

Defining the Behaviors of Interprofessional Competency

Alan Dow, MD, MSHA & Kelly Lockeman, PhD • Virginia Commonwealth University

Josette Rivera, MD • University of California San Francisco

Rebecca Wilson, PhD, MSN • University of Utah



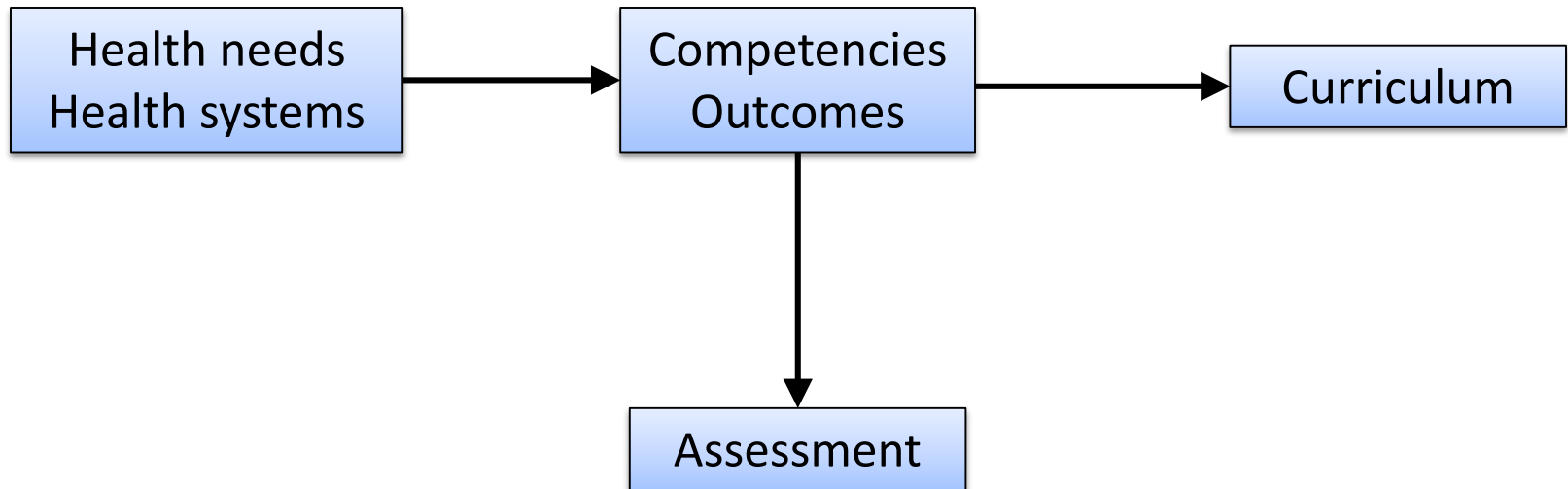
Objectives

- Define some behaviors of competent interprofessional team members
- Apply these insights on interprofessional behaviors to crafting curriculum
- Discuss approaches to assessing interprofessional behaviors

Agenda

- Competency-based education and Utah outcomes – Rebecca (10 mins)
- Digging Deeper: Delphi-informed UCSF outcomes and curriculum – Josette (10 mins)
- Group activity: Defining the behaviors of interprofessional competence – Alan (40 mins)
- Developmental objective framework and application: VCU – Kelly (15 mins)
- Discussion – all (15 mins)

Competency-based Education Model



(Frenk et al., 2010)

Interprofessional Collaborative Practice Competencies

Values/
Ethics
(n = 10)

Roles/
Responsibilities
(n = 9)

Inter-
professional
Communication
(n = 8)

Teams and
Teamwork
(n = 11)

(Interprofessional Education Collaborative Expert Panel, 2011)

Defining Program Outcomes: University of Utah

- Process
 - Collected statements from program accreditation documents
 - Reviewed for themes and language
 - Selected the verbiage from the Entrustable Professional Activities (AAMC)
 - Polled anonymously about which to include/exclude and rationale
 - Developed consensus at workgroup meeting

Defining Program Outcomes:

University of Utah

- Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust. (V&E)
- 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. (R&R)
- Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations. (C)
- Work effectively with others as a member or leader of a health care team or other professional group. (T&TW)

Graduation Milestones: UCSF

1. Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust
2. Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served
3. Communicate with other health professionals in a responsive and responsible manner that supports a collaborative approach to the maintenance of health and the treatment of disease in individual patients and populations

Modified Delphi Survey

- Goal to develop consensus on content/timing for a new curriculum with focus on systems &IPE content
- Survey items from lit search, curricular review of other institutions, local educational leaders
- Surveyed local educators, practitioners, trainees
- Round 1 – early May 2014 – 23 respondents
- Round 2 – late May 2014 – 35 respondents

Digging Deeper: Modified Delphi Results

- Early:
 - Describe principles of effective team-based healthcare (including role in quality and safety)
 - Identify roles of different team members (including training and scope of practice)
 - How to effectively communicate with other healthcare providers using specific tools and strategies

