

Appendix 1

Foreword: Domain 7 Course Objectives

In July 2019, CEMS heard and approved a proposal to charge Dr. Eric Johnson and Michelle Montgomery with evaluating the medical curriculum for objectives related to interprofessional competencies in Domain 7 of the *UND SMHS Competencies for Undergraduate Medical Education*, to identify gaps in the current and renewed curriculum, and to propose new objectives if needed. The proposal is provided as a supporting document.

Recall from a previous CEMS meeting that it was determined that there were not enough objectives to account for Domain 7 (Interprofessional Collaboration), that those that existed were not in compliance with the approved format for course objectives, and that the two that did appropriately map to Domain 7 were not well aligned with the IPEC (the nationally accepted interprofessional standards).

Johnson and Montgomery have worked together to address these issues, meeting periodically with Drs. Van Eck and Salentiny for instructional design assistance. The resulting product is 24 objectives that are well-aligned with the IPEC, map directly to competencies 7.1-7.5, and comply with the approved format for medical curriculum objectives. If approved by CEMS and the MCC, these objectives will become a part of the medical curriculum. While this would likely result in the removal of the existing two objectives (PCL-PIF003 and PCL-PIF006), that is not part of this proposal because removal of redundant objectives is being addressed in a separate process.

A listing of the new objectives begins on page 2 of this document.

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Chair of the Curriculum Management & Evaluation Subcommittee of the UMEC

Supporting Documents:

-IPE Proposal Final (Approved by CEMS on 7/8/2019)

Proposed Objectives for Adoption in the Medical Curriculum

Version: January 29, 2020

Developed by Dr. Eric Johnson and Michelle Montgomery to address an identified gap in the medical curriculum course objectives related to *Domain 7: Interprofessional Collaboration* within the *UND SMHS Competencies for Undergraduate Medical Education*, which states:

“Develop skills in functioning both as a team member and as a team leader, and demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient-centered and population-focused care.”

Proposed Objectives* Per Competency:

7.1 Identify potential barriers to the effective coordination of care of patients with multiple health care needs and providers.

- a. Given a healthcare team-based scenario, the learner will be able to classify stereotypes of different health care providers that may be a barrier to coordination of care by explaining how typical stereotypes are barriers to healthcare delivery and safety at a level that is commensurate with the learner’s stage in the program.
- b. Given a healthcare team-based scenario involving two or more health professions within an institution, the learner will be able to classify institutional barriers to coordination of care by explaining how these are barriers to coordination of care at a level that is commensurate with the learner’s stage in the program.
- c. Given a healthcare team-based scenario involving two or more facilities or providers, the learner will be able to classify institutional barriers to coordination of care between facilities and providers by explaining how these are barriers to coordination of care at a level that is commensurate with the learner’s stage in the program.
- d. Given a health care team-based scenario, the learner will choose to forge interdependent relationships with other professions within and outside of the health system to improve care and advance learning with frequency and depth that are commensurate with the learner’s stage in the program.

7.2 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.

- a. Within the context of a health care team, the learner will define ethical principles of health care professions at a mastery level of 80% or greater on relevant assessments.
- b. Within the context of a health care team, the learner will choose to behave in a way that respects cultural diversity and individual differences that characterize patients, populations, and the health team with frequency and depth that are commensurate with the learner's stage in the program.
- d. Within the context of a health care team, the learner will generate trusting relationships with patients, families, and other team members with frequency and depth that are commensurate with the learner's stage in the program.
- e. Within the context of a health care team, the learner will choose to act with honesty and integrity in relationships with patients, families, communities, and other team members with frequency and depth that are commensurate with the learner's stage in the program.
- f. Within the context of a health care team, the learner will define how mutual respect, dignity, diversity, ethical integrity, and trust impact health outcomes at a mastery level of 80% or greater on relevant assessments.

7.3 Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.

- a. Given a healthcare team-based scenario, the learner will define roles and responsibilities of all team members clearly to patients, families, community members, and other professionals at a mastery level of 80% or greater on relevant assessments.
- b. Given a healthcare team-based scenario, the learner will choose to engage diverse professionals who complement one's own professional expertise to develop strategies to meet specific health and healthcare needs of patients and populations with frequency and depth that are commensurate with the learner's stage in the program.
- c. Given a healthcare team-based scenario, the learner will generate patient care plans that make use of the unique and complementary abilities of all members of the health care team to optimize health and patient care at a level that is commensurate with the learner's stage in the program.
- d. Given a healthcare team-based scenario, the learner will define how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health at a mastery level of 80% or greater on relevant assessments.
- e. Given a healthcare team-based scenario, the learner will define one's own professional identity in the context of team-based care at a mastery level of 80% or greater on relevant assessments.

7.4 Communicate with other health professionals in a responsive and responsible manner that supports a team approach to promotion and maintenance of health and the prevention and treatment of disease in individual patients and populations.

- a. Given a health care scenario, the learner will be able to choose accepted team communication tools and techniques (i.e., Team STEPPS) in team-based discussions and interactions at a mastery level of 80% or greater on relevant assessments.
- b. Given a health care scenario, the learner will be able to choose accepted team communication tools and techniques in information systems (i.e., electronic health record) and communication technologies (i.e., secure messaging, electronic health record, telehealth, voice messaging) in team-based discussions and interactions at a mastery level of 80% or greater on relevant assessments.
- c. Given a health care scenario, the learner will be able to demonstrate accepted team communication tools and techniques (i.e., Team STEPPS) in team-based discussions and interactions at a mastery level of 80% or greater on relevant assessments.
- d. Given a health care scenario, the learner will be able to demonstrate accepted team communication tools and techniques in information systems (i.e., electronic health record) and communication technologies (i.e., secure messaging, electronic health record, telehealth, voice messaging) in team-based discussions and interactions at a mastery level of 80% or greater on relevant assessments.
- e. Given a health care scenario, the learner will be able to demonstrate active listening (comprehending, retaining, responding) that encourages ideas and opinions of other health care team members at a level that is commensurate with the learner's stage in the program.
- f. Given a health care scenario, the learner will be able to demonstrate consensus building in all aspects of team building at a mastery level of 80% or greater on relevant assessments.

7.5 Apply relationship-building values and the principles of team dynamics to work collaboratively with other members of health care teams in different team roles in order to provide both patient-centered and population-focused care that is safe, timely, efficient, effective, and equitable.

- a. Given a health care scenario, the learner will demonstrate the use of collaborative, interprofessional teamwork to provide care that is safe, timely, efficient, effective, and equitable at a level that is commensurate with the learner's stage in the program.
- b. Given a health care scenario, the learner will adopt leadership practices that support collaborative practice and team effectiveness with frequency and depth that are commensurate with the learner's stage in the program.
- c. Given a health care scenario, the learner will demonstrate relationship-building values when working in different team roles in a variety of settings at a level that is commensurate with the learner's stage in the program.
- d. Given a health care scenario, the learner will choose to behave in ways that maximize relationship-building values and principles in the care of patients and populations with frequency and depth that are commensurate with the learner's stage in the program.

**Competency domains adapted from "Core Competencies for Interprofessional Collaborative Practice: 2016 Update".*

Interprofessional Education Collaborative. (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative.
<https://www.ipecollaborative.org/resources.html>