UPDATE ON THE INTERPROFESSIONAL PROFESSIONALISM COLLABORATE (IPC): INTERPROFESSIONAL PROFESSIONALISM AS A QUALITY CORE COMPETENCY

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Presentation Overview

- Development of the Interprofessional Professionalism Collaborative (IPC)
- Vision for and importance of interprofessional professionalism
- Definition of interprofessional professionalism
- Development process for interprofessional professionalism assessment (IPA) and draft observable behaviors
- Content expert review and refinement of IPA
- Creation of a “Tool Kit”
- Challenges/opportunities in the development of an interprofessional professionalism “tool kit”
Establishment of an Interprofessional Professionalism Collaborative

Doctoral health professions were wrestling independently with professionalism:

- How does the profession define professionalism?
- Can professionalism be taught? If so, what are preferred methods for teaching professionalism?
- How is professionalism measured?
- Were any professions working collaboratively on assessing professionalism?
- Are there similarities among professional behaviors within the various health care professions?
Establishment of an Interprofessional Professionalism Collaborative

- Discovered the topic was worthwhile, however, collaboration on the topic was not evident at the time.
- Initiated working collaboratively on interprofessional professionalism.
Rationale

- Need to describe behaviors common to all professions that reflect what professionals would demonstrate when interacting with one another and in relation to patient/family/caregiver-centered care.

- Need for professionalism tools (e.g., behavioral assessments, teaching tools, references, and resources) common to all health professions.
Rationale

- Safety and quality for optimal health care encouraged collaboration of the professions.
  - *Work in interdisciplinary teams* – cooperate, collaborate, communicate, and integrate in teams to ensure that care is continuous\(^1\)
  - *Improve the effectiveness of communication among caregivers*\(^2\)


Collaborators in the Clinical Doctoral Health Professions

- American Association of Colleges of Nursing
- American Association of Colleges of Osteopathic Medicine
- American Association of Colleges of Pharmacy
- American Board of Internal Medicine (2011)
- American Dental Education Association
- American Physical Therapy Association
- American Psychological Association
- American Speech-Language-Hearing Association
- Association of American Veterinary Medical Colleges
- Association of American Medical Colleges
- Association of Schools and Colleges of Optometry
- National Board of Medical Examiners
Current Consultant Group Members

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Interprofessional professionalism, when practiced by all professions:

- enhances quality healthcare outcomes for patients/clients,
- promotes a culture that values and fosters individual competence, and
- improves practice and academic environments.
“Consistent demonstration of core values evidenced by professionals working together, aspiring to and wisely applying principles of altruism, excellence, caring, ethics, respect, communication, accountability to achieve optimal health and wellness in individuals and communities.”

Interprofessional Professionalism and Quality of Care

- Effective communication
- Committed, collaborative teams

Quality Care
- Patient Safety

Patient/Client/Family-Centered Care
Process Overview - Timeline

- APTA contacts organizations
- Conference calls initiated
- Two face-to-face meetings
- National presentations
- Professions
- Conduct Behaviors Survey
- Interprofessional WIKI
- Survey responses analyzed
- Draft article for submission
- Develop Draft IPC Website
- Submit two articles
- Expert Review Draft IPA
- Prepare IPA for Pilot
- Participate in AZ IPE

Timeline:
- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
Development Process

- General road map and conceptual framework identified and evolved over time

- Scholarly approach used
  - Literature review
  - Interprofessional expert input
  - Presentations and feedback
  - Content expert review of draft instrument

- Identified terms associated with professionalism
  - Initially developed a WIKI Interprofessional Professionalism Group (IPMG) page to manage work
Accountability (value - need to define further in order to be able to observe it...classify as value, behavior);

active acceptance for the responsibility for the diverse roles, obligations, actions including self-regulation and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society; the degree to which members of the profession are granted the freedom and ability to make professional judgments (in reference to professional autonomy) latter part sounds like autonomy – DH ; ”...entails fulfilling the implied contract governing the patient-physician relationship as well as the profession’s relationship to society...includes self-regulation, standard setting, management of conflicts of interest, duty or the free acceptance of service, and responsibility.” (Arnold and Stern in Stern 2005); ”procedures and processes by which one party justifies and takes responsibility for its activities” (Emmanuel and Emmanuel 1996 p 229)