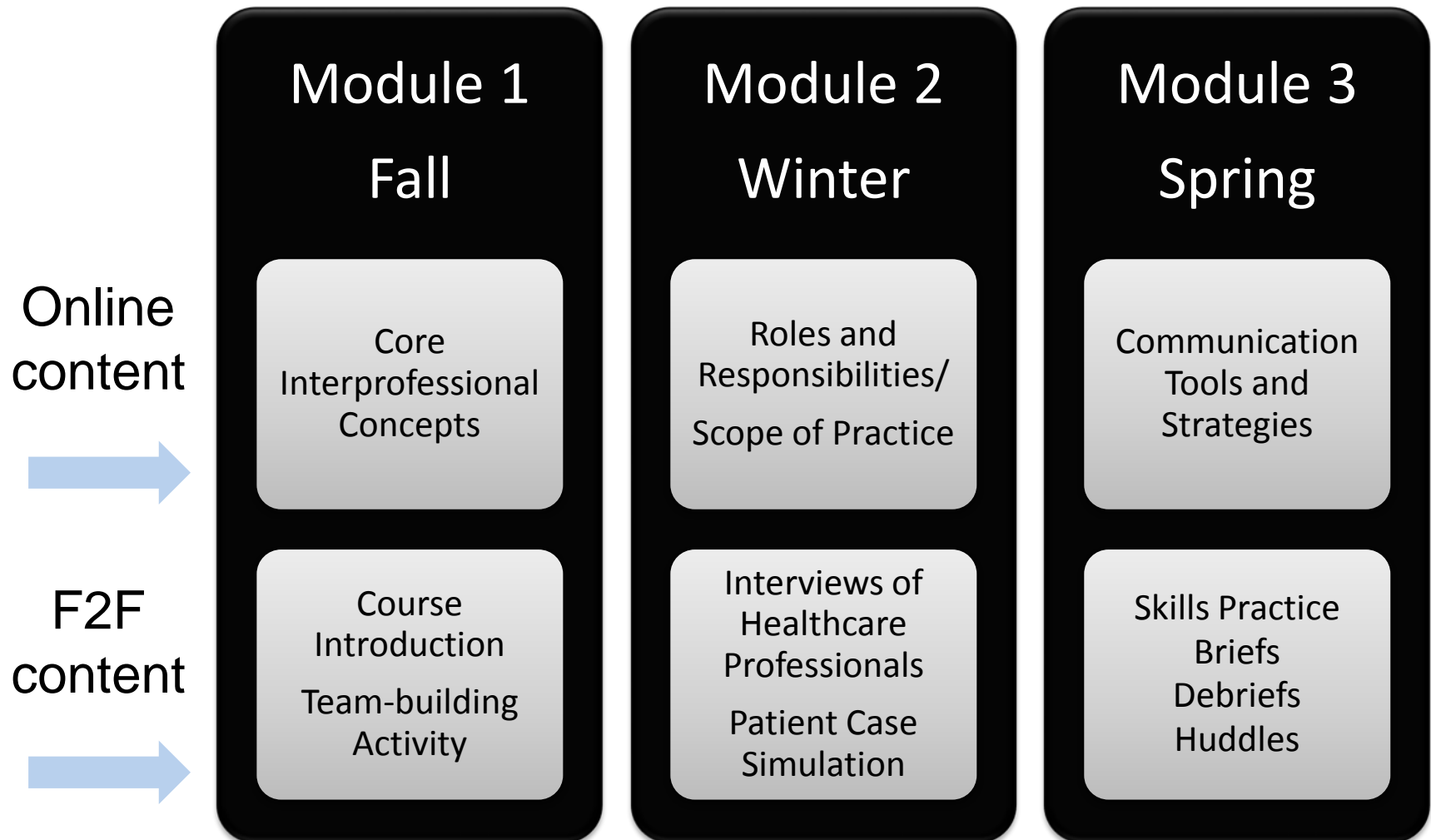
Digging Deeper:

Modified Delphi Results

- Later:
 - How to effectively manage and negotiate challenges and conflict that arise on a team
- No consensus:
 - Describe barriers to effective team functioning
 - Describe the role of patient/family on the healthcare team
 - Describe general principles of leadership and followership
 - How to give feedback to team members

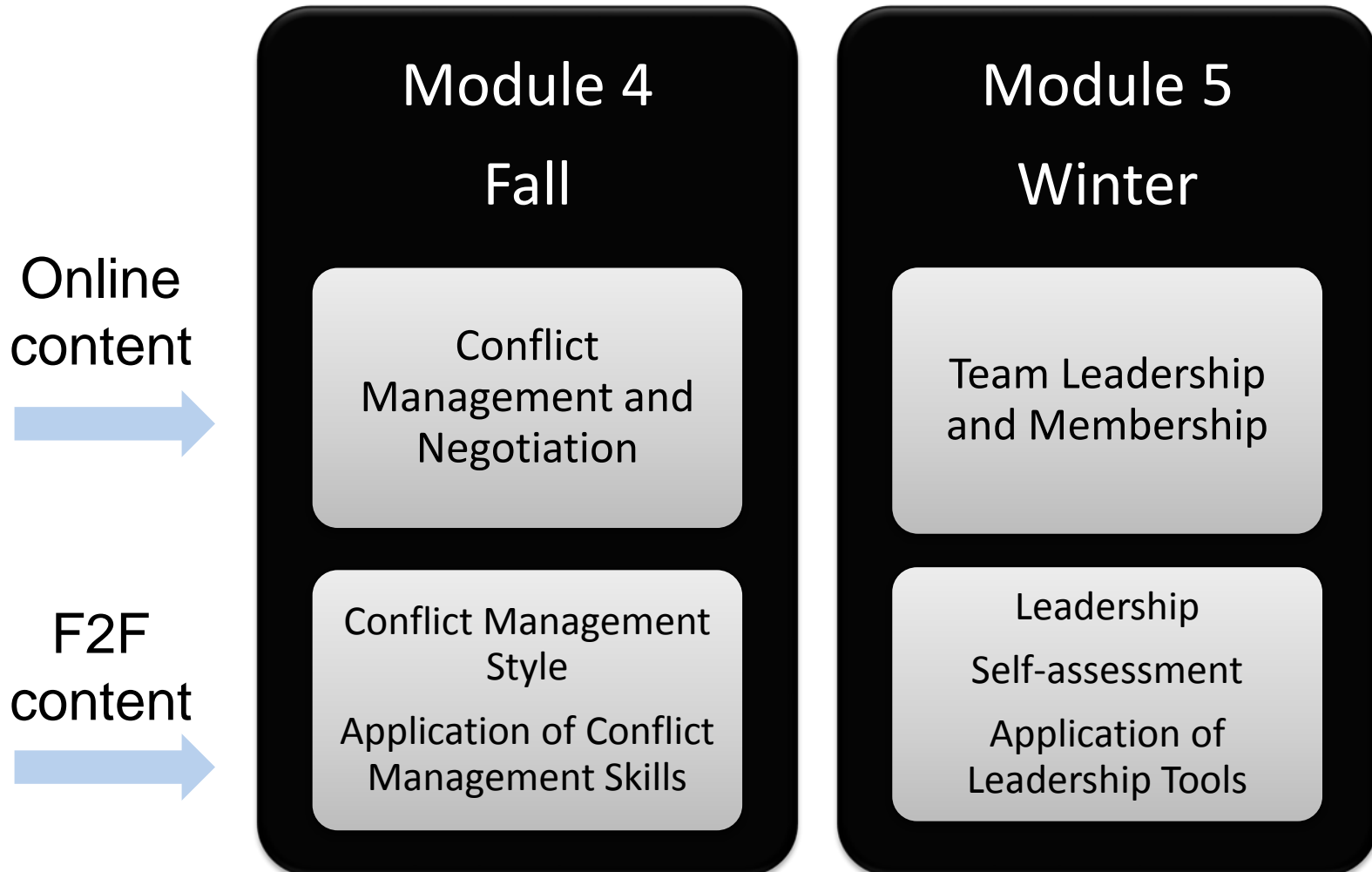
Application of Delphi Results:

Core Principles of Interprofessional Practice Year 1



Application of Delhi Results:

