



Curtin University

INTERPROFESSIONAL CAPABILITY FRAMEWORK

Faculty of Health Sciences

FROM THE PRO VICE-CHANCELLOR

Interprofessional Education is internationally recognised to be a key strategy for the current and future health workforce to ensure safe, high-quality, client-centred service. The World Health Organisation (2010) mandated that interprofessional education should be a core component of the health science curriculum. A critical element in embedding IPE in our Faculty has been the development of this framework which provides students, staff and our industry partners with the capabilities we expect our graduates to demonstrate.



Pro Vice-Chancellor Professor Michael Berndt

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INTERPROFESSIONAL CAPABILITY FRAMEWORK

BACKGROUND

Interprofessional education is seen as a necessary step in preparing a collaborative practice-ready health workforce that is better able to respond to local health needs (World Health Organisation, 2010).

At the centre of such collaborative working is the individual, family or community that is involved in the health service or care process. John Gilbert, a leader in interprofessional education, states that learning to be an effective collaborative worker requires both a personal transformation in perspective and a change in professional identity (cited in Freeth et al, 2005).

It is important to focus on collaborative acts, programs and services that can achieve more than could be achieved by the same health professionals acting independently. This requires a level of interdependence i.e. the occurrence of, and reliance on, interactions among professionals whereby each is dependent on the other to accomplish the required goals and tasks.

INTRODUCTION

This framework is designed to provide a model for teaching and assessing the capabilities required to be a collaborative practice-ready health professional who can work effectively and efficiently in an interprofessional team to provide safe, high-quality service/care to clients, families and communities.

Barr et al (1998) proposed three sets of competencies:

Common – held by all professions

Complementary – distinguish one profession from another

Collaborative – necessary to work together effectively

The focus of this framework is on the collaborative competencies or capabilities.

DEFINITIONS

Client refers to the individual, family or community that is the focus of the health or social service/care.

Safety refers to the physical, psychological, environmental and cultural aspects of safety.

Interprofessional Education “Occurrences when two or more professions learn with, from and about each other to improve collaboration and the quality of care” (CAIPE, 2002). The key for effective interprofessional education is that the learning must be interactive.

Multiprofessional Education “When members of two or more professions learn alongside one another” (Freeth et al, 2005). Learning typically occurs in parallel.

Collaborative Practice “When multiple health workers from different backgrounds work together with patients, families, carers and communities to deliver high-quality care” (WHO, 2010).

Collaborative Worker A collaborative practice-ready health worker is someone who has learned how to work competently in an interprofessional team and understands the system in which they are working (adapted from WHO, 2010).

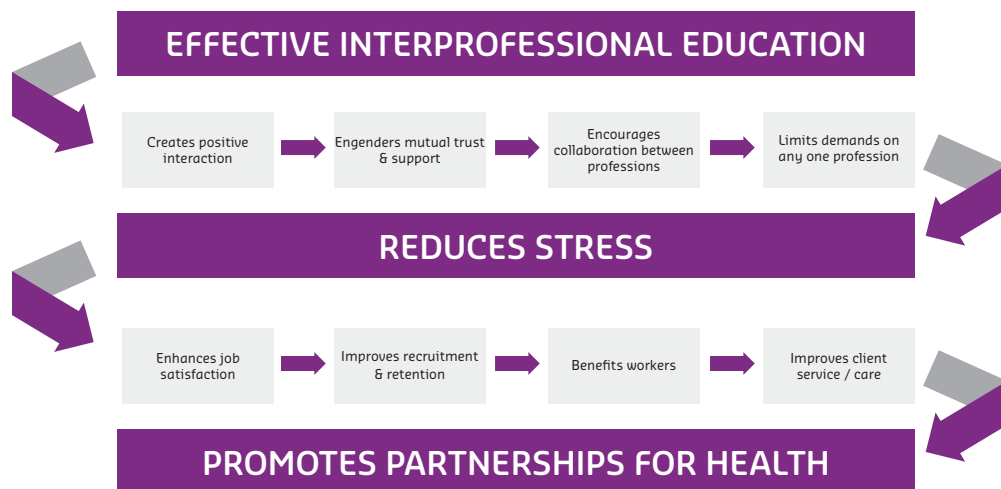
WHY IS COLLABORATIVE PRACTICE IMPORTANT?

There are many drivers of the need to change the way that health professionals are educated. These include:

- The changing needs of the health service.
- The need to prepare workers for new, emerging roles.
- New regulatory requirements.
- The needs of rural and remote areas.
- Employment expectations of graduates.
- The need to strengthen partnerships between education and health providers.

Barr et al (2005) proposed the following chain reaction:

The most important driver, however, is the need to improve the health outcomes for clients.



ASSUMPTIONS UNDERPINNING THIS FRAMEWORK

- Collaborative practice is critical to client safety and quality of service or care.
- Interprofessional education occurs on a continuum from early exposure to other professions through to collaborative practice in teams in the practice setting.
- The learner will move through the levels at different rates according to their personal and professional experiences.
- A student’s capacity to demonstrate interprofessional capabilities in different settings will be impacted by their comfort level, familiarity and skill set within that context.