Activism
(behavior) – doctrine or practice of vigorous action or involvement of the health professional on behalf of the patient or client or profession to achieve societal or other goals (Webster’s)

Advocacy (behavior, value) - **defending or maintaining a cause or proposal on behalf of the patient, client, or profession to achieve societal or other goals:** pleading in favor of a cause or proposal...other goals (see above), [Note: "pleading in favor of" implies a broader scope that could also include initiating in addition to defending or maintaining (Webster's)]

Altruism (value): **concern for the welfare and well being of others;** assuming the fiduciary responsibility of placing the needs of the patient or client ahead of the professionals interests (the latter sounds like defs I have seen for psm - DH); A commitment to advocate at all times the interests of one's patient over one's own interest; an understanding of the threats to health professionalism posed by the conflicts of interest inherent in various financial and organizational arrangements in the health care system; “it demands that patients’ best interests, rather than the physicians’ self-interest, guide behavior. . .advocate the interests of one’s patients over one’s own interest...actions aimed at increasing the welfare of others, particularly those in need. . .behavior designed to benefit another person...grounded in compassion with a deep sense of connection to others. . .” (Arnold and Stern in Stern 2005)
Development Process

- Defined and categorized terminology associated with professionalism
  - Identified areas of overlap, convergence, consensus, and appropriate focus

- Refined definitions in the context of interprofessional professionalism
  - Unique content area identified
  - Developed observable behaviors in small groups

- Springboard/model for developing other areas
  - Clinical education
  - Approaches to teaching
  - Topics that are not “turf-based on scope of practice”
Unique Aspects of Process

- Non-linear development
- Unconditional freedom to participate and explore topic; expectation included an outcome
- Group cohesiveness
  - trust, effective dialogue, constructive conflict, role release
- No history/politics among members
Product Outcomes

- Identify and describe observable behaviors
- Develop a “toolkit”
- Disseminate work
Initial Categories of Observable Behaviors

- Advocacy
- Beneficence, Service, Volunteerism, Generosity, Sacrifice
- Communication (Verbal and Written)
- Compassion/Empathy
- Competence
- Confidence
- Covenant
- Dependability, Reliability, Trustworthiness, Work Ethic
- Emotional Intelligence
- Empowering patients
- Ethical Decision Making
- Excellence
- Honesty/Integrity
Initial Categories of Observable Behaviors (cont.)

- Humility/Cultural Humility
- Moral Community
- Moral Courage and Resisting Corporate Influence
- Morally Reflective Ethics
- Practitioner-Colleague Relationship
- Patient Outcomes, Quality of Care, Standards Including Safety

- Responsibility, Responsiveness
- Reflective and Mindful Practice
- Respect, Values
- Self and Organizational Regulation
- Systematic Interprofessional Systems Based Practice
- Well-Being and Health of Others
1. Determines the best plan of care after discussion with other health professionals and with the patient/client, family, and caregivers.

14. Respects and honors patient input regarding health care decisions, including embracing alternative healthcare givers in the interprofessional team.

33. Weighs the tension between interprofessional ethics and business ethics and can justify a rationale for decisions.

41. Collaborates with higher education and practice settings to promote high quality interprofessional health care and safe patient/client care as a member of the interprofessional team.
Example Interprofessional Professionalism Behaviors – 2nd Draft

1. Develops the optimal plan of care in coordination with members of other health professions and the patient/client, family, and caregivers.

11. Contributes to the patient/client decision-making process, regardless of hierarchy/profession-based boundaries.

21. Demonstrates confidence, without arrogance, about his or her professional role while engaging with members of other health professionals.

