



IPE Shared Core Competency Domains and Competency Statements

*Implementing Inter-professional Undergraduate Health Care Education in Qatar
Funded by Qatar Foundation, NPRP # 4-693-3-197*



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Project Overview

An Interprofessional Health Care Education (IPE) Program developed in Qatar will help to further improve collaborative healthcare delivery in this State. It can be expected to guide similar initiatives in the Gulf region and elsewhere. In this respect Qatar has the potential to become recognized as a leader in the improvement of health care outcomes through the successful integration of IPE as recommended by the World Health Organization (WHO) [2010].

There are two primary areas where the implementation of IPE can be beneficial: (1) pre-licensure [education] and (2) post-licensure [practice]. The first is generally conducted while students are training in their profession at a post-secondary institution. The second is provided as ongoing professional development for working professionals. The project reported here is for the former, pre-licensure IPE.

This project will span 3 years consisting of three distinct phases:

(1) Baseline activities and instructional shared core competencies development, (2) implementation, (3) evaluation.

Phase 1 included the development of a set of shared core competencies with input from a diverse set of health care professionals and educators e.g. nurses, doctors, allied health professionals, and pharmacists. Using a modified Delphi approach the set of shared core competencies have been revised through three major iterations. The full set of IPE shared core competencies along with their related domains are presented in this document.

IPE Shared Core Competency Domains:

At a first stage, a list of domains with their descriptions were developed using a card-sorting approach. A pyramid model with IPE at the top was developed to help separate out IPE domains from other domains subsumed with the first or second layer (Figure 1).

The agreed domains are:

1. Role clarification
2. Interprofessional Communication
3. Patient and family Centered- Care
4. Shared decision- making

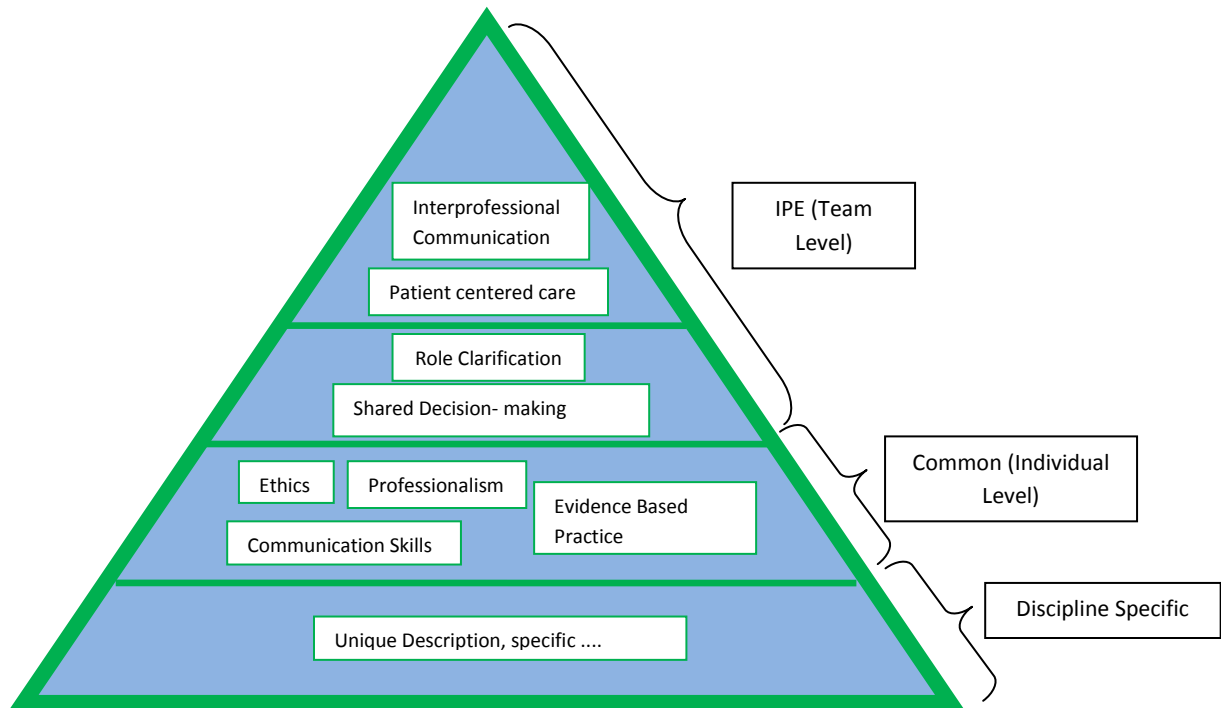


Figure1: The final IPE model developed by our team, December 9th, 2011



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Competency Statements:

- **Domain: Role Clarification**

Definition:

Healthcare students/professionals understand and respect the role and responsibility of all stakeholders. [Adapted from CIHC]

We identified the relevant stakeholders as students, professionals, patient and family.

Competencies:

1. Demonstrates through application an understanding of their own role [2]
2. Understands scopes of professional practice and roles of each member of the healthcare team (HFO) [3]
3. Demonstrates respect for other healthcare professionals roles and responsibilities. [2]

- **Domain: Interprofessional Communication**

Definition:

Healthcare students/professionals communicate in a collaborative, responsible and culturally sensitive manner. [Adapted from CIHC]

Competencies:

1. Utilizes effective communication skills with the patient and their family members [1, 3]
2. Discloses and effectively communicates ethical issues with the patient and their family members [3]
3. Demonstrates through application an understanding of respect, empathy and cultural sensitivity when communicating with the patient and their family members [4]
4. Demonstrates through application an understanding of the principles of team communication [2]
5. Communicates to ensure common understanding of healthcare decisions [2]



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6. Ensures that accurate and timely information reaches those who need the information. (IOM) [3]
7. Understands and applies the organizations (health agencies) approved standards of communication, internally and externally (IOM) [3]

- **Domain: Patient and Family Centered Care**

Definition:

Healthcare students/professionals seek out, integrate and value the input, and the engagement of the patient and family as part of the healthcare team [Adapted from CIHC]

Competencies:

1. Creates and sustains a therapeutically and ethically sound relationship with the patient and their family members [1]
2. Demonstrates caring and respectful behaviors when interacting with the patient and their family members [1]
3. Performs their professional roles and responsibilities in a culturally respectful way [2]
4. Advocates for quality patient care and assist patients in dealing with health care system complexities [1]
5. Provides education and support to the patient and their family members in a respectful and understandable manner [1; 2;4]
6. Encourages discussion and enables the patient and their family members to make informed choices about their healthcare [1;2;4]
7. Includes the patient and their family members as part of the healthcare team.



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- **Domain: Shared Decision-Making**

Definition:

Healthcare students/professionals include all stakeholders in the decision-making process regarding patient healthcare outcomes.

Competencies:

1. Exchanges knowledge/skills with other members of healthcare teams at all times to promote collaborative practice when assessing, developing, and planning during the patient care process [2;3; 5]
2. Acknowledges each discipline’s perspective during team meetings and/or interprofessional exchanges during the patient care process [3]
3. Involves all members of the team as well as the patient and their family members in the decision-making process related to planning and implementing care [3]
4. Seeks to actively create and support a climate of shared decision-making and collaborative practice [2]
5. Facilitates the integration of evidence based practice into the shared decision-making process (IOM) [3]



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