Abstract 1535 – Mapping Interprofessional Core Competencies to an Occupational Therapy Curriculum: Focus on Entry to Practice Clinical Education

WFOT Congress, Thursday, May 24, 2018, 16:00-17:30, Room 2.4
Mary E. Evenson, OTD, MPH, OTR/L, FAOTA – mevenson@mghihp.edu
Emily A. Zeman, OTD, MS, OTR/L – ezeman@mghihp.edu
MGH Institute of Health Professions, Boston, MA, USA
Introduction - Rationale

Interprofessional Collaboration

Competency Domain

U.S. Academic institutions are collaborating among disciplines to identify methods for measuring interprofessional core competency learning outcomes to prepare health professions students for practice.

Reference:
Objectives

Participants will understand how institutional interprofessional core competencies for health professions education overlay and map to program-level competencies for occupational therapy curricula.

This process involves a skill development trajectory that culminates with entry-to-practice competence as a result of successful fieldwork/professional practice.

Beginning
(exposure)

Developing
(immersion)

Entry-to-practice
(competent)

Academic curriculum & Level I experiences

Full-time Level 2 Fieldwork
### IMPACT Practice Core Competencies

<table>
<thead>
<tr>
<th>DOMAIN:</th>
<th>DEFINITION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Commitment to <strong>ethical principles, humanism, accountability, and altruism.</strong></td>
</tr>
<tr>
<td>Patient and client-centered care</td>
<td>Collaboration with the health care team <strong>in partnering with patients/clients and their families</strong> to meet health-related needs.</td>
</tr>
<tr>
<td>Communication</td>
<td><strong>Exchange of information with and listening to</strong> patients, families, and members of the health care team.</td>
</tr>
<tr>
<td>Clinical decision making</td>
<td>Decision making based on <strong>open-minded analysis, deliberate thinking, and reflection that leads to appropriate action.</strong></td>
</tr>
<tr>
<td>Systems-based practice</td>
<td>Awareness of the larger context of health care and the <strong>ability to promote changes that enhance the delivery of care.</strong></td>
</tr>
<tr>
<td>Leadership</td>
<td><strong>Courage to influence change</strong> for the benefit of patients/clients, the health system, and the professions.</td>
</tr>
</tbody>
</table>

Methods - Approach

• Faculty engaged in mapping six institutional interprofessional core competencies to the occupational therapy education curriculum.

• The entry-to-practice competencies align with the full-time placement evaluation of student performance, *AOTA Fieldwork Performance Evaluation for Occupational Therapy Students (FWPE)*.

• Clusters of items are mapped to each of the competencies for administrative analysis of the learning outcomes for each core competency.
Aligning IHP competencies, OT Program Entry-to-Practice competencies, & AOTA FWPE items

<table>
<thead>
<tr>
<th>IHP Core Competency</th>
<th>OT Program Competency Course – Entry-to-Practice</th>
<th>AOTA Fieldwork Performance Evaluation items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Level 2 Fieldwork</td>
<td>Professional Behaviors - items 36-42</td>
</tr>
</tbody>
</table>
| Patient & Client-centered care | Level 2 Fieldwork                                | Evaluation and Screening - items 8-17  
Intervention - items 18-26 |
| Communication       | Level 2 Fieldwork                                | Basic Tenets – items 4-7  
Communication – items 32-35 |
| Clinical decision making | Level 2 Fieldwork                                | (Evidence-based practice) items – 8, 9, 16, 19 
(included under Evaluation/Screening & Intervention) |
| Systems-based practice | Doctoral Capstone; Leadership course            | Management items – 27-31                      |
| Leadership          | ? Doctoral Capstone ?                             | No related FWPE items!                        |

Results – Practice Implications

• The mapping process of performance criteria and thresholds raises attention about the focus on safety and ethics, part of professionalism.

• Current AOTA Fieldwork Performance Evaluation encompasses additional core competency domains:
  • Patient and client-centered care
  • Communication
  • Clinical decision making (clinical reasoning and evidence-based practice)
  • Systems-based practice

• However, this curriculum mapping points to the gap for measuring leadership. The U.S. national assessment tool of student performance omits leadership, instead addressing management as a performance category.
Examining student performance in relation to **occupational therapy expected performance outcomes** can be overlaid with the achievement of interprofessional core **competencies** that promote:

- collaborative care through effective teamwork
- communication
- ethics, and
- understanding of various disciplines’ roles and responsibilities.

Further attention to defining performance criteria and measurement parameters for leadership skills is indicated.