Core Principles of Interprofessional Practice Year 2



Digging Deeper: Building on Your Expertise

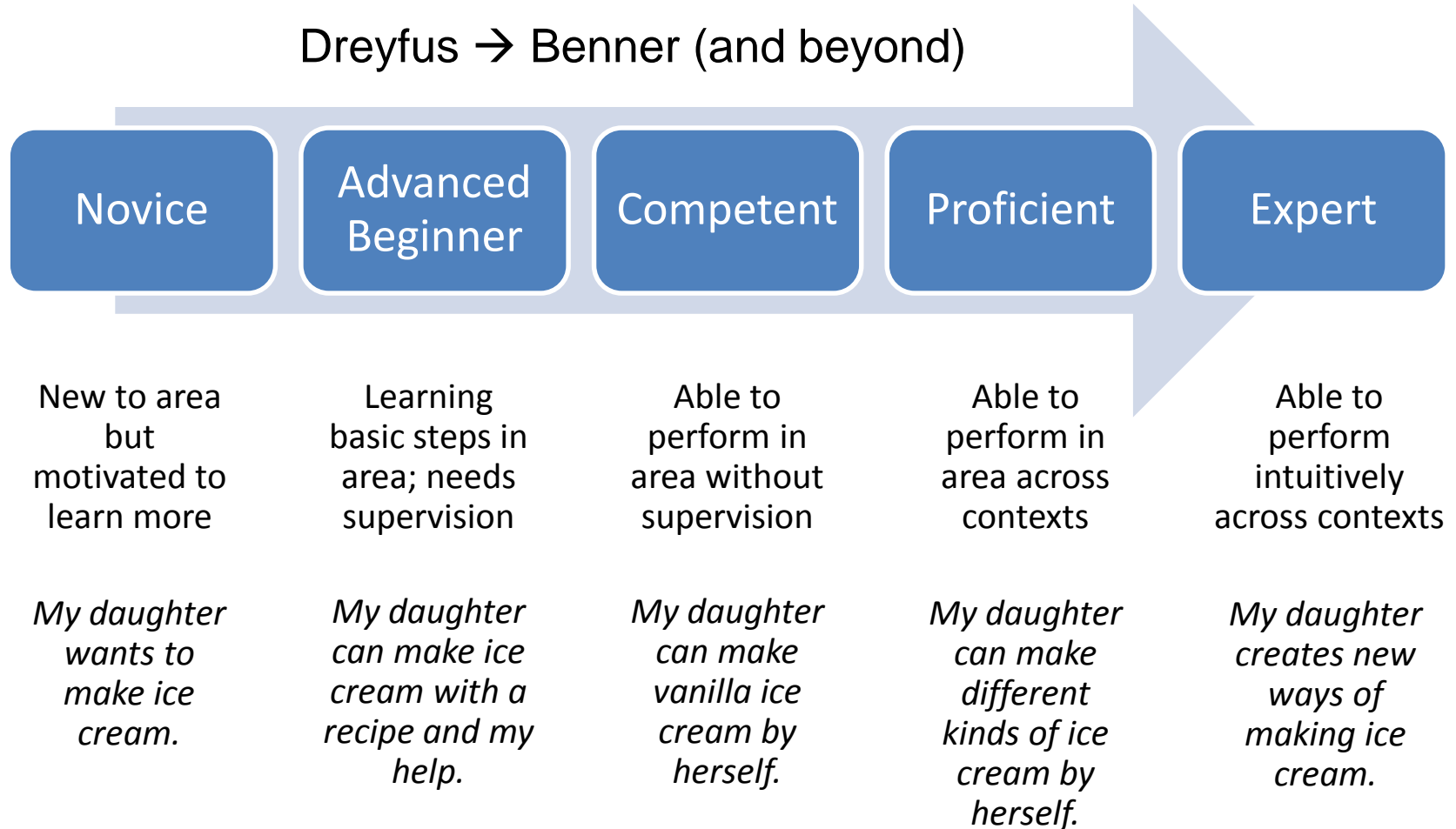
- How do we move from competencies and program outcomes to actual curriculum and assessment?
- What are the intermediate links between the learner and the outcomes?

Digging Deeper: Group Work

- **Step 1: With your team, create a list of the behaviors of someone who is competent in interprofessional practice.**
 - What should an interprofessional practitioner do?
 - How do you know someone is interprofessionally competent?
- **Step 2: With your team, develop some of the behavioral steps to reach interprofessional competence.**
 - What does a learner need to be able to demonstrate to move toward interprofessional competence?
 - What are the knowledge, skills, attitudes, and behaviors that lead to competence?

A Developmental Approach

Dreyfus → Benner (and beyond)



Digging Deeper: Group Work

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DEBRIEF

Novice

Advanced
Beginner

Competent

Proficient

Expert

Recognize the
value of shared
problem solving

Know principles of
effective teams

Engage in shared
problem solving

Adapt within a
team framework

Teams Domain

Know the roles &
responsibilities of
your profession

Know the roles and
responsibilities of
other professions

Fulfill your role &
responsibilities on
teams

Recognize your
personal &
professional
limitations

Use strategies to
overcome your
personal
limitations

**Roles &
Responsibilities
Domain**

Understand the
perspectives of
others (listening)

Form team goals

Resolve conflict
successfully

Voice conflicting
opinions

Give feedback
(individual & team)

Respond to
feedback
(individual & team)