36. Facilitates shared decision making, teamwork, mediation, and conflict negotiation with other health professionals.

39. Accepts consequences for one’s actions without redirecting blame to other health professionals.
Discussion Questions:
IPC Assessment Behaviors

- Do the example behaviors make sense?
- Are they measureable in education? In practice?
- Do the behaviors apply to Interprofessional Professionalism (IPP) and the health professions?
- How does IPP different from Interprofessional Education (IPE)?
Product Outcomes

- Identify and describe observable behaviors.
- Develop a “toolkit”
- Disseminate work
Product Outcomes

- Develop a “toolkit” with Assessment Tools that could include:
  - Interprofessional professionalism assessment (IPA) tool for new professionals
  - Admission tools to assess the potential for developing interprofessional professionalism behaviors
  - Professional practice tools
  - Assessment tools for team performance with action plans
Pharmacy Professionalism Toolkit for Students and Faculty

Provided by the APhA-ASP/AACP Committee on Student Professionalism

The primary goal of the APhA-ASP/AACP Committee on Student Professionalism is to promote the professionalization of student pharmacists and pharmacy faculty. To achieve this goal, the committee developed a resource of specific activities and strategies that students and administrators can utilize to effectively promote and assess professionalism on their own campuses.

This document provides professionalism activities in six broad areas as listed below. For each area, the committee has attempted to identify the “successful practices” used in the nation’s colleges and schools of pharmacy. Each section reviews what has worked well in the past and provides insights into possible problems that may occur when trying to implement these activities. Examples of pharmacy institutions that have experience with the program or policy are provided as reference points. The committee recognizes that other AACP member institutions may also implement similar tools, events, or programs, but committee members were not aware of these activities and apologize for any glaring omissions. The toolkit also references activities described in the abstracts submitted for the 2004 AACP School Poster Session. Although an abstract may include information about numerous professionalism activities within the institution, the toolkit may only highlight one of these activities. The activities and references in each area are not listed in any particular order.

In developing this toolkit, the committee considered four key stages to addressing professionalism within colleges and schools of pharmacy:

1. Define attributes related to professionalism
2. Identify relevant behaviors that correspond to those attributes
3. Create a culture of professionalism in pharmacy schools and practice settings
4. Develop valid and reliable means of assessment and feedback.

AACP and APhA-ASP would like to see the Pharmacy Professionalism Toolkit serve as a living document and continue to evolve over time. Please see the information below if you would like to make a contribution to an existing activity in the list or suggest new ways to promote professionalism in pharmacy education.

- Submit Comments/Suggestions for Toolkit

Preamble

- Ten Traits that Distinguish a Professional

Student Recruitment

- Pre-Pharmacy Organizations
- Outreach Programs – Career Fairs
- Outreach Programs – Mentoring and Shadowing
- Educating the Public on the Pharmacist’s Role in Health Care
- Professionalism Prequisite

Admissions

- Application Process
- Interview Process
- Staff Participation in the Admissions Process

New Students

- Student Orientation
- Professionalism Orientation Booklet
- Peer Mentoring Programs
- Introduction to Student Pharmacy Organizations
Product Outcomes

- Identify and describe observable behaviors
- Develop a “toolkit”
- Disseminate work
Products/Information Dissemination on Interprofessional Professionalism

- Use of Technologies
  - 2007: Interprofessional Professionalism WIKI [http://ippmg.pbwiki.com; “ippmg100”]
    - Background information about the project
    - Compilation of references and resources
    - Document on Interprofessional Professionalism Behaviors
    - Engage all relevant communities in conversation about interprofessional professionalism
  - 2008: Updates on Interprofessional Professionalism on health profession organization specific websites
  - 2010: Interprofessional Professionalism Collaborative Website (www.interprofessionalprofessionalism.weebly.com)
Welcome to the INTERPROFESSIONAL PROFESSIONALISM Wiki Site

Where Do I Find...
- Information about collaborative interprofessional professionalism - Go to Sidebar on right
- Original (unedited) resources - Go to the FILES button above

How to Use This Wiki Page
The Consulting Group on Interprofessional Professionalism welcomes and encourages you to offer comments on the interprofessional professionalism behaviors.

