

# Developing Core Competencies for Interprofessional Integrative Healthcare Education: **An Example from Pharmacy Education and Practice**

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NATIONAL CENTER FOR INTEGRATIVE PRIMARY HEALTHCARE

# Objectives

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- Introduce the National Center for Integrative Primary Healthcare (NCIPH) and our goals
- Discuss the development of the Integrative Health (IH) Core Competencies by the Interprofessional Leadership Team
- Present the IH Core Competencies for Primary Healthcare and review Pharmacy-specific IH Sub-competencies
- Preview the Foundations in IH Course
- Describe the next steps for NCIPH

# National Center for Integrative Primary Healthcare (NCIPH)

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# NCIPH

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The Arizona Center for Integrative Medicine (AzCIM) and the Academic Consortium for Integrative Medicine & Health (The Consortium) in cooperation with the Health Resources and Services Administration (HRSA)<sup>1</sup> created the **National Center for Integrative Primary Healthcare (NCIPH)**.

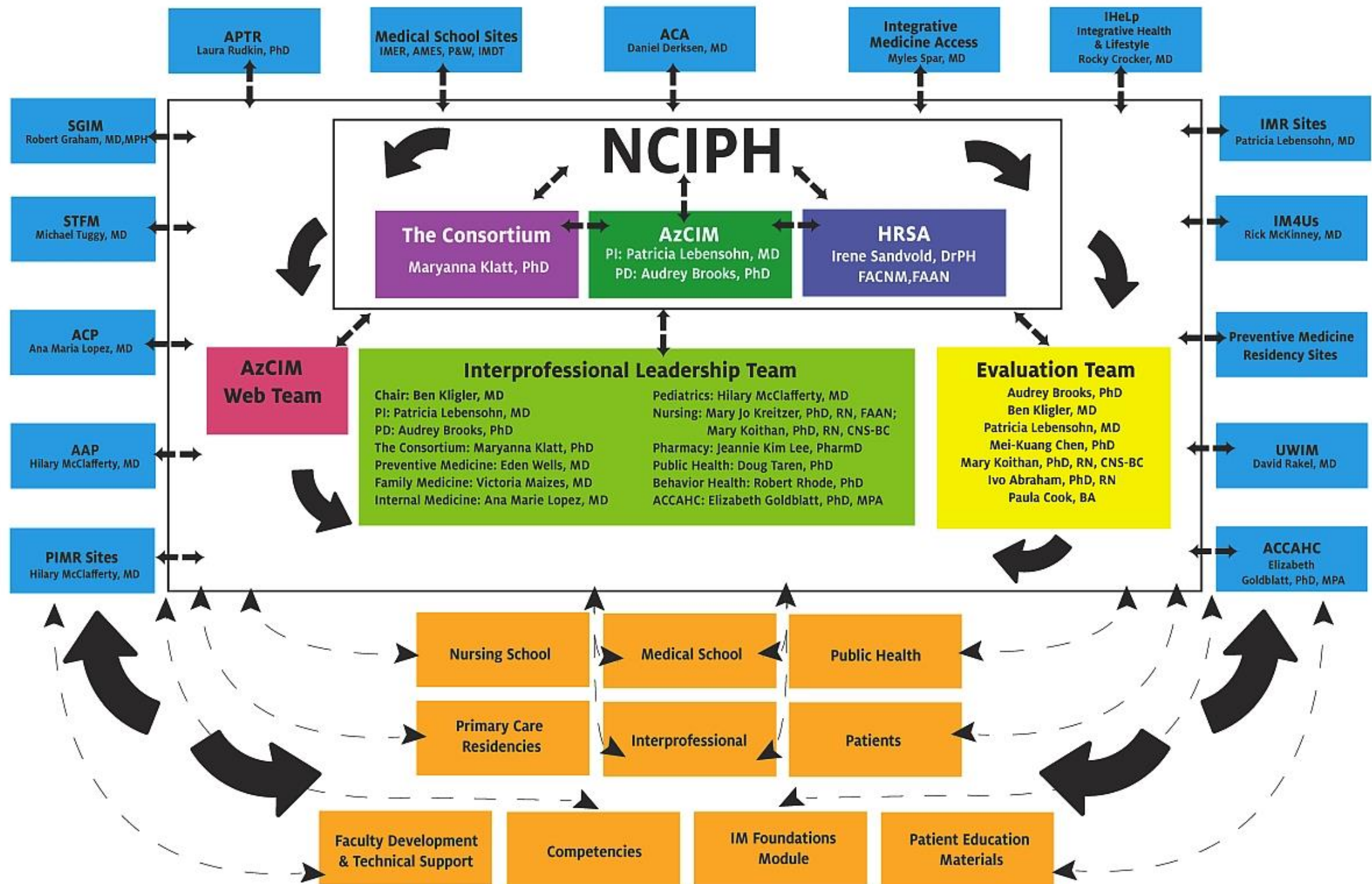
<sup>1</sup> “This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number UE1HP27710, Integrative Medicine: Empowering Communities through Interprofessional Primary Care Teams for \$1,699,998. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.”