Express views with
clarity

**Communication
Domain**

Solve problems
interprofessionally

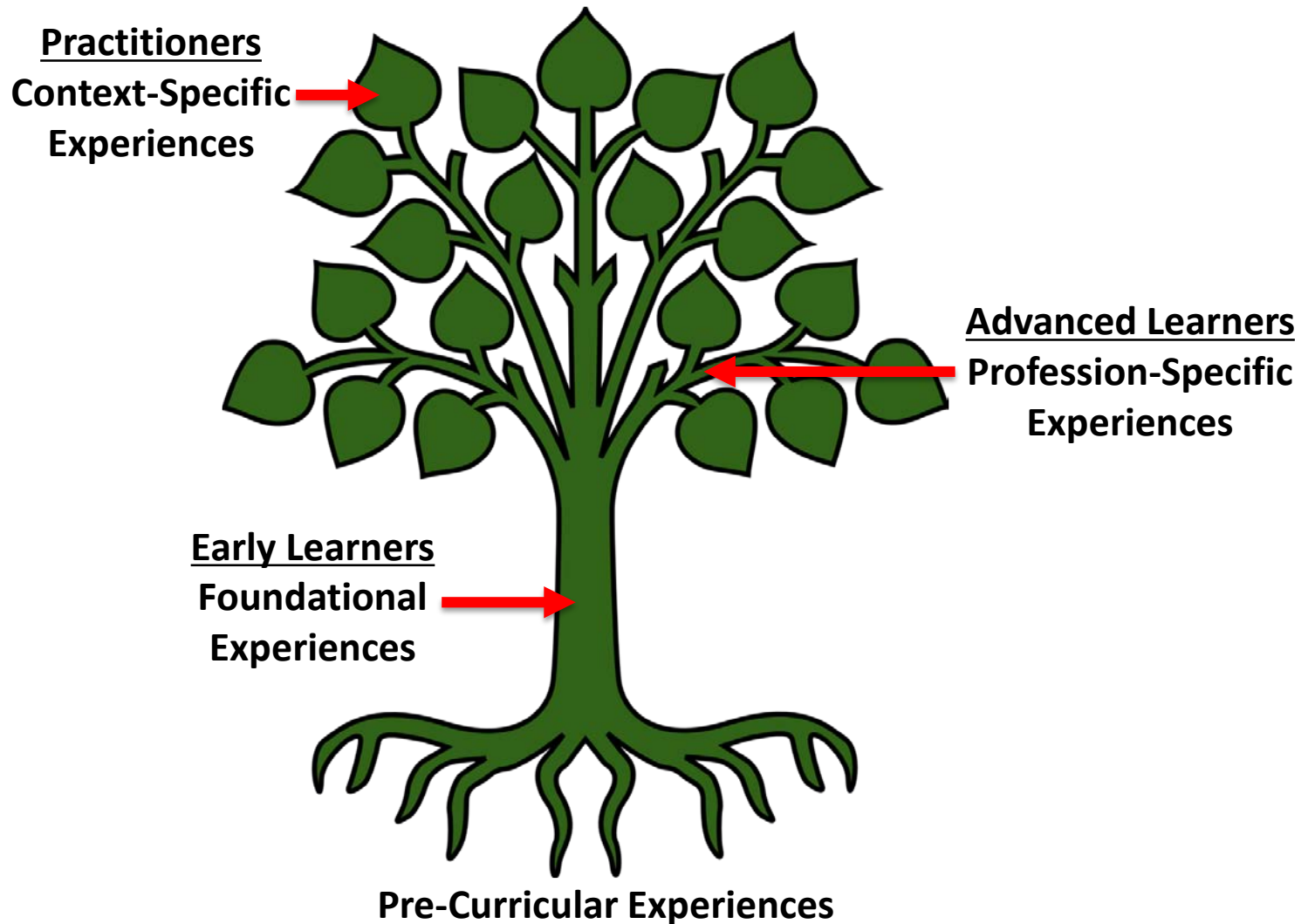
Lead & follow in
context

Using QI methods to
improve team
performance

Change systems of
care to leverage
interprofessional
teams

**Integrative
Domain**

Conceptual Framework at VCU



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Early Learners

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Foundational IP Experience

Interprofessional Case Series

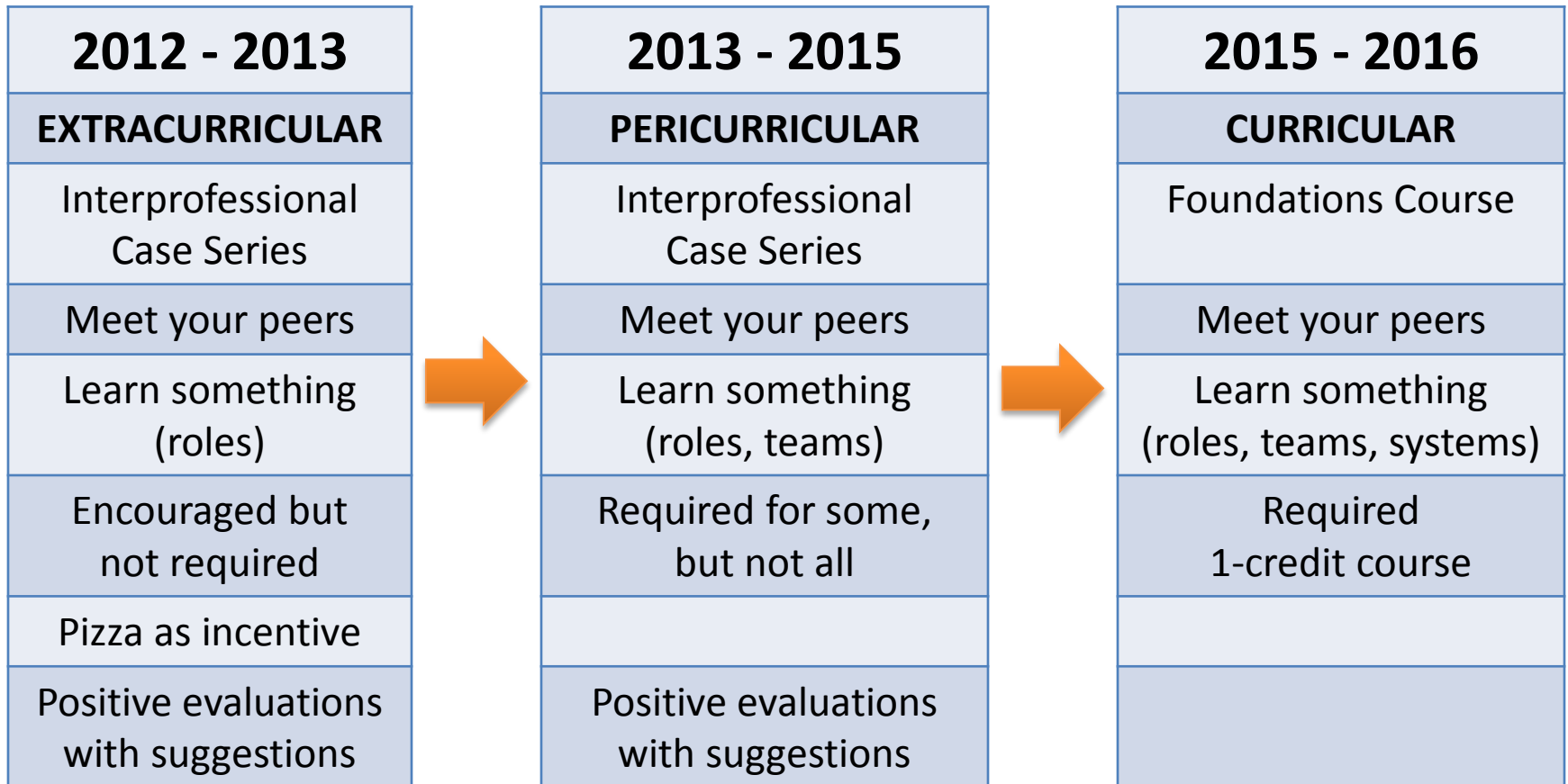
- ~550 students
- Classroom-based
- Pericurricular sessions
→ full 1-credit course

