

Leveling the IPEC Competencies: A Blueprint for Planning Interprofessional Education

**Cara A. Busenhart, PhD, CNM, APRN
University of Kansas School of Nursing**

WARNING: Hard Hats Required

Change is hard.

Curriculum revision is even harder.

And now we ask for collaboration
across professions—different curricula,
different schedules, different
accrediting bodies



Problem and Significance

- Dynamic changes in the healthcare system and increasingly complex patient care needs = FOCUS ON QUALITY
- Redesign of health professions education
- Competency-based education within health care professions education
- Designing appropriate, leveled education for different learners using a developmental approach

BACKGROUND

Laying Our Foundation

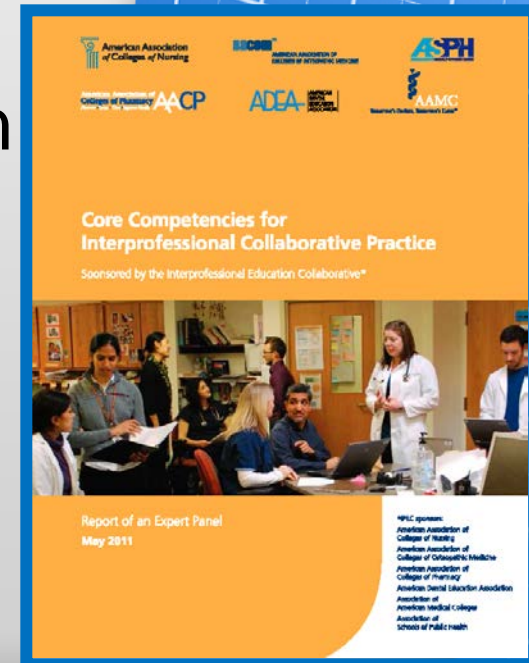
- IPEC Competencies
- Competency-based Education
- Leveling



