Interprofessional Competencies

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Overview

• Interprofessional Competencies
• Current Challenges
• Food for Thought
• Collective Competence
National Interprofessional Competency Framework

Goal: Interprofessional Collaboration

A partnership between a team of health providers and a client in a participatory, collaborative and coordinated approach to shared decision-making around health and social issues.

- **Role Clarification**
  - Learners/practitioners seek out, integrate and value, as a partner, the input and the engagement of patient/client/family/community in designing and implementing care/services.

- **Interprofessional Conflict Resolution**
  - Learners/practitioners actively engage self and others, including the patient/client/family, in dealing effectively with interprofessional conflict.

- **Team Functioning**
  - Learners/practitioners understand the principles of team dynamics and group processes to enable effective interprofessional team collaboration.

- **Collaborative Leadership**
  - Learners and practitioners work together with all participants, including patients/clients/families, to formulate, implement and evaluate care/services to enhance health outcomes.

- **Contextual Issues**
  - Patient/Client/Family/Community-Centred Care

- **Quality Improvement**

- **Simple**

- **Interprofessional Communication**
  - Learners/practitioners from varying professions communicate with each other in a collaborative, responsive and responsible manner.

- **Quality Improvement**

- **Complex**

- **Contextual Issues**
CIHC’s IP Competencies

- Interprofessional Communication
- Role Clarification
- Team Functioning
- Interprofessional Conflict Resolution
- Collaborative Leadership
- Patient/Client/Family/Community-Centred Care
HSERC’s IP Competency Framework
HSERC’s Competencies

• Role clarification
• IP collaboration
• IP communication
• Reflection
Current Challenges

1. Conceptualization

2. Measurement
   - How to measure
   - Unit of analysis
   - Little evaluation data

(Reeves, 2012)
Food for Thought
What do we know?

• Health professional education driven by goal of individual competence

• Health care is full of highly competent individuals

• Only sometimes do competent individuals form competent teams

(Lingard, 2012)
How is this possible?
How does one approach competence in relation to teams?
Collective Competence
Competence is
• a quality that individuals possess
• a state to be achieved
• context free

Collective competence is
• a distributed capacity
• an evolving dynamic
• tied to context
Assess not only what individual team members know, but their **awareness of what others know**, their **skill in tacit and explicit forming of shared expectations** and their **use of strategies to maximize coordination**.
Framework for Markers of Team Cognition

• Markers of shared mental models:
  – Closed-loop communication
  – Mutual performance monitoring
  – Adaptive and supportive behaviours

• Markers of situation assessment:
  – Problem identification and conceptualization
  – Plan execution

(Salas, 2007)
Advantage of collectivist way of seeing?

• Draws attention to potential fault lines in a team of competent individuals including shared expectations and role clarity

• Performance of the system not skills of individual that determines success of team
Thank you!