Interprofessionalism

COSGP Medical Education Committee
Objectives

- To provide an understanding of the concept of interprofessionalism and how this concept developed
- To provide understanding on the importance of interprofessionalism education
- To review the core competencies of interprofessionalism education developed by AACOM in partnership with other health professional organizations
Interprofessional collaborative practice occurs when multiple healthcare workers from different professional backgrounds provide comprehensive services by working with patients, their families, caregivers, and communities to deliver the highest quality of care across settings.
Barr’s Framework

Disciplinary Expertise Competencies
- Dentistry
- Nursing
- Medicine
- Pharmacy
- Physical Therapy

Common Competencies
- Systems Thinking
- Continuous Improvement of Quality and Safety
- Patient Centered Care

Interprofessional Collaborative Competencies
- Understanding Teams
- Knowledge of Roles and Responsibilities
- Effective Distribution of Tasks
- Usual and Crisis Communication
- Conflict Management
Interprofessional Collaboration

Increasing co-morbidities

Complexity and Specialization

Increasing chronic disease

Interprofessional Collaboration
IOM published “To Err is Human” in 2000 – first major public health report that indicated the US healthcare system wasn’t as safe as was previously believed (estimated between 44,000 and 98,000 American deaths were attributable to medical errors per year)

IOM published “Crossing the Quality Chasm: A new healthcare system for the 21st century” in 2001 – goal of making care safe, effective, patient-centered, timely, efficient and equitable (one of main challenges identified for the needed redesign of healthcare was to develop highly functioning patient centered teams)
The Institute of Healthcare Improvement developed three main goals to help shape the future of healthcare in the US:

- Improve the patient experience of care (improve quality and satisfaction with care)
- Improve the health of populations (not just individual patients)
- Reduce the per capita cost of healthcare
The CDC points out that by 2050 the number of Americans 65 or older will grow to nearly 89 million people (more than double in 2010) and we’ve seen a marked increase in the prevalence of chronic illness.

The AAMC estimates a shortage of about 25,000 PCPs and expect this number to grow to 45,000 by 2020.
Barriers

Restraining Forces

- Lack of expertise (communication, teamwork)
- Cultural siloes (values, perspectives)
- Existing infrastructure (schedules, rewards)
- Reimbursement

Interprofessional Collaborative Practice

Driving Forces

- Patient characteristics (comorbidities, complexity)
- Professions (shared competencies, expertise)
- Business (efficiencies, avoiding errors, workforce shortages)
- Professions (shared competencies, expertise)
Learning Points

- Different types of health care professionals and their roles, responsibilities and scope of practice
- Different communication methods
- Conflict management and negotiation styles
- Leadership styles and recognizing the style of yourself and others
- Strategies for providing constructive feedback
Core Competencies

- Core Competencies for Interprofessional Collaborative Practice published in May 2011

- Participants – AACOM, AAMC, ASPH, ADEA, AACP and AACN

- Goal to develop core set of competencies relevant across the professions to address the essential preparation of clinicians for interprofessional collaborative practice and to recommend learning experiences and educational strategies for achieving the competencies and related objects
Core Competencies

- Four main interprofessional competency domains each with a set of more specific competency standards
  - Values/Ethics for Interprofessional practice
  - Roles/Responsibilities
  - Interprofessional Communication
  - Teams and Teamwork
Values/Ethics for Interprofessional Practice

- Work with individuals of other professions to maintain a climate of mutual respect and shared values.
- Place the interests of patients and populations at the center of interprofessional health care delivery.
- Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.
- Embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team.
- Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.
- 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.
- Develop a trusting relationship with patients, families, and other team members.
- Demonstrate high standards of ethical conduct and quality of care in one’s contributions to team-based care.
- Manage ethical dilemmas specific to interprofessional patient/ population centered care situations.
- Act with honesty and integrity in relationships with Maintain competence in one’s own profession appropriate to scope of practice.
Use the knowledge of one’s own role and those of other professions to appropriately address the healthcare needs of the patients and populations served.

- Communicate one’s roles and responsibilities clearly
- Recognize one’s limitations in skills, knowledge, and abilities.
- 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.
- Explain the roles and responsibilities of other care providers and how the team works together to provide care.
- 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.
- Communicate with team members to clarify each member’s responsibility in executing components of a treatment plan or public health intervention.
- Forge interdependent relationships with other professions to improve care and advance learning.
- Engage in continuous professional and interprofessional development to enhance team performance.
- Use unique and complementary abilities of all members of the team to optimize patient care.
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.

- Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
- Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- 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.
- Listen actively, and encourage ideas and opinions of other team members.
- Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
- Use respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.
- 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.
- Communicate consistently the importance of teamwork in patient-centered and community-focused care.
Teams and Teamwork

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

- Describe the process of team development and the roles and practices of effective teams.
- Develop consensus on the ethical principles to guide all aspects of patient care and team work.
- Engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving.
- 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.
- Apply leadership practices that support collaborative practice and team effectiveness.
- Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among healthcare professionals and with patients and families.
- Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.
- Reflect on individual and team performance for individual, as well as team, performance improvement.
- Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.
- Use available evidence to inform effective teamwork and team-based practices.
- Perform effectively on teams and in different team roles in a variety of settings.
Potential Limitations

- “Parceling out” and reinforcing conventional boundaries of practice across the professions with potentially negative impact on the efforts to encourage more collaboration in practice
- Unwieldy educational and evaluation processes brought about by too much specificity in professional competency expectations by multiple evaluators/ regulators
- A reductionism that works against complex thinking needed for holistic responses to specific practice situations
- “Freezing” competency expectations at a particular point in time, i.e., competency rather than capability, the latter increasing in complexity and sophistication over a lifetime professional learning trajectory in different clinical contexts;
- Lack of flexibility in practice contexts where overlapping practice boundaries and innovation can be responsive to shifting patient and population health needs
- Difficulties with assessment of competencies
Panel Members

- Dr. Luke Mortensen
- Dr. Rokusek
- Dr. Nierenberg
References


- Collaboration and Communication in Healthcare course offered by Coursera