# NCIPH Goals

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- Establish a national interprofessional leadership team (InPLT)
- Develop core Integrative Health (IH) competencies for interprofessional primary care teams
- Develop a 45-hour interprofessional IH online curriculum for primary care educational programs – *Foundations in Integrative Health*  
**Target date: Jan 2016**
- Create an accessible and interactive online infrastructure
- Develop IH patient education material and facilitate access to IH practitioners





# Interprofessional Leadership Team (InPLT)

**Chair:** Ben Kligler, MD, MPH

**PI:** Patricia Lebensohn, MD

**Project Director:** Audrey Brooks, PhD

**The Consortium:** Maryanna Klatt, PhD, RYT

**Preventive Medicine:**

Eden Wells, MD, MPH, FACPM

Asim Jani, MD, MPH, FACP

**Family Medicine:** Victoria Maizes, MD

**Internal Medicine:** Ana Marie Lopez, MD,  
MPH, FACP

**Pediatrics:** Hilary McClafferty, MD

**Nursing:**

Mary Jo Kreitzer, PhD, RN, FAAN

Mary S. Koithan, PhD, RN, CNS-BC, FAAN

**Pharmacy:** Jeannie K Lee, PharmD, BCPS, CGP

**Public Health:** Doug Taren, PhD

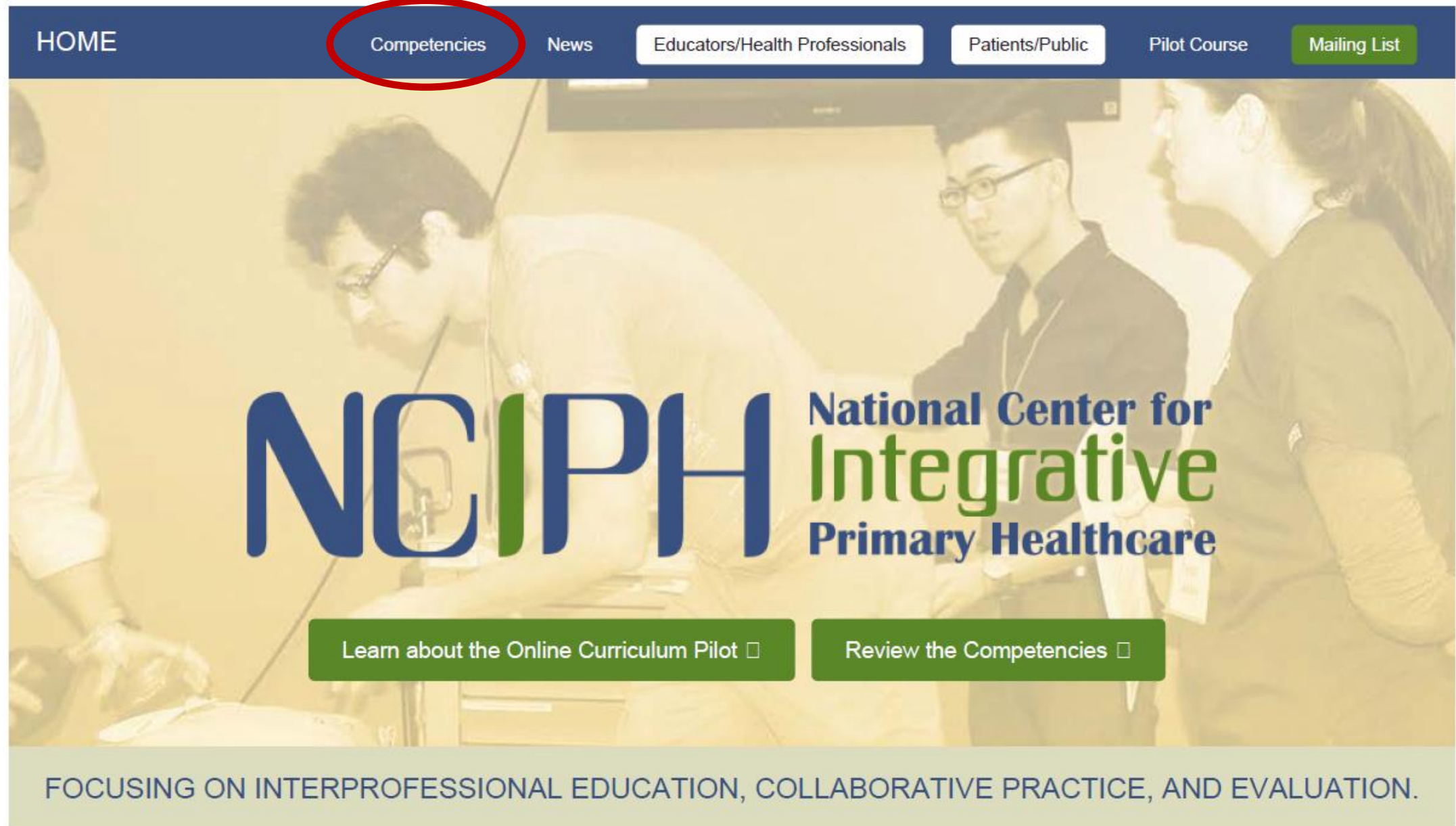