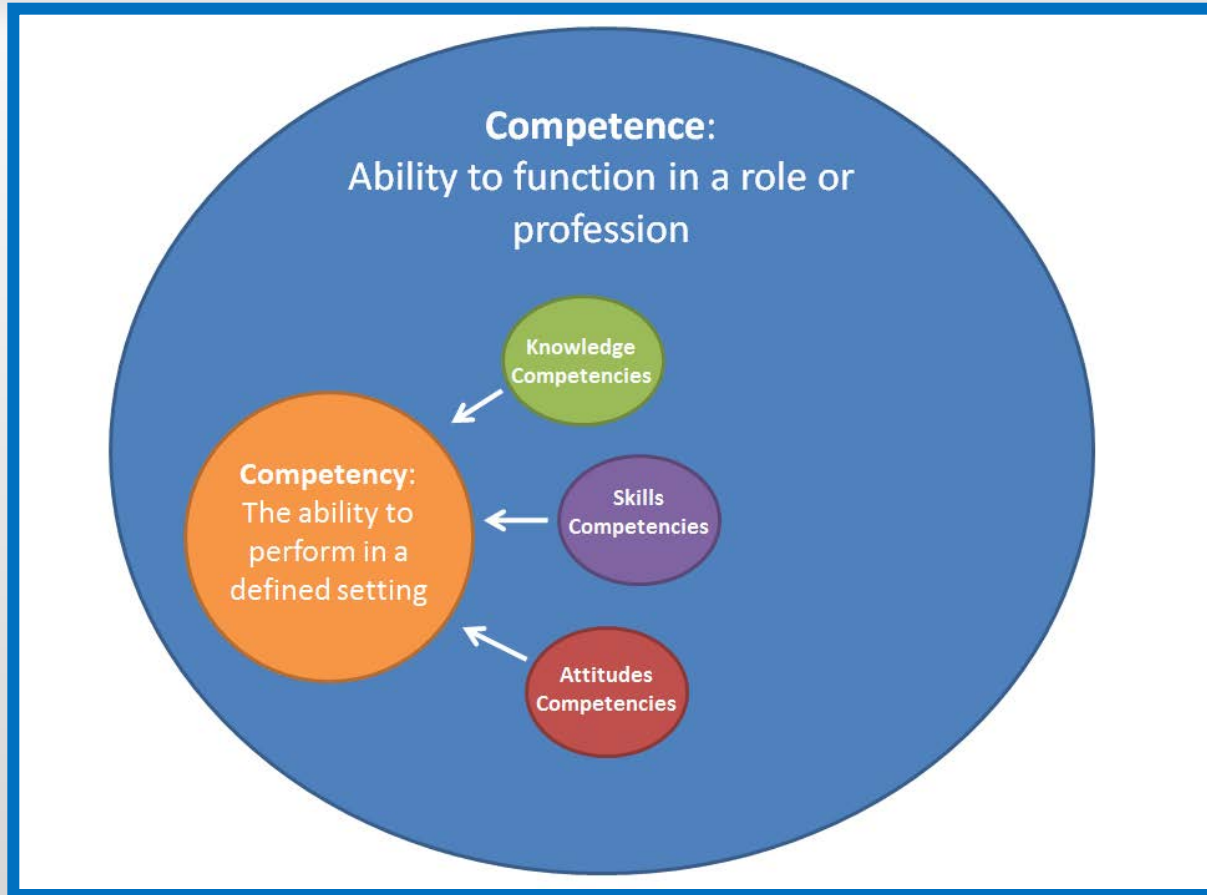
IPEC Competencies

- 39 competencies across
- Four Competency Domains
 - Values and Ethics
 - Roles and Responsibilities
 - Interprofessional Communication
 - Teams and Teamwork

Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.



