Using the Competency Framework for Collaborative Practice and Patient Partnership to transforming interprofessional education (IPE)

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Objectives

- To present University of Montreal’s Competency Framework for Collaborative Practice and Patient Partnership in Health and Social Services
- To illustrate its integration into the revision of learning activities within the University of Montreal’s IPE curriculum;
- To describe how the framework is used to structure student’s learning evaluation
Background

- Patient partnership is a core feature of the University of Montreal’s interprofessional education (IPE) curriculum
- Until recently, no competency framework included patient partnership as a core competency for collaborative practice
- Inspired by
  - The National Interprofessional Competency Framework (CIHC 2010)
  - The CanMEDs 2015 Physician Competency Framework
  - The Patient Competency Framework (DCPP Université de Montréal, 2015)
- Joint development
  - Collaboration and Patient Partnership office
  - Operational Committee for Interprofessional Education
Which competencies?

- A **competency** is a set of knowledge, skills and attitudes that, when coupled with good judgment and used in a specific healthcare and social services context, enables patients and practitioners to achieve optimal health outcomes.

- The framework consists of a core competency with cross-cutting competencies:
  - Patients and Health and social services professionals develop together over time.

- Each competency is expressed as a set of capabilities:
  - Actions
  - Behaviors
  - Tasks

- Specific to the context of care and services.
Competency Framework for Collaborative Practice and Patient Partnership in Health and Social Services

Planning, implementing and monitoring healthcare and social services

- Teamwork
- Health education
- Clinical ethics
- Clarity of roles and responsibilities
- Conflict prevention and resolution
- Communication
- Collaborative leadership

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Significant Innovation

- Co-construction
  - Patients and family caregivers
  - Educators
  - Professionals
  - Managers
  - Researchers

- Patients and practitioners develop their competencies together

- Learning in action
Intended users

- Patients and family caregivers
- Practitioners and students
- Decision-makers
- Researchers
- Educators in the fields of health sciences and psychosocial sciences
Under which circumstances could the framework be used?

- Training students, interns, and residents in health sciences and in psychosocial sciences
- Continuing professional development of health and social services practitioners
- Training trainers
- Evaluating the quality of collaborative practices and patient partnership in health and social services, teaching, and research organizations
- Guiding recruitment of professionals and patients involved within organizations
University of Montreal’s IPE curriculum

CSS1900 Discovery | CSS2900 Application | CSS3900 Integration

Interactive online training (online modules and online collaborative journal) 6-8 h

Preparatory activity 3-4 h

Interprofessional workshop Co-facilitated by a duo of patient and health professional 3 h
Paradigm
Patient partnership

Professionals
scientific knowledge

Patients experiential
knowledge

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Competency Framework for Collaborative Practice and Patient Partnership in Health and Social Services

- Planning, implementing and monitoring healthcare and social services
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- Health education
- Communication
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- Conflict prevention and resolution
- Clarity of roles and responsibilities

Université de Montréal
How we integrated the competency framework in our curriculum?

Our 3rd year course has a case study.
3rd year course: integration of collaborative and patient partnership concepts into practices

- 1400 students from 13 health and social sciences professions

Course objectives:
- To create an interprofessional intervention plan in partnership with the patient
- To demonstrate professional roles and responsibilities within the student IP team
- To reflect on the team dynamics

Three stages process of progressive competency development
- Online modules and Collaborative online journal
- Intraprofessional activity
- Interprofessional activity
On-line collaborative journal

1. In a virtual interprofessional team, students are asked to:
   
   - *Identify the patient’s life project, needs, health problems, and psychosocial problems*
   
   - Prepare a list of the patient’s health problems and any problems related to the patient’s psychosocial situation
   
   - Assess the patient’s desire and capacity to be involved in planning his/her care and services and take these into account in the following steps

2. To develop, online, an educational tool for the patient
Intra professional activity

- Develop an intervention plan specific to their profession
  - *Identify the patient’s priority needs and the objectives to be targeted*
- Plan the implementation and monitoring of their the intervention plan
  - *Assess at a pre-determined time*
- Using the patient partnership paradigm
Interprofessional workshop

- **Negociate, plan and prioritize the interventions**
  - Exchange information and share their knowledge with the patient and the student in the workshop
  - Clarify the roles and responsibilities of the patient and practitioners for each intervention

- Share and validate the information coming from different sources

- Integrate the patient perspective in the interprofessional intervention plan

- Receive feedback from co-facilitators: healthcare professional AND a patient
Using the IPE framework in student’s evaluation

OUR 3RD YEAR COURSE HAS A CASE STUDY
Online collaborative journal
Student’s evaluation

- Evaluation at the end of their first online activity
- Online peer evaluation
- Control point to check student’s collaborative involvement
- Three selected cross-cutting competencies of the Framework
  - Teamwork
  - Communication
  - Collaborative leadership
## Online collaborative journal
### Student’s evaluation

<table>
<thead>
<tr>
<th>Competency</th>
<th>Under expectations</th>
<th>Meets expectations</th>
<th>Succeeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team work</strong></td>
<td>The student does not interact in ways that will create and maintain healthy teams dynamic</td>
<td>The student interacts in ways that will create and maintain healthy teams dynamic</td>
<td>The student interacts in ways that will create and maintain healthy teams dynamic AND stimulates concertation and patient partnership</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>The student does not promote a climate of openness and respect</td>
<td>The student promotes a climate of openness and respect</td>
<td>The student promotes a climate of openness and respect AND Establishes and maintains smooth, timely and timely communication</td>
</tr>
<tr>
<td><strong>Collaborative leadership</strong></td>
<td>The student did not apply their knowledge (scientific, professional, and experiential) when exercising their leadership in the team</td>
<td>The student applies their knowledge (scientific, professional, and experiential) when exercising their leadership in the team</td>
<td>The student applies their knowledge (scientific, professional, and experiential) when exercising their leadership in the team AND Uses effective argumentation that stimulates the interest of team members</td>
</tr>
</tbody>
</table>
Interprofessional workshop
Student’s evaluation

- Online evaluation at the end of the workshop
- 360 multi-source evaluation
  - Anonymous peer evaluation (by students)
  - Co-facilitators (HC professional and patient)
- Platform moodle: new function
- Five selected competencies of the Framework
  - Planning, implementation, and monitoring of healthcare and social services
  - Teamwork
  - Communication
  - Collaborative leadership
  - Conflict resolution
Student’s overall appreciation of the course

The interventions of the patient-as-trainer have enriched my reflection

- Totalement d’accord: 63%
- D’accord: 34%
- En désaccord: 2%
- Totalement en désaccord: 1%

The interventions of the patient-as-trainer have enriched my reflection.
Plus-value of using the framework

- Better concordance between teaching, practice and evaluation
- Tool to support methodology and research
- Common terminology facilitating communication
Questions?

- Website: www.cio.partenaires-de-soins.ca
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