**Behavioral Health:** Robert Rhode, PhD

**Academic Consortium for Complementary & Alternative Health Care (ACCAHC):**

Elizabeth Goldblatt, PhD, MPA/HA

**HRSA Project Officer:** Irene Sandvold, DrPH,  
FACNM, FAAN

<http://nciph.org/>



The image shows the homepage of the National Center for Integrative Primary Healthcare (NCIPH). The website has a dark blue header with a navigation menu. The 'Competencies' link is highlighted with a red circle. Below the header is a large banner image showing three healthcare professionals in a clinical setting. The NCIPH logo is prominently displayed in the center of the banner, with the text 'National Center for Integrative Primary Healthcare' to its right. Below the logo are two green buttons: 'Learn about the Online Curriculum Pilot' and 'Review the Competencies'. At the bottom of the page, a light green bar contains the text 'FOCUSING ON INTERPROFESSIONAL EDUCATION, COLLABORATIVE PRACTICE, AND EVALUATION.'

HOME Competencies News Educators/Health Professionals Patients/Public Pilot Course Mailing List

**NCIPH** National Center for  
**Integrative**  
**Primary Healthcare**

Learn about the Online Curriculum Pilot ☐ Review the Competencies ☐

FOCUSING ON INTERPROFESSIONAL EDUCATION, COLLABORATIVE PRACTICE, AND EVALUATION.