THE FRAMEWORK

The framework has three core elements:

- Client centred service
- Client safety and quality
- Collaborative practice

The core elements are underpinned by five collaborative practice capabilities represented in Figure 1.

These capabilities, which interact with each other to achieve the three core elements, consist of:

1. Communication
2. Team function
3. Role clarification
4. Conflict resolution
5. Reflection

The levels described equate approximately with the following:-

1	The novice student at the completion of the first year of an undergraduate degree.
2	The intermediate student at the end of the second or third year of an undergraduate degree or at the completion of the first year of a graduate entry masters degree.
3	The entry to practice level student at the end of the final year of an undergraduate or entry level masters degree.

Figure 1.
Curtin Interprofessional
Capability Framework
(Brewer & Jones, 2010)



INTERPROFESSIONAL CORE ELEMENTS

CLIENT/FAMILY/COMMUNITY CENTRED SERVICE/CARE

The client is valued as an important partner in planning and implementing services/care. Service providers seek out and integrate the client's input into services. Service providers promote the participation and autonomy of clients to ensure that they are involved in decision making and exercise choice.

Descriptors

The collaborative worker:

- Supports the client as an integral partner in planning, implementing and evaluating their services/care.
- Shares information with the client in a respectful manner.
- Shares information with the client in a way that is understandable, ensures informed consent, encourages interaction and enhances their participation in choice and decision making.

Levels

1	Acknowledges the need to be client centred in providing safe and high-quality service/care.
2	Communicates with the client in a respectful manner. Actively listens to the client. Describes key aspects of client centred service/care.
3	Communicates with the client and/or other team members in a manner that promotes understanding and positive interaction. Works in partnership with the client and/or other team members to plan and implement service/care plans.

CLIENT SAFETY AND QUALITY

The ultimate aim of collaborative practice is to improve all aspects of health and social care quality: safety, appropriateness, access, client-centredness, efficiency and effectiveness (Barracough et al, 2009). Therefore safety and quality form the overarching structure of the framework.

Descriptors

The collaborative worker:

- Is committed to a non-blaming, non-punitive team culture.
- Shares professional perspective on client safety and quality with the team.
- Critically evaluates practice and policy in the context of client safety.
- Negotiates and evaluates services within the team that promote policy and procedural improvements.

Levels

1	Identifies the major factors that impact on the safety and quality of service/care for clients. Demonstrates a non-blaming approach to teamwork.
2	Discusses own professional perspective on client safety and quality and seeks input from others. Checks understanding of others to ensure effective communication. Critically evaluates research on client safety.
3	Adheres to policies and procedures that ensure client safety and quality including national/international standards. Contributes to the evaluation of client safety and quality outcomes in university and fieldwork settings. In partnership with the client and the team recommends appropriate improvements in policies and procedures.

COLLABORATIVE PRACTICE

Collaborative practice occurs when multiple health and human service professionals from different backgrounds work together with clients to deliver high-quality care.

Descriptors

(adapted from Barr et al, 2005 p 84-85; and Hammick et al, 2009 p 23)

The collaborative worker:

- Recognises the value of interprofessional collaboration between professions and between agencies.
- Identifies situations where collaboration is beneficial to stakeholders.
- Is committed to a client-centred approach to service/care.
- Recognises and respects the roles, responsibilities and competence of other health professionals.
- Describes own role and responsibilities clearly to other professions.
- Recognises and observes the constraints of own role, responsibilities and competence.
- Applies the principles and practice of effective teamwork to the assessment, planning, implementation and review of health services/care.

- Applies effective communication methods with all stakeholders.
- Manages confidentiality between professions and between agencies.
- Acknowledges and respects others' views, values and ideas.
- Facilitates interprofessional case conferences, meetings and networking.
- Applies knowledge of health and social care systems to participate in the delivery of high-quality services/care.
- Contributes to the knowledge of other professions.
- Contributes to the evaluation of both team and service/care outcomes.

Levels

1	Respects others' views, values and ideas. Demonstrates effective teamwork and communication skills in the university setting. Recognises the value of a client-centred, collaborative approach to health services/care and situations where this approach may be beneficial to stakeholders.
2	Explains the roles and responsibilities of own and other professions. Maintains client confidentiality. Evaluates team outcomes.
3	Reflects on own competencies and constraints of own profession. Demonstrates effective teamwork and communication skills in university and fieldwork settings. Contributes to the knowledge of others. Facilitates effective interprofessional team interactions and provides leadership when appropriate. In partnership with clients and other professionals provides collaborative health services/care within and across organisations and refers on appropriately.

COLLABORATIVE PRACTICE CAPABILITIES

COMMUNICATION

The collaborative worker consistently communicates in a sensitive and professional manner demonstrating effective interpersonal skills.

Descriptors

The collaborative worker:

- Communicates clearly, comprehensively and in a culturally appropriate manner both verbally and in writing.

- Actively listens to and respects the client's needs and concerns.
- Actively listens to knowledge and opinions of all team members.
- Develops effective working relationships with clients and team members.
- Uses information and communication systems effectively to improve client service.
- Respects values, beliefs and culture of all relevant parties.

