Interprofessional Collaborator Curriculum

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WHAT WE LEARNED

It is feasible to introduce IPEC Competencies in a focused curriculum.

BACKGROUND

Physicians are often expected to participate with teams of health professionals; however, postgraduate training infrequently includes interprofessional (IP) or team training.

OBJECTIVE

This curriculum was developed to demonstrate the knowledge, skills and attitudes which lead to successful IP collaboration.

METHODS

During a four-week geriatrics rotation, medicine interns complete a fifty-minute, in-person, multimedia lecture to introduce the IP collaborator concept and the Canadian and American IP competency frameworks. The IP pocket card is demonstrated and interns complete a guided, team-meeting video observation exercise. Using a SurveyMonkey, narrative reporting tool, interns analyze team competencies that they observe or initiate during geriatrics team meetings during the rotation. They report on two interactions. They complete a closing SurveyMonkey questionnaire and have an in-person debriefing.

RESULTS

Knowledge of IP Concepts:
“Geriatrics Attending deferred my co-intern’s question”
“I asked for clarification”
“Patient was asked about her treatment goals”
“Her perspective was considered”
“Names that would relate better to patients”

Awareness of Team Activities
“I observed consultation”
“Giving my input on other patients”
“I also observed team development”
“Taking a collective decision”
“Abruptly interrupted the presenter”

Attitudes About Other Health Professionals
“The pharmacist helped me”
“Case manager pitched in”
“Pharmacist was comfortable enough to question”
“Social worker on the team noted”
“Team members were introduced”

DISCUSSION

Recognition of IP collaborator competencies provides a framework for improving health professional effectiveness for team care and systems-based care.