- Review the interprofessional professionalism behaviors
- Complete the IPPMG survey after you have reviewed the interprofessional professionalism behaviors
- Offer suggestions about the interprofessional professionalism behaviors on the Wiki page
- Add related references
- Respond to the discussion questions that have been raised during conference presentations

This phase of the project will be ongoing for the next year so that all will have ample opportunity to engage in the discussion and learn from one another. We hope that this is a wonderful start as we continue interprofessional dialogue about interprofessional professionalism!

This information was provided by the Consultant Group on Interprofessional Professionalism Measurement

Please do not edit the Wiki home page.
Vision

Interprofessional professionalism, when practiced by all health professions:
* enhances quality healthcare outcomes for patients,
* promotes a culture that values and fosters individual competence, and
* improves practice and academic environments.

Definition of Interprofessional Professionalism

"Consistent demonstration of core values evidenced by professionals working together, aspiring to and wisely applying principles of*, altruism, excellence, caring, ethics, respect, communication, accountability to achieve optimal health and wellness in individuals and communities."

GET INVOLVED!

Best Practices
We are interested in learning more about what your academic institution, professional program, and healthcare organization are doing to integrate interprofessional professionalism into your teaching and practice. Please contact us to share your best practices so that we can learn more about what you are doing and to be able to involve you in the future work of the Interprofessional Professionalism Collaborative (IPC)!

Volunteer to Serve as a Pilot Site
The IPC seeks academic institutions and healthcare organizations to serve as sites for a planned pilot study in 2011. To be eligible, your institution or organization must take students from different health professions and engage them in interprofessional educational or practice experiences.
Products/Information Dissemination on Interprofessional Professionalism

- Presentations on interprofessional professionalism at national professional association meetings in 2008 and 2009
- Submission of two publications in 2010 and 2011
  - Journal of Interprofessional Care (pending)
  - Journal of Allied Health (pending)
Survey

- Conducted a 2008-09 Survey on Interprofessional Professionalism Behaviors in association with presentations
- Survey responses reviewed, analyzed, and considered in refining the observable behaviors
- Developed a draft interprofessional professionalism assessment (IPA) tool for expert review (Fall 2010)

Summary Survey Results

- 205 respondents (academic faculty, practitioners, researchers, and students) from 41 states/jurisdictions and Canada, UK, Israel, and the Philippines
  - Slightly more than 50% of respondents with ≥ 20 years of experience
  - Majority of respondents in their current role 1 to 10 years
- More than 55% attended a national professional presentation because of curiosity; 40.5% attended because of current involvement or interest in contributing to this topic
Majority of respondents indicated the list of 43 observable behaviors were sufficiently comprehensive and distinct from one another.

83% responded that collectively the 43 behaviors assessed interprofessional professionalism.

More than 73% reported they could measure these observable interprofessional professionalism behaviors in their professional students, professional students from other health professions, and other practicing professionals.
Future Research Questions

- Are interprofessional professionalism behaviors...
  - Variable/progressive along the continuum of professional doctoral education (eg, introductory to entry-level to post-graduate)?
  - Predictive of student performance during assessment of clinical education?
  - Predictive of inappropriate or lack of behaviors that result in disciplinary intervention during a clinical education internship?
  - Observable in our practitioners?
  - Observable and measurable in teams?
Summary of Progress

- Vision for and importance of interprofessional professionalism
- Definition of interprofessional professionalism
- Draft observable interprofessional professionalism behaviors with ongoing refinement through involvement of more health professions
- Survey about observable interprofessional professionalism behaviors
- Submission of two publications on work completed to date
- Development of an IPC website
- Draft IPA tool reviewed by content experts
Discussion Questions

- What do you envision as challenges associated with Interprofessional Professionalism (IPP)?
- How could a psychometrically sound Interprofessional Assessment (IPA) be used during professional preparation in the health professions?
Challenges for the Interprofessional Professionalism Collaborative

