6. PROFESSIONALISM AND ETHICS: Demonstrate integrity, honesty, knowledge of ethical principles and the standards of professional conduct, and the ability to apply ethical principles in clinical care, research, education, or community service.

7. INTERPROFESSIONAL TEAMWORK: Demonstrate knowledge of team-based professional skills, roles, and responsibilities in order to ensure an environment for safe, efficient, effective, and equitable care and innovative research.

8. SAFETY AND QUALITY IMPROVEMENT: Demonstrate the ability to identify situations that compromise safety, and participate in risk reduction and continuous quality improvement.

9. SYSTEMS: Demonstrate an appropriate understanding of evolving health care systems, health and science policy, and resource allocation in order to optimize human health and scientific discovery.
CORE COMPETENCIES

Additionally, clinical degree programs graduates will be able to.

10. PATIENT/CLIENT-CENTERED CARE: Demonstrate the ability to collaborate with diverse individuals, families, and communities to provide quality care that is respectful of and responsive to their preferences, needs, attitudes, beliefs, and values.

FOUNDATIONS OF INTERPROFESSIONAL PRACTICE AND RESEARCH:
PROFESSIONALISM AND PROFESSIONAL IDENTITY

- Describe the qualities or characteristics important for you to develop and strengthen as a health professional.
- Identify the qualities of a good relationship between a health professional and his or her colleagues.
- Identify the qualities of a good relationship between a health professional and the patient and/or family.
- State what you can contribute to a health care team’s relationship with a patient and/or family, within your professional role.
FOUNDATION OF INTERPROFESSIONAL PRACTICE AND RESEARCH:
PROFESSIONALISM AND PROFESSIONAL IDENTITY

- Articulate team members’ roles and responsibilities
- Demonstrate knowledge of IOM patient safety data
- Choose effective communication tools and techniques to facilitate discussions and interactions that enhance team function
- Communicate with team members confidently, clearly, and with respect to ensure a common understanding of information and care decisions
- Describe the characteristics of effective teams and teamwork
- Effectively apply teamwork skills and situational awareness for problem-solving
**IPE CURRICULUM**

- 4 IPE days for Foundation Curriculum
- **Common threads:**
  - Communication
  - Professionalism and Ethics
  - Interprofessional Teamwork
  - Safety and Quality Improvement
- **Foundations of Interprofessional Practice and Research:**
  - Values and Ethics
  - Patient Safety and Team Training

---

**IPE CURRICULUM**

- Expansion in IPE electives and dedicated curricular time
- **IPE-CP pilot programs and Interprofessional Care Access Network (I-CAN)**
- **On the horizon:** Preparing OHSU graduates for Oregon's evolving interprofessional healthcare workforce for collaborative practice in Coordinated Care Organizations (CCO) and health systems worldwide.
KEY CHALLENGES IDENTIFIED BY THE IPEC EXPERT PANEL –

**HOW DID OHSU DO?**

- Institutional level challenges
- Lack of institutional collaborators
- Practical issues (e.g., schedules & calendars)
- Faculty development issues
- Assessment issues
- Communication
- Culture change

OHSU Collaborative Life Sciences Building

Move in starts June 23
THANK YOU