Competencies for Global Health Interprofessional Training & Implementation Example

Jody K. Olsen, PhD
Director, Center for Global Education Initiatives
University of Maryland/Baltimore
NAFSA, May 27, 2014
Part I: Competency Development
Global Health is a Uniquely Collaborative Field

- Diverse professionals contributing to health of regions, nations, and communities
- Interprofessional nature of global health challenges universities training professionals to collaborate across health related disciplines
- Global health contemplates interprofessional collaboration beyond patient care context (primary focus of IPE)
Global Health Team Excellence: Interprofessional Skills Competencies Roundtable

- U of MD / Baltimore national expert roundtable on topic, Oct. 25, 2013
- 40 IPE and Global Health national competency development experts
- Included representatives from medicine, public health, nursing, law, social work, pharmacy, dentistry, physical therapy, business and engineering.
- Discussed team, communication, values competencies necessary for collaborative global health practice.
Overview of the Roundtable

- Participants submitted beforehand 1,500 word comments on:
  - How would developing such competencies help global health educators?
  - What specific interprofessional skills and concepts should be taught?
  - How are they translated into successful, measurable components of professional global health education?

- Comments framed day’s discussion and outcomes.

- Paper discussing results will appear in *Law, Medicine and Ethics*
Interprofessional Global Health Competencies Development

• Began with IPEC competencies; modified for discussion
• Recommended competencies emerged based on results of six small working groups.
Focus of recommended competencies

- Teamwork
- Understanding and valuing professional differences and contributions
- Communication that reflects and supports personal and professional differences, and
- Cultural awareness among team members and between teams and their in-country counterparts in global health practice.
Teamwork Competencies: Themes

• Teamwork and Communication Competency Domain (see handout)

• Although these competencies are general to many professions, participants agreed these need particular attention when preparing interprofessional global health teams.

• Teams are both adjusting to team member disciplines and to in-country cultural, behavioral, structural differences: double challenge.
Teamwork Competencies: Examples

• Describe process of team development and roles and practices of effective teams.

• Apply leadership practices that support collaborative practice and team effectiveness.

• Recognize one’s limitations in skills, knowledge, and abilities.
Part II: Integrating the Competencies into Curricula
Consensus goals for developing curricula

• Review existing global health curricula with interprofessional lens
• Remain open to different ideas for building team skills
• Model interprofessional skills and behaviors by demonstrating team-based problem solving
• Examine various team-building methods available and incorporate those with demonstrated effectiveness
Sample Recommendations from experts for Students

- Use case-based and project-based learning
- Use experiential and simulation learning exercises (way to bring diverse students together)
- Build trust and team cohesiveness through regular meetings
- Include global perspective in critical thinking and decision making
Sample Recommendations for Faculty

• Foster interprofessional training for faculty
• Prepare faculty to move from expert to learner, and support faculty during process
• Minimize logistical barriers such as calendar and credit differences among professions
• Reward faculty and give incentives for embracing interprofessional models and behaviors
Interprofessional Global Health: A Working Model from University of Maryland, Baltimore.

- Campus-wide survey on international experience and interest
- Campus-wide survey of IPE experience and interest
- Novel interprofessional faculty and student grant for short term global health projects
  - Pre- post- faculty and student assessment of grant experience
Campus-wide Survey of International experience and interest

• Campus-wide survey (International Education Survey, Zorn, 1996) of graduate health professional students to assess global health interest, 630 responses (10% of all students)
  – 49% had international experience (at least 2 weeks)
  – 59% with experience wanted additional experience, 51% without experience wanted experience.

• Complete study available at www.global.umaryland.edu/students
Campus-wide Survey of IPE Experience and Interest

• 1251 participants (faculty, staff, students), 1-5 scale

• Faculty/staff answers:
  • Improves patient/client services 4.33/4.13
  • IOE in general is a “great idea, benefit to my students” 4.40/4.09
  • IPE at UMB...
    – “Go for it!” 4.45/4.29
    – “Need encouraging” 4.27/4.21
    – “My students want it” 3.77/3.75

Readiness for Interprofessional Learning Scale – RIPLS (Curran et. al, 2008)
– Student answers:

• Teamwork and collaboration, 4.27
  “Students believe teamwork and collaboration is important to professional development and quality client services”

• Positive Professional Identity, 4.09
  “A sense of professional identity is not lost”

• Roles and Responsibility, 2.40
  “Demystifying the superiority complex—my profession is different, not better or worse.”
Initiative: UMB Campus-wide global health interprofessional faculty and student grants

- First in country
- Faculty-driven for sustainability
