A Developmental Approach to Interprofessional Competence

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Objectives

• Define some behaviors of competent interprofessional team members

• Discuss approaches to assessing interprofessional behaviors

• Consider the application of these insights to crafting curriculum
Agenda

• Introduction and settling in (10 mins)
• Group activity: Defining the behaviors of interprofessional competence (40 mins)
• Developmental objective framework and application at VCU (10 mins)
• Discussion and applications (15 mins)
Forming
Competency-based Education Model

- Health needs
- Health systems
- Competencies
- Outcomes
- Curriculum
- Assessment

(Frenk et al., 2010)
<table>
<thead>
<tr>
<th>Competency</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values/Ethics (n = 10)</td>
<td></td>
</tr>
<tr>
<td>Roles/Responsibilities (n = 9)</td>
<td></td>
</tr>
<tr>
<td>Interprofessional Communication (n = 8)</td>
<td></td>
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<tr>
<td>Teams and Teamwork (n = 11)</td>
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</tbody>
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(Interprofessional Education Collaborative Expert Panel, 2011)
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)

Novice
New to area but motivated to learn more

My daughter wants to make ice cream.

Advanced Beginner
Learning basic steps in area; needs supervision

My daughter can make ice cream with a recipe and my help.

Competent
Able to perform in area without supervision

My daughter can make vanilla ice cream by herself.

Proficient
Able to perform in area across contexts

My daughter can make different kinds of ice cream by herself.

Expert
Able to perform intuitively across contexts

My daughter creates new ways of making ice cream.
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?
DEBRIEF
Teams Domain
- Recognize the value of shared problem solving
- Know principles of effective teams
- Adapt within a team framework

Roles & Responsibilities Domain
- Know the roles and responsibilities of your profession
- Know the roles and responsibilities of other professions
- Recognize your personal & professional limitations
- Fulfill your role & responsibilities on teams
- Use strategies to overcome your personal limitations

Communication Domain
- Understand the perspectives of others (listening)
- Express views with clarity
- Form team goals
- Voice conflicting opinions
- Give feedback (individual & team)

Integrative Domain
- Resolve conflict successfully
- Respond to feedback (individual & team)
- Solve problems interprofessionally
- Lead & follow in context
- Change systems of care to leverage interprofessional teams
- Using QI methods to improve team performance
- Know principles of effective teams
- Adapt within a team framework
Conceptual Framework at VCU

- Pre-Curricular Experiences
- Early Learners
  - Foundational Experiences
- Practitioners
  - Context-Specific Experiences
- Advanced Learners
  - Profession-Specific Experiences
- Pre-Curricular Experiences

Graphical representation of a tree with roots, branches, and leaves, each corresponding to different types of experiences.
IPEC 501: 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

Novice
- Recognize the value of shared problem solving
- Know the roles & responsibilities of your profession
- Understand the perspectives of others (listening)
- Express views with clarity

Advanced Beginner
- Know principles of effective teams
- Know the roles and responsibilities of other professions
- Recognize your personal & professional limitations
- Form team goals
- Voice conflicting opinions
- Give feedback (individual & team)

Competent
- Engage in shared problem solving

Knowledge scores
- Faculty grading of team work products
- Peer evaluations
Profession-Specific Experiences: Interprofessional Virtual Case

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

IP Assessment Approach

Major components
• Peer evaluations
• Case activity
• Quality of interactions as rated by faculty
Advanced Beginner

- Form team goals
  - Voice conflicting opinions
  - Give feedback (individual & team)
- Know principles of effective teams
- Know the roles and responsibilities of other professions
- Recognize your personal & professional limitations

Competent

- Engage in shared problem solving
- Adapt within a team framework
- Fulfill your role & responsibilities on teams
- Use strategies to overcome your personal limitations
- Resolve conflict successfully
- Respond to feedback (individual & team)

Assessment

- Peer evaluations
- Case activity
- Quality of interactions
Other Applications

- A common vocabulary
- Defined levels of learner
- Coordinated assessment across smaller projects
- A strategy for overall curricular integration
Individual Reflection

• How could you think differently about:
  – Interprofessional education in your setting?
  – Interprofessional practice in the clinical environment?
  – Your own approach to collaboration?
Questions and Discussion
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