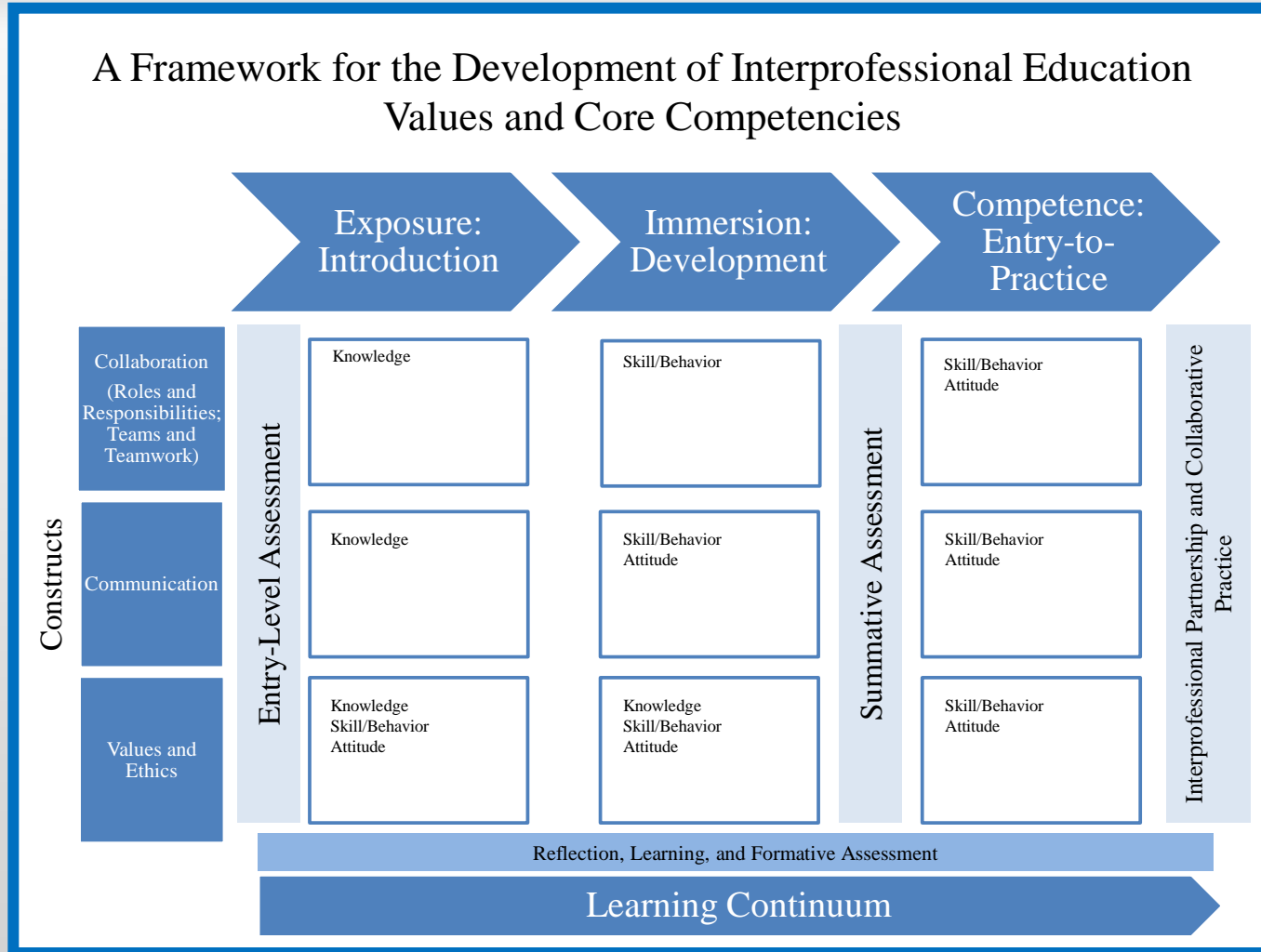
Competency-Based Education



Pictorial display of competence, competency, and competencies. Knowledge, skill, and attitude competencies combine to provide a health care professional competency in a given situation or defined setting. Competence, then, is