# Integrative Health Competencies for Primary Care Professionals

1. Practice patient-centered and relationship-based care.
2. Obtain a comprehensive health history which includes mind-body-spirit, nutrition, and the use of conventional, complementary and integrative therapies and disciplines.
3. Collaborate with individuals and families to develop a personalized plan of care to promote health and well-being which incorporates integrative approaches including lifestyle counseling and the use of mind-body strategies.
4. Demonstrate skills in utilizing the evidence as it pertains to integrative healthcare.
5. Demonstrate knowledge about the major conventional, complementary and integrative health professions.
6. Facilitate behavior change in individuals, families and communities.
7. Work effectively as a member of an interprofessional team.
8. Engage in personal behaviors and self-care practices that promote optimal health and wellbeing.
9. Incorporate integrative healthcare into community settings and into the healthcare system at large.
10. Incorporate ethical standards of practice into all interactions with individuals, organizations and communities.

## Competency Development

The [Interprofessional Leadership Team \(InPLT\)](#) has developed a set of 10 meta-competencies to guide curriculum development. Using the meta-competencies as a guide, InPLT representatives in coordination with primary healthcare professionals are developing specific competencies for these disciplines:

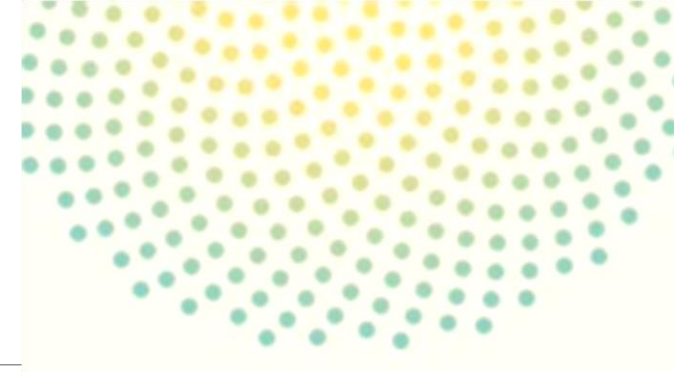
- Family Medicine
- Internal Medicine
- Pediatrics
- Preventive Medicine
- Nursing
- Pharmacy
- Public Health
- Physician Assistants
- Behavioral Health
- Acupuncture and Oriental Medicine
- Chiropractic
- Naturopathic Medicine

We would appreciate your feedback on the profession-specific competencies. Please [contact us](#) if you are interested in reviewing the specific competencies for your profession.

1. Practice **patient-centered and relationship-based care**.
2. Obtain a **comprehensive health history** which includes mind-body-spirit, nutrition, and the use of conventional, complementary and integrative therapies and disciplines
3. Collaborate with individuals and families to develop a **personalized plan of care** to promote health and well-being which incorporates integrative approaches including lifestyle counseling and the use of mind-body strategies.
4. Demonstrate skills in utilizing the **evidence as it pertains to integrative healthcare**.
5. Demonstrate **knowledge about the major conventional, complementary and integrative health professions**.
6. Facilitate **behavior change** in individuals, families and communities.
7. Work effectively as a member of an **interprofessional team**.
8. Engage in personal behaviors and **self-care** practices that promote optimal health and wellbeing.
9. **Incorporate integrative healthcare** into community settings and into the healthcare system at large.
10. Incorporate **ethical standards** of practice into all interactions with individuals, organizations and communities.

# Sub-competencies

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## Primary Care Residencies:

- Family Medicine
- Internal Medicine
- Pediatrics
- Preventive Medicine

Nursing

**Pharmacy**

Public Health

## Licensed CAM Programs

- Acupuncture and Oriental Medicine
- Chiropractic
- Naturopathic Medicine

Behavioral Health

Physician Assistants

# Sub-competencies – Pharmacy

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## 1. Practice patient-centered and relationship-based care.