- Sufficient time available to focus on the IPC initiative with competing work priorities within our respective organizations.
- Casting a sufficiently broad net to be as inclusive as possible of health professions in developing the assessment tools.
- Developing assessment tools that can respond to the rigors of psychometric testing while ensuring overall utility and user satisfaction.
Challenges for the Interprofessional Professionalism Collaborative

- Providing opportunities for interested health professions to be able to pilot the assessment tools and provide feedback in further refinement of the assessments.
- Interfacing and collaborating with other groups that are invested in developing interprofessional education and practice competencies.
- Funding sources available for ongoing development of items within the “tool kit”.
Challenges for the Interprofessional Professionalism Collaborative

- Developing training tools that are effective in facilitating the use of resources within the tool kit.
- Publicizing the availability of these resources for use by healthcare professionals to facilitate the integration of interprofessional professionalism behaviors in practice, education, and research.
- Identifying sufficient variety and number of practice settings where the interprofessional professionalism assessment can be piloted.
Challenges to Interprofessional Practice

- Critical timing in learners’ development of professional identity versus role of a member of a health care team.
  - How much time is required for professional socialization?
  - When is the learner ready to be an effective member of the health care team?

- Ability to manage tension between professional identity and team identity.
Challenges to Interprofessional Practice

- Where is responsibility and liability vested in the care team?
  - Clinical practice teamwork is equally shared among practitioners and current models are not oriented in this manner.
  - Lack of clear policies from the professional associations and licensing bodies on boundaries of professional jurisdiction is another structural barrier.
- Cultural differences around leadership expectations between professions and what is considered appropriate interactions.
- Different computer documentation systems to manage patients within and between health care facilities creates artificial barriers to interprofessional care.
Challenges to Interprofessional Practice

- Difficulties in structuring learning opportunities, interaction, and training in clinical practice with multiple professions with profession specific performance expectations.

- Reimbursement structures perpetuate “silos” in health care rather than interprofessional team approach to care.
  - Time allotted to the team is uncompensated.
  - Fee for service systems create competition between health professionals that might otherwise collaborate.
  - Provider-centered versus payer-centered versus patient/family/caregiver-centered care.
Opportunities in Interprofessional Professionalism

- Interprofessional professionalism is a content area that does not challenge profession specific scope of practice.
- Opportunity to change the culture of clinical practice through interprofessional professionalism and the development of new behaviors in how health professionals provide patient/family/caregiver care in teams.
Opportunities in Interprofessional Practice

- Change the culture of practice from hierarchical to team oriented with shared leadership responsibility and rewards.
- Value interprofessional professionalism and the shared expertise and wisdom of the team in providing best practice.
- Model care team and best practice for future health professionals during their clinical education.
Best Practices in Interprofessional Practice

- Success of interprofessional practice results from:
  - Clinical practices where effective interprofessional team care occurs on a daily basis.
  - Attracting best practitioners to the clinical practice with a focus on patient/family/caregiver-centered care
  - Hierarchical health care culture is not pervasive.
  - Reimbursement for care in a facility where all of funding is returned to the facility and not a specific health profession.
  - Reimbursement structures that do not perpetuate silos but rather value team approaches to care.
Examples of Best Practices in Interprofessional Practice

- **Interprofessional clinical education**
  - Western University (case-based interprofessional education approach)
    [http://www.westernu.edu/xp/edu/interprofessional/interprofessional-about.xml](http://www.westernu.edu/xp/edu/interprofessional/interprofessional-about.xml)

- **Interprofessional practice models**
  - Mayo Clinic
  - New York University – College of Dentistry and College of Nursing interprofessional faculty practice
  - Veterans Administration
    - Geriatrics, Palliative Care, and Interprofessional Teamwork Curriculum
      [http://www1.va.gov/visns/visn03/grecccurriculum.asp](http://www1.va.gov/visns/visn03/grecccurriculum.asp)
Discussion Questions

- Are there settings in Dentistry where the IPA could be piloted with a healthcare team?
- How might you use an IPA in your academic setting?
- Do you believe that Interprofessional Professionalism currently exists?
Contact Us

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