an overarching concept that includes the ability to fully function in a role or profession, regardless of the situation or setting.

Conceptual Framework

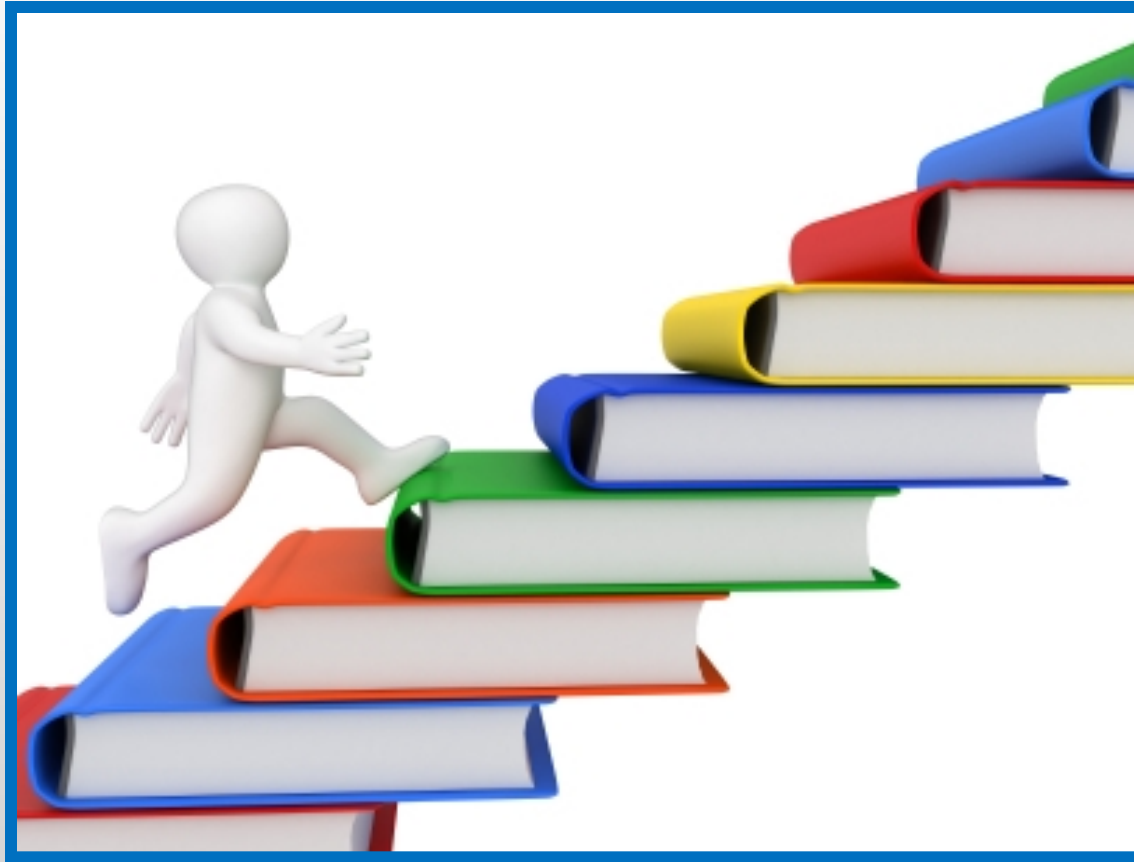
A Framework for the Development of Interprofessional Education Values and Core Competencies