- Provide care that is **person-centered and relationship-based**.
- Demonstrate respect and understanding for **patients' interpretations** of health, disease, and illness that are based upon their **cultural beliefs and practices**.
- Employ motivational interviewing and effective educational strategies that encourage **patient engagement** in symptom and disease **self-management** and strategies that improve **whole person wellbeing**.

# Sub-competencies – Pharmacy

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**2. Obtain a comprehensive health history which includes mind-body-spirit, nutrition, and the use of conventional, complementary and integrative therapies and disciplines.**

- Demonstrate **patient-centered history taking** that includes physical, nutritional, social, economic, emotional, mental, environmental, and spiritual aspects of health and wellbeing that includes inquiry of **conventional and complementary approaches**.
- Perform integrative health-related patient assessment that includes **preventive, pharmaceutical, nutritional, behavioral, social, economic, cultural, environmental and spiritually-relevant** determinants.



# Sub-competencies – Pharmacy

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**3. Collaborate with individuals and families to develop a personalized plan of care to promote health and well-being which incorporates integrative approaches including lifestyle counseling and the use of mind-body strategies.**

- Collaborate with patients and care partners in conducting a health screening and management plan for disease prevention and treatment using conventional, complementary and integrative therapies when indicated.
- Demonstrate the required knowledge and skills to incorporate integrative health-based self-care and self-management principles into practice settings.
- Educate patients and communities in health promotion and disease prevention.

# Sub-competencies – Pharmacy

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## 4. Demonstrate skills in utilizing the evidence as it pertains to integrative healthcare.

- Evaluate the strengths and limitations of **evidence-based** conventional, complementary and integrative healthcare approaches and translation into patient care.
- Use evidence-based conventional, complementary and integrative **healthcare resources** at the point of care for prevention and treatment.

# Sub-competencies – Pharmacy

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## 5. Demonstrate knowledge about the major conventional, complementary and integrative health professions.

- Demonstrate a basic **knowledge of the standards, training, credentialing, expertise, knowledge and skills** of conventional, complementary and integrative health professionals to promote optimal interprofessional collaboration.
- Describe **common integrative therapies**, including their history, proposed mechanisms, dose/potency and duration, safety and efficacy profiles, contraindications, and patterns of use.

# Sub-competencies – Pharmacy

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## 6. Facilitate behavior change in individuals, families and communities.

- Facilitate **health behavior changes** in patients, care partners and communities using an integrative health approach.
- Implement **person-centered shared decision making** that potentially includes integrative healthcare.

# Sub-competencies – Pharmacy

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## 7. Work effectively as a member of an interprofessional team.

- Engage **diverse health professionals** who complement pharmacists' expertise to develop strategies to meet specific patient, care partners and community health needs.
- Demonstrate **respect** for diverse conventional, complementary and integrative professionals who share in the care of patients.
- Identify differences among **diverse health systems and models** used by conventional, complementary and integrative professionals.
- Participate in professional and **interprofessional development** that improves **team performance and quality of care** while ensuring that care is delivered safely, effectively, and efficiently.



# Sub-competencies – Pharmacy

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- 8. Engage in personal behaviors and self-care practices that promote optimal health and wellbeing.**
- Demonstrate **personal behaviors and self-care** practices that reflect optimal health and wellbeing.

# Sub-competencies – Pharmacy

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**9. Incorporate integrative healthcare into community settings and into the healthcare system at large.**

- Effectively coordinate **care across the healthcare continuum** to **manage transitions** that minimize costs and risks of patients, care partners and communities.
- Describe different **reimbursement models** and their impact on patient access to prevention and treatment.

# Sub-competencies – Pharmacy

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**10. Incorporate ethical standards of practice into all interactions with individuals, organizations and communities.**

- Use **ethical standards** of practice in all interactions with patients, care partners, interprofessional team members, health systems and communities.

