Core Competencies for Creating Interprofessional Educational Exercises
IPE vs. IPP (aka “Collaborative Practice”)

Interprofessional Education (IPE)
When students from two or more professions learn about, from and with each other.

IPP OUTCOME: IMPROVED COLLABORATION

To practice collaboration, we must know how to collaborate (IPE)

Interprofessional Practice (IPP)
When multiple health workers from different professional backgrounds work together with patients, families, caregivers, and communities to deliver the highest quality of care.

To teach collaboration, we must practice collaboration (IPP)
We are the Doctors. We Lead!

Excuse me, but Nurses actually work directly with Patients...

When you get to the mouth, call us.

Without me, you both wouldn’t know a benzodiazapine from a barbiturate.
WHO: Learning Together to Work Together For Health

Develops the ability of students to share knowledge and skills collaboratively, and thereby provide a greater number of individuals and community with healthcare more efficiently & effectively.

Reduce Health Disparities

It helps different categories of health workers assess one’s own and other’s strengths, limitations, and work patterns, and the different ways in which they can contribute to the solution.

Self and Peer Assessment

Prevents the formation of “corporate mentality”

Evidence-Based Practice

Permits the ongoing integration of new skills.

Lifelong Learning

Promotes an environment of respect.

Humanistic Environment

Promotes collaborative, interprofessional research, often in new or previously neglected areas to ensure all pertinent aspects of the problem are considered.

Critical Thinking

Cultural Competency
The goal of this interprofessional learning is to prepare all health professions students for \textit{deliberately working together} with the common goal of building a safer and better patient-centered and community/population oriented U.S. health care system.

\textbf{Fixing teeth} \hspace{1cm} \textbf{Improving Health}
IPEC Charge to Expert Panel

Recommend common core competencies relevant across professions to address the essential preparation of clinicians for interprofessional collaborative practice.

Recommend learning experiences and educational strategies for achieving the competencies and related objectives.
Competency Goals

- Create coordinated effort across health professions.
- Guide curricular development to achieve outcomes.
- Provide foundation for IP development across learning continuum.
- Ground evaluation and research to advance integration of IPE.
- Stimulate dialogue between education and practice.
- Identify opportunities to address accreditation requirements in content/practice areas.
- Evolve common language across accreditation standards.
The Panel Process

OUTCOME: Four domains and multiple associated competencies that can be used to design experiential education activities in health professional schools.
STANDARD 2: Educational Program

2-19 Graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care.

Intent:
Students should understand the roles of members of the health care team and have educational experiences, particularly clinical experiences, that involve working with other healthcare professional students and practitioners.

Students should have educational experiences in which they coordinate patient care within the health care system relevant to dentistry.
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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.

Work with individuals of other professions to maintain a climate of mutual respect and shared values.

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.
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**RR1.** Communicate one’s roles and responsibilities clearly to patients, families, and other professionals.

**RR2.** Recognize one’s limitations in skills, knowledge, and abilities.

**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 needs.

**RR4.** Explain the roles and responsibilities of other care providers and how the team works together to provide care.

**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.

**RR6.** Communicate with team members to clarify each member’s responsibility in executing components of a treatment plan or public health intervention.

**RR7.** Forge interdependent relationships with other professions to improve care and advance learning.

**RR8.** Engage in continuous professional and interprofessional development to enhance team performance.

**RR9.** Use unique and complementary abilities of all members of the team to optimize patient care.
### Values & Ethics

CC1. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.

CC2. Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.

### Roles & Responsibilities

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.

### Interprofessional Communication

CC4. Listen actively, and encourage ideas and opinions of other team members.

CC5. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.

### Teams & Teamwork

CC6. Use respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.

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.

CC8. Communicate consistently the importance of teamwork in patient-centered and community focused care.

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TT1. Describe the process of team development and the roles and practices of effective teams.

TT2. Develop consensus on the ethical principles to guide all aspects of patient care and team work.

TT3. Engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving.

**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.**

TT4. Integrate the knowledge and experience of other professions, appropriate to the specific care context, in interprofessional teams, while respecting patient and community values and priorities/preferences for care.

TT5. Apply leadership practices intended to organize the practice and team effectiveness.

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.

TT7. Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.

TT8. Reflect on individual and team performance for individual, as well as team, performance improvement.

TT9. Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.

TT10. Use available evidence to inform effective teamwork & team-based practices.

TT11. Perform effectively on teams and in different team roles in various settings.
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 needs.

RR4. Explain the roles and responsibilities of other care providers and how the team works together to provide care.

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.

RR7. Forge interdependent relationships with other professions to improve care and advance learning.

Health Professions Survey

- Give survey to a group of 2 or more different health professional students.
- Read up on their own professions' scope of practice.
- Have students of the same profession discuss their scope of practice.
- Place students in interprofessional groups-diagnose/treatment plan a standardized patient.
- Have students reflect (in a group and individually) what they have learned.

- What misperceptions did you hold in regards to other professions?
- What new information did you learn?
- What aspect of the diagnosis or treatment may have been ignored if your profession was the only acting primary care professional?
Values & Ethics

“Got Ethics?”

VE1. Place the interests of patients and populations at the center of interprofessional health care delivery.

VE4. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.

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.

Student Oriented

Groups of 2 or more different health professional students.

Each profession reads up on their own Code of Ethics. Assess their ethical code in regards to its “interprofessional readiness.”

Led by practitioner in that profession.

Key principles

- Primary duty of service
- Collaboration

Create interprofessional teams and compare ethics/values.

Bring all student together and discuss any “aha” moments and provide assessment questions.
“Got Ethics?”
The Faculty Friendly Version

Let’s Play Doctor!