Designing Learning Opportunities

- Matching diverse students at different levels of education (Poirier & Wilhelm, 2013)
- Placing learners in appropriate learning endeavors that they find relevant to practice (Greidanus, King, LoVerso, & Ansell, 2013; Oandason & Reeves, 2005)
- Repeated IPE exposure, with an emphasis on developmental progression, is valuable in preparing learners for effective teamwork and communication (Doll et al., 2013; Engum & Jeffries, 2012; Greidanus et al., 2013; Ruebling et al., 2009)

Leveling



Leveling

- The placement of learning content and/or competencies at the appropriate stage of learning for all students, i.e. “leveled learning experiences, focused on engaging students in the right activity for the right purpose at the right time” (Barton, Armstrong, Preheim, Gelmon, & Andrus, 2009, p. 314)

RESEARCH

Purpose

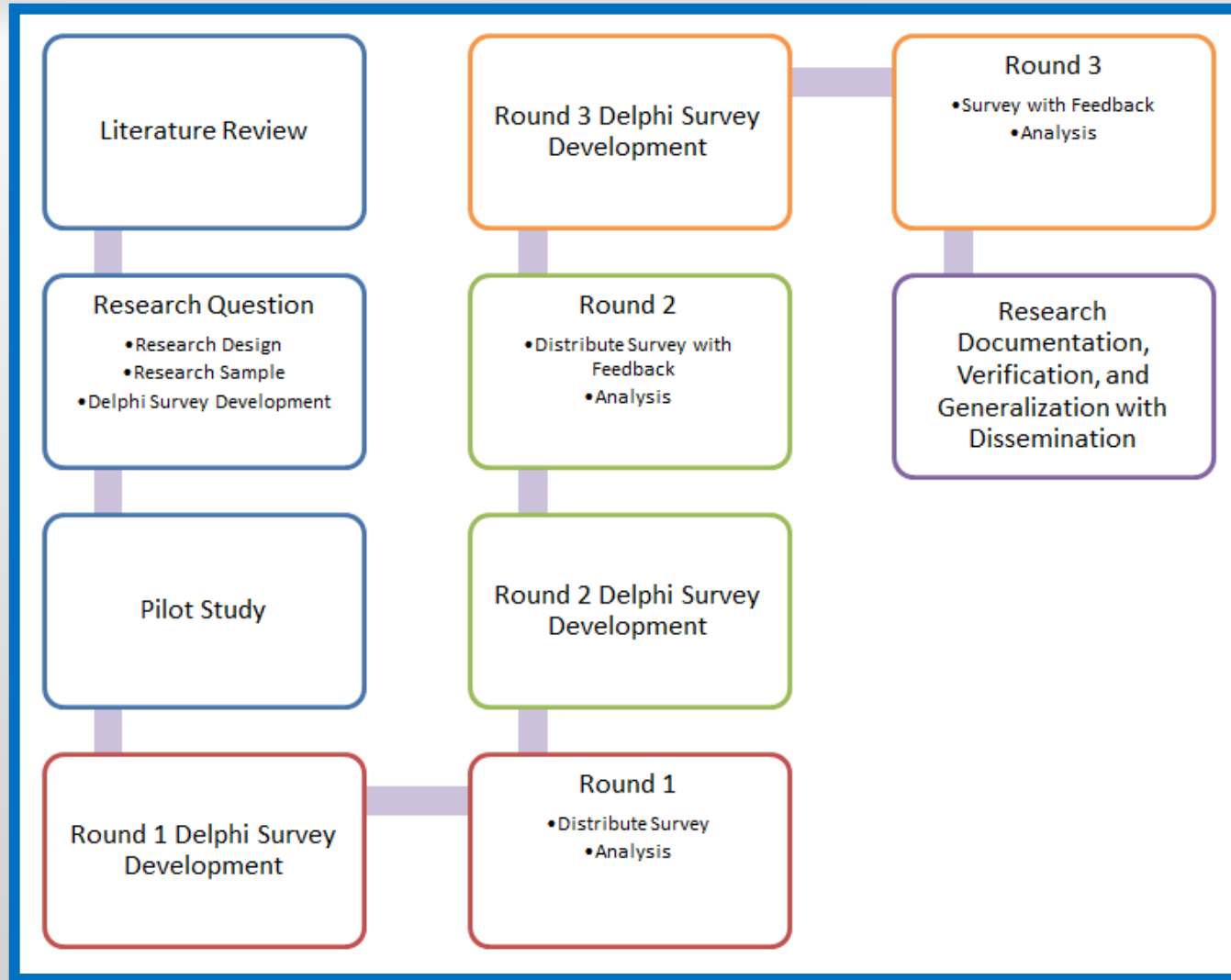
- To gain consensus of interprofessional education experts on the leveling of IPE competencies for health care learners
- To provide a blueprint, utilizing a developmental approach, for planned, leveled IPE learning experiences

Methods

Modified Delphi Method

- Structured surveys to achieve consensus
- Purposive sample of experts
- Decisions
 - Sample selection and size
 - Level of consensus
 - Response rate

Round and Round We Go...



For each of the competencies listed below in the Values and Ethics Competency Domain, please indicate which level of learner is most appropriate.

Where in the curriculum should this competency be emphasized for learners?

- At the beginning phase of their program?
- At the intermediate phase of their program?
- At the advanced phase of their program?

Competency	Appropriate Level of Learning		
	Beginning	Intermediate	Advanced
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.			
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.			

Methods

- Spring/Summer 2014
- Expert participants were recruited from:
 - Interprofessional Education Collaborative (IPEC) Expert Panel
 - MedEdPORTAL®-IPEC Advisory Committee
 - National Advisory Council for the National Center for Interprofessional Practice and Education
- 3 Rounds Completed

Results

- 39 total competencies
- Round 1
 - 16 competencies achieved consensus
- Round 2
 - ADDITIONAL 18 competencies achieved consensus
- Round 3
 - 4 of the REMAINING 5 competencies achieved consensus