Foundations of Quality and Safety

- ~500 students
- Classroom-based
- Full 1-credit course



Evolution of the Foundational IP Experience



Assessment Approach

Major components

- Peer evaluations
- Faculty grading of team work products
- Knowledge scores

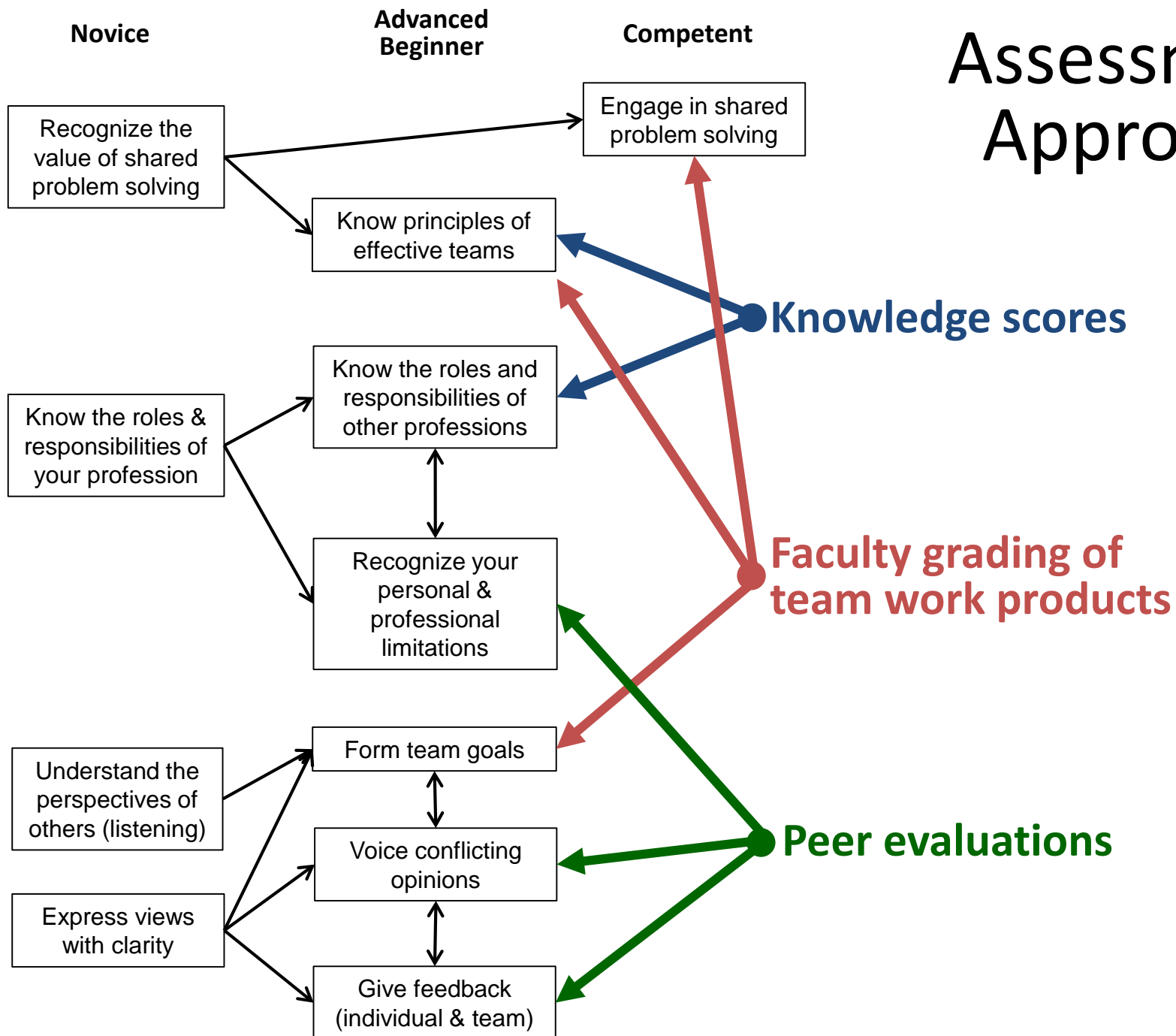
Minor components

- Attendance
- Completion of assignments

Not components

- Faculty evaluations of individuals

Assessment Approach



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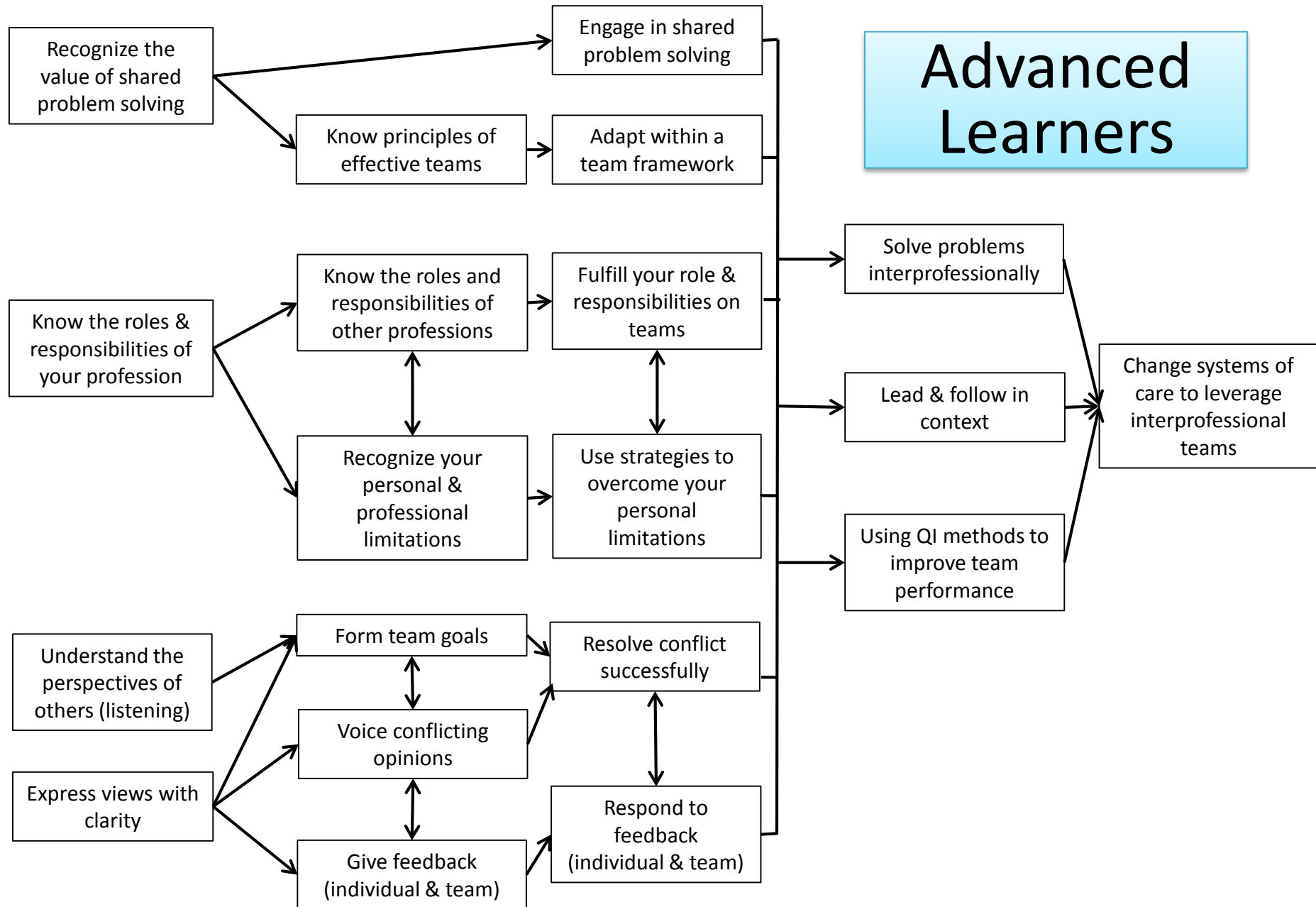
**Advanced
Learners**

