

CONFERENCE ABSTRACT

Development, evaluation and implementation of an Interprofessional Collaboration Competency Framework – Experiences from a Canadian Inner City Teaching Hospital

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Introduction: Competency as a collaborator in practice is becoming increasingly important in today's health care system. The WHO (2014) identified interprofessional collaboration in health care delivery as an essential element in addressing a currently fragmented healthcare system. As such, the teaching, attainment and assessment of collaborative competency have been prioritized to support interprofessional practice and integrated care. It continues to remain challenging however, for health care institutions to implement these best practice approaches. At St. Michael's Hospital, an Interprofessional Collaboration Competency (IPC-C) Working Group has been dedicated to the development, evaluation and implementation of a unique IPC-C Framework to be applied across all health teams and disciplines in this large urban teaching hospital. Over the past 2.5 years, the group undertook a literature review, created a draft framework, conducted validation testing of the framework and its accompanying toolkit, and undertook pilot testing of components of the frameworks' implementation strategy. This presentation will share information about these development, validation and implementation processes and lessons learned from this initiative.

Learning objectives: By the end of the workshop, participants will be able to:

- 1) Describe the methodologies and approaches used to embed an IPC-competencies framework within a teaching hospital.
- 2) Identify challenges and opportunities to teach the IPC competencies.
- 3) Familiarize themselves with the IPC-competency framework and consider applicability to their own settings.

Methods: After a brief presentation about the framework and lessons learned from our experience, we will work in break-out groups through virtual examples for teaching collaboration as a competency in the hospital setting. Using the IPC-C Framework, break-out groups will discuss whether or how a similar process may occur within their own setting. A

particular focus will include how to enhance IPC across disciplines specific to the participants' own healthcare environment.

Implications: Implementation of an IPC-C Framework within teaching hospitals has the potential to encourage attainment of collaborator competencies for healthcare professionals and to enhance team-based care. According to the WHO (2010), optimal team-based care results in improved health care delivery, patient outcomes and satisfaction as well as improved satisfaction of health workers in their day-to-day work life. It is our theory that embedding IPC-competencies within daily practice will result in these healthcare improvements and ultimately improve quality of care delivered.

Target Population/Stakeholders: Hospital administrators, managers, health care professionals, students, health disciplines and medical educators

Timeline: The IPC-C framework educational strategy is in early implementation with pilot testing of the educational approaches utilized in knowledge translation across the institution. The framework will be fully launched and integrated into provider performance evaluation in the coming year.

Highlights: To our knowledge, this type of initiative has not previously been implemented in a teaching hospital in Canada. The long-term outcome is to improve HP collaborative competency amongst over 5,000 health providers at St. Michael's Hospital and ultimately to improve patient outcomes.

Transferability: This initiative should be transferable to other similar hospital settings.

Keywords: competency framework; interprofessional collaboration; health professional education; faculty development
