

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

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# 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:

Interprofessional Education Collaborative, (2016). Core competencies for Interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative. Retrieved from: <http://www.aacn.nche.edu/education-resources/IPEC-2016-Updated-Core-Competencies-Report.pdf>

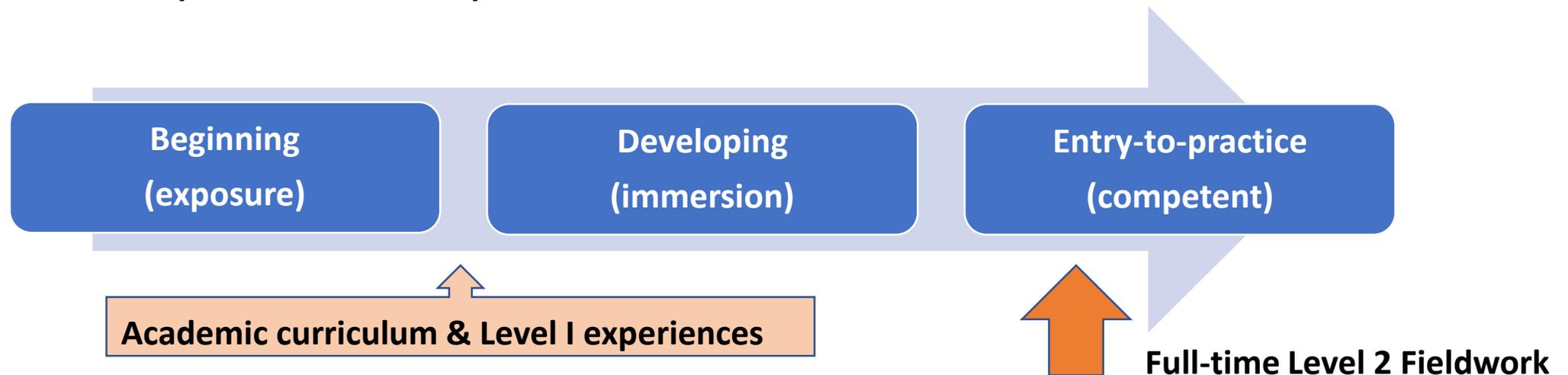


  
The Learning Continuum pre-licensure through practice trajectory

# 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.



# IMPACT Practice Core Competencies

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

Reference: MGH Institute of Health Professions (n.d.). *IMPACT Practice core competencies*. Boston, MA: Center for Interprofessional Studies and Innovation. Retrieved from: <https://www.mghihp.edu/impact-practice-core-competencies>

# 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

IHP Core Competency	OT Program Competency Course – Entry-to-Practice	AOTA Fieldwork Performance Evaluation items
Professionalism	Level 2 Fieldwork	Professional Behaviors - items 36-42
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!

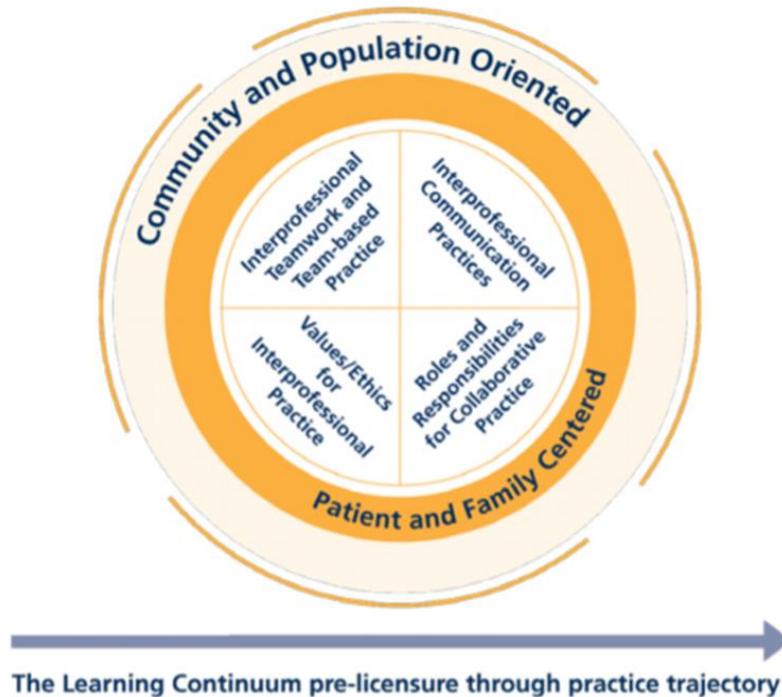


Reference: American Occupational Therapy Association. (2002). *Fieldwork performance evaluation for the occupational therapy student*. Bethesda, MD: Author.

# 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.

# Conclusion



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.

Reference: Interprofessional Education Collaborative, (2016). Core competencies for Interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative. Retrieved from: <http://www.aacn.nche.edu/education-resources/IPEC-2016-Updated-Core-Competencies-Report.pdf>