Levels

1	Demonstrates developing skills in effective listening, oral and written communication. Demonstrates respect for others and makes some contribution to team discussions.
2	Demonstrates effective communication skills with a wide range of people.
3	Demonstrates effective communication skills within and between teams and organisations which enhance service/care provision. Responds to, and synthesises information from, others and incorporates this into their contribution to the service/care plan for clients. Demonstrates culturally safe communication skills.

TEAM FUNCTIONING

The collaborative worker understands the principles of teamwork and group processes and their importance in providing effective interprofessional collaboration to improve client services/care. The collaborative worker is able to participate across teams and in inter-agency work to ensure integrated service/care delivery.

Descriptors

The collaborative worker:

- Analyses the process of team (group) development.
- Establishes and maintains effective working relationships with other team members and other teams.
- Effectively facilitates discussions and interactions among team members.
- Engages in shared decision making to establish and achieve commonly agreed goals.
- Respects all team members' contribution to collaborative decision making.
- Respects team ethics including confidentiality, resource and workload allocation, and professionalism.

Levels

1	Describes the process of group/team development. Participates in the exchange of professional knowledge and collaborative decision making. Demonstrates effective teamwork skills with others including respect for team ethics.
2	Reflects on the benefits of sharing professional knowledge to own professional development and to client safety and quality.
3	Initiates the exchange of professional knowledge and shared decision making to improve service/care delivery. Demonstrates effective teamwork skills in a wide range of contexts including fieldwork settings.

ROLE CLARIFICATION

The collaborative worker understands their own role and the roles of other relevant parties and uses this knowledge to improve client services.

Descriptors

The collaborative worker:

- Has confidence in and knowledge of their own profession so they can work effectively in a team.
- Effectively communicates their role, knowledge and opinions to team members in a way that promotes positive interaction.
- Recognises and respects the roles, responsibilities and competence of other team members and their contribution to health and social service/care.

Levels

1	Demonstrates developing knowledge of the role of their own and other professions. Effectively communicates their point of view to others.
2	Describes the benefits of understanding the role, responsibilities and competence of other professions to improving service/care provision. Effectively communicates their professional knowledge to others.
3	Demonstrates respect for the contribution of other professions in the provision of services/care. Appraises the role, responsibilities and competence of their own profession and others in service/care provision.

INTERPROFESSIONAL CONFLICT RESOLUTION

The collaborative worker actively engages in addressing different perspectives among colleagues and clients in a positive and constructive manner as they arise.

Descriptors

The collaborative worker:

- Contributes to establishing a safe environment in which diverse opinions can be expressed
- Recognises the potential for conflict to occur
- Values the potential positive nature of conflict
- Identifies common situations that may lead to conflict including role ambiguity, power differentials, communication differences (terminology or language) and differences in goals
- Employs strategies to deal with conflict constructively including analysing the causes and working collaboratively to reach acceptable agreed upon solutions

Levels

1	Describes common situations where conflict may arise in interprofessional teams and strategies that can be employed to address this. Communicates in a manner that promotes positive interactions.
2	Participates actively in the resolution of conflicts that arise with support.
3	Participates actively in resolution of conflict to ensure effective collaborative practice.

REFLECTION (INDIVIDUAL AND TEAM)

The collaborative worker utilises reflective processes in order to work in partnership with clients and others to ensure safe and effective services/care. The collaborative worker addresses personal learning needs to ensure optimal service/care provision.

Descriptors

The collaborative worker:

- Regularly reflects on team structures, functions and roles and their own contribution to these.
- Seeks and accepts feedback and constructive criticism to strengthen collaborative relationships and team effectiveness.
- Critically evaluates policies and procedures related to all aspects of service/care delivery.
- Critically evaluates service/care outcomes.

Levels

1	Reflects on own contribution to teamwork experiences. Reflects on own learning and progress in developing interprofessional capabilities.
2	Seeks feedback from others that strengthens teamwork skills and collaborative relationships. Reflects on own learning from conflict situations that arise. Develops a plan to address knowledge, skills, attitudes and values that will enhance collaborative practice.
3	Critically evaluates service/care outcomes, policies and procedures. Demonstrates well developed reflection processes in order to evaluate personal and professional knowledge, skills, attitudes and values and the impact of these on the provision of services/care. Develops comprehensive plans to ensure development of effective collaborative practice that enhances service/care provision.

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PREPARED BY

Margo Brewer,
Director of Interprofessional Practice,
Faculty of Health Sciences,
Curtin University, 2013.

NOTE

This framework has been adapted from the Sheffield Hallam University Interprofessional Capability Framework 2010 and the Canadian Interprofessional Health Collaborative National Competency Framework 2010.

For further information, contact:

Ms Margo Brewer
Director of Interprofessional Practice
Phone: +61 8 9266 9288
Email: m.brewer@curtin.edu.au

Curtin University
Street address:
Kent Street, Bentley WA 6102
Postal address:
GPO Box U1987 Perth WA 6845
www.healthsciences.curtin.edu.au

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