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Profession-Specific Experiences: Interprofessional Virtual Case

- Homegrown case system for asynchronous collaboration
- ~600 participants annually from medicine, nursing, pharmacy, social work
- Three years of data

VCU SOM

Case of Mattie Johnson

Tori Amos

TEAM MEMBERS

- Tori Amos Medical Student Send Message
- Peter Boling Proctor Send Message
- Joel Browning Proctor Send Message
- Alan Dow Proctor Send Message
- Ben Gibbard Pharmacy Student Send Message
- Charlotte Martin Physical Therapist Send Message
- Chris Stephens Proctor Send Message
- Jack White Nursing Student Send Message
- Thom York

Case Drug List Problem List Resources 360 Eval User Profile

Unit 1 Unit 2 Unit 4

PATIENT CASE

Vital Signs

Recent Medical History

[04/09/2014] Mattie is a 76 year old African American woman who has been followed for 10 years in the office practice where you recently started

Past Medical and Surgical History

Social History

General Physical Exam

Functional Status

Cognitive Status

Test Results

Treatment Plan

Discharge Plan

UNIT QUIZ

Individual Group

1. One problem being considered during Mattie's office visit is the reported urinary tract infection. Based on the available information, which of the following statements are true? Select all that apply.

2. Which of the medications Mattie is taking is most likely to cause a risk of adverse effects as

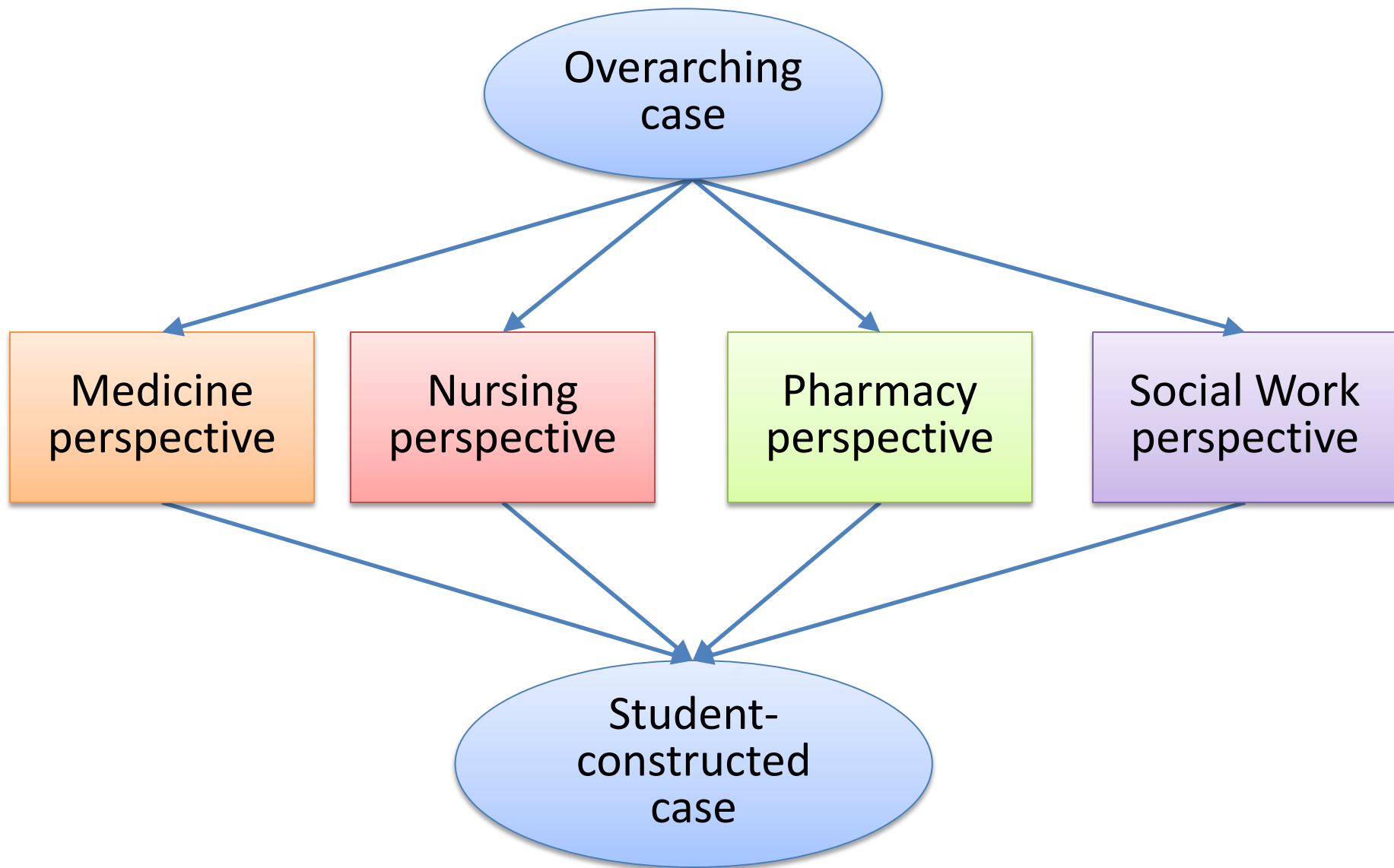
INBOX

Subject: Week 1, Medicine, From: [CASE ADMIN] Date: 4/9/2014 1:55:42 PM

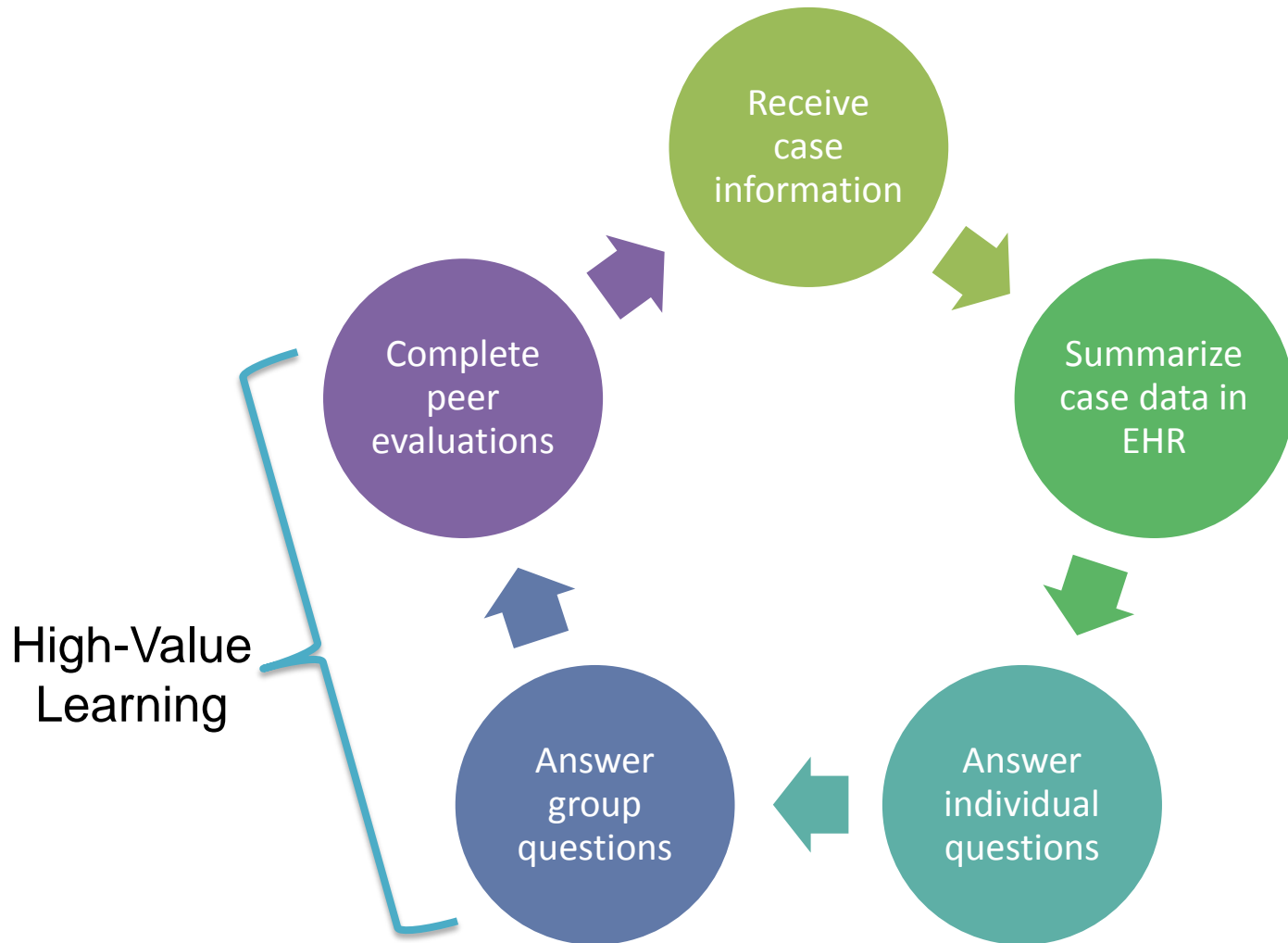
CHART

Clinical data

Test questions



Virtual Case Learning Cycle



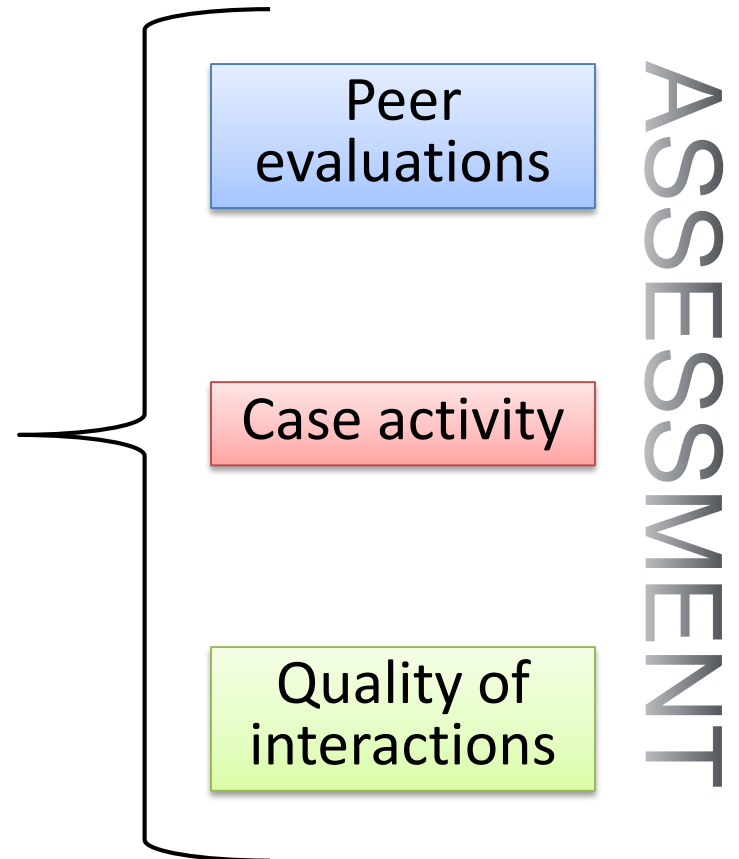
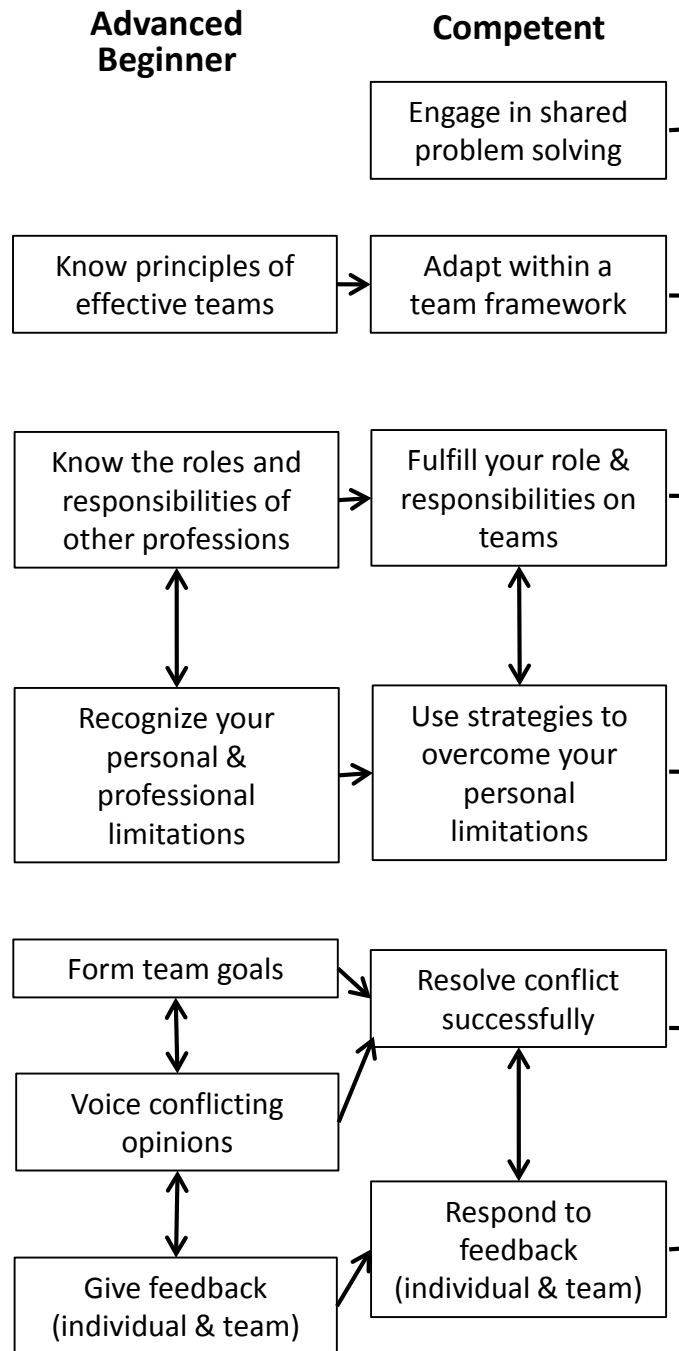
Case Activity Measures