Beginning Level

Beginning Level Interprofessional Education Competencies

Competency	% Agreement	Round in Which Consensus was Reached
VE1. Place the interests of patients and populations at the center of interprofessional health care delivery.	78.6	1
VE2. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.	85.7	1
VE3. Embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team.	85.7	2
VE4. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.	71.4	1
VE7. Demonstrate high standards of ethical conduct and quality of care in one's contributions to team-based care.	85.7	2
VE9. Act with honesty and integrity in relationships with patients, families, and other team members.	100.0	1
RR1. Communicate one's roles and responsibilities clearly to patients, families, and other professionals.	85.7	2
RR2. Recognize one's limitations in skills, knowledge, and abilities.	100.0	2
CC4. Listen actively, and encourage ideas and opinions of other team members.	73.3	1
CC6. Use respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.	85.77	2
TT1. Describe the process of team development and the roles and practices of effective teams.	80.0	1
TT8. Reflect on individual and team performance for individual, as well as team, performance improvement.	85.7	2

Intermediate

Intermediate Level Interprofessional Education Competencies

Competency	% Agreement	Round in Which Consensus was Reached
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.	85.7	2
RR4. Explain the roles and responsibilities of other care providers and how the team works together to provide care.	71.4	1
RR6. Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention.	71.4	1
CC1. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.	71.4	2
CC2. Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.	73.3	1
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.	66.7	1
CC5. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.	78.6	3
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.	85.7	2
CC9. Communicate consistently the value of high functioning teams in patient- centered and community-focused care	66.7	1

Competency	% Agreement	Round in Which Consensus was Reached
TT3. Engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving.	66.7	1
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.	66.7	1
TT10. Use available evidence to inform effective teamwork and team-based practices.	80.0	1
TT11. Perform effectively on teams and in different team roles in a variety of settings.	78.6	2

Advanced

Advanced Level Interprofessional Education Competencies

Competency	% Agreement	Round in Which Consensus was Reached
VE8. Manage ethical dilemmas specific to interprofessional patient/population centered care situations.	71.4	3
VE10. Maintain competence in one's own profession appropriate to scope of practice.	71.4	2
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 need.	71.4	1
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.	85.7	2
RR7. Create purposeful interdependent relationships with other professions to improve care and advance learning.	85.7	2
RR8. Engage in continuous professional and interprofessional development to enhance team performance.	92.9	2
RR9. Use unique and complementary abilities of all members of the team to optimize patient care.	71.4	2
TT2. Develop consensus on the ethical principles to guide all aspects of patient care and team work.	85.7	3
TT5. Apply leadership practices that support collaborative practice and team effectiveness.	100.0	2
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.	92.9	3
TT7. Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.	71.4	2
TT9. Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.	78.6	2
TT12. Serve as a leader and catalyst to transform interprofessional based team care.	86.7	1

Conclusions

- (almost) All competencies were “leveled”
- Twelve of the IPE competencies were selected for beginning level learners
 - each of the four competency domains is represented in the beginning level of learning
- For the intermediate level of learning, 13 IPE competencies were identified
 - represent each of the four competency domains
- The advanced level of learning contains 13 IPE competencies
 - represents the Values and Ethics, Roles and Responsibilities, and Teams and Teamwork competency domains

Next Steps

- Dissemination of findings
- Future research:
 - What does a beginning, intermediate, or advanced learner look like? Is it different for each profession?
 - How do we integrate these IPE competencies with individual professional competencies? Specialty competencies?
 - How is competency determined?

Let's Break Ground



Application Exercises

- 1st year graduate nursing students (APRN) + 1st year undergraduate nursing students + 1st year medical students + 1st year physical therapy students in a classroom activity related to TeamSTEPPs standardized communication strategies

Application Exercises

- 2nd year graduate nurse-midwifery students + OB clerkship medical students + 2nd year graduate nurse anesthesia students + OB residents in a shoulder dystocia simulation in the Clinical Skills Lab

Application Exercises

- 3rd year graduate nursing students (APRN) + Family Medicine residents + clerkship medical students in an interprofessional teaching clinic that provides comprehensive perinatal care and newborn care for low-income families in an urban setting

Questions

Cara A. Busenhardt, PhD, CNM
University of Kansas School of
Nursing

cbusenhardt@kumc.edu

(913) 588-3354

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