# Needs Assessment Survey

Educational Program	N	%
Licensed CAM Education Program	168	39.8%
Primary Care Residency	113	26.8%
Nursing	37	8.8%
Pharmacy	36	8.6%
Public Health	22	5.2%
Other	20	4.8%
Behavioral Health	12	2.9%
Midwifery	8	1.9%
Physician Assistant Program	6	1.4%
<b>Total</b>	<b>422</b>	<b>100</b>

## Licensed CAM Programs:

- AOM n=62; 36.9%
- DC n=54; 32.1%
- ND n=20; 11.9%
- LMT n=20; 11.9%
- Other n=12; 7.2%

## Primary Care Residencies:

- Family Medicine n=58; 51%
- Pediatrics n=29; 26%
- Internal Medicine n=18; 16%
- Preventive Medicine n=7; 6%
- Other Residency n=5; 4%

# Offer IM/IH Content in Curriculum:

Item/Response	N	%
<b>IM/IH content in your curriculum?</b>		
Yes	229	56.5%
No	176	43.5%
<b>Total</b>	<b>405</b>	<b>100%</b>
<b>IM/IH content you offer is sufficient?</b>		
Yes	42	20.6%
No	122	59.8%
Not sure	40	19.6%
<b>Total</b>	<b>204</b>	<b>100%</b>

Formats you currently offer	N	% of 203
Incorporated throughout the curriculum (covered consistently)	116	57.1%
Interprofessional team training	73	36.0%
An IM/IH course/elective	66	32.5%
1-3 lectures per year	51	25.1%
More than 4 lectures per year	51	25.1%
Other	23	11.3%
IM/IH track	19	9.4%
IM/IH program	11	5.4%
IM/IH minor	6	3.0%



# Important to Cover in IM/IH Course

Area	Mean	Area	Mean
<b>Practitioner-patient communication</b>	<b>4.75</b>	Environmental Medicine	3.98
<b>Patient-centered care</b>	<b>4.75</b>	Traditional healing practices for cultural competence	3.93
<b>Nutrition and diet</b>	<b>4.74</b>	Acupuncture/Traditional Chinese Medicine	3.87
<b>Behavior change/Patient motivation</b>	<b>4.73</b>	Botanicals	3.79
<b>Physical activity/exercise</b>	<b>4.66</b>	Manual medicine	3.74
<b>Lifestyle counseling</b>	<b>4.65</b>	Whole systems CAM practices, e.g., Ayurveda	3.69
Stress management	4.61	Spirituality	3.67
Practitioner wellness/self-care	4.44	Naturopathic Medicine	3.64
Vitamins and dietary supplements	4.17	Energy medicine	3.31
Mind-body techniques; eg hypnosis, meditation	4.09		

Scale: 1-not at all important to 5-very important N=422

# Foundations in IH Course

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45 Hours of online content

- IH competencies
- Needs assessment results
- Content areas/curriculum priorities
- Curriculum development discussions/draft content from Summit

# Foundations in IH Course - Units

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- Introduction to Integrative Health in Primary Care
- Addressing Patients through an Integrative Lens in Primary Care
- Integrative Interventions
- Prevention and Lifestyle Behaviors/Motivational Interviewing
- Integrative Healthcare in Community Settings & Systems at Large
- Provider Well-being
- Final Reflection/Bringing it Home

# Foundations in IH Course - Timeline

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**Pilot Site Recruitment: NOW!**

Course Available: January 2016

Pilot Test: January – August 2016

Analyze Evaluation Data: September – November 2016

Revise Course: December – February 2017

Course available online free of charge: March – August 2017  
(the end of the grant period)



# Become a Pilot Site

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## Benefits

- Early access to the course
- Provide feedback to refine the public version

## Requirements

- Open to Primary Care Educational Programs
- Residency training, graduate degree
- Enroll all program students or offer track (no minimum #)
- Faculty can take course
- Memorandum of understanding outlining participation





<http://nciph.org/>

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Will house:

- Newsletters
- IH curricula
- Best IH practices for primary healthcare professions
- Links to partner organizations and IH resources for healthcare professionals
- Patient Resources



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