	Mean (Range) by Student Discipline			
	Medical Students (n = 194)	Nursing Students (n = 146)	Pharmacy Students (n = 60)	Social Work Students (n = 122)
Logins	21 (2-98)	28 (5-197)	25 (2-86)	22 (1-114)
EHR entries	11 (0-44)	14 (2-53)	5 (0-19)	7 (0-43)
Message board posts and replies	8 (0-157)	8.5 (0-131)	9.5 (0-81)	5 (0-108)
Message board posts viewed	24 (0-659)	27 (0-675)	36.5 (0-335)	17.5 (0-460)

Assessment Approach

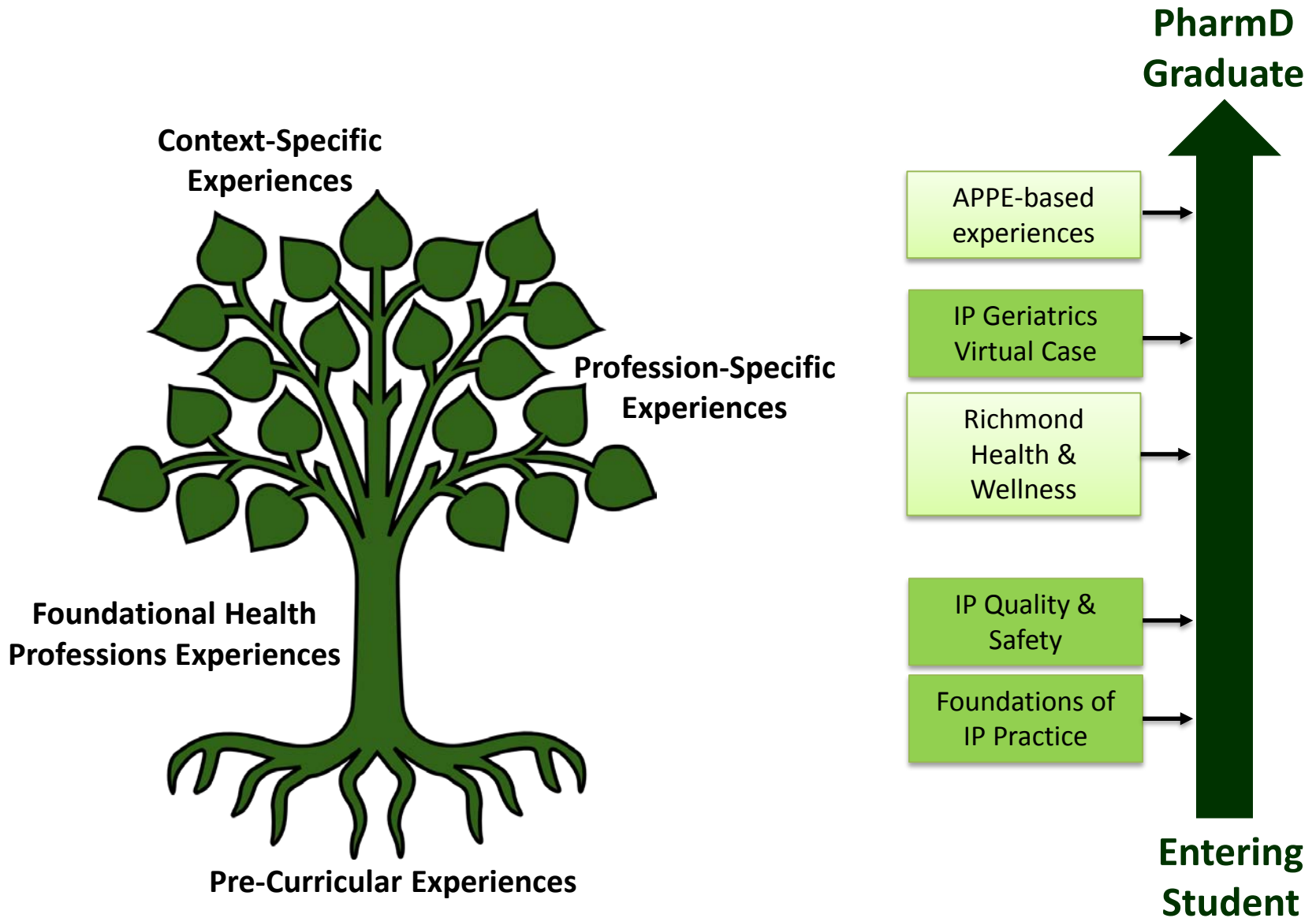
Major components

- Peer evaluations
- Case activity
- Quality of interactions as rated by faculty



ASSESSMENT

Example in Pharmacy



Group Work

- How could you think differently about competency-based interprofessional education at your own institution?

QUESTIONS AND DISCUSSION

Presenters:

Alan Dow – awdow@vcu.edu

Kelly Lockeman – Kelly.Lockeman@vcuhealth.org

Josette Rivera – Josette.Rivera@ucsf.edu

Rebecca Wilson – Rebecca.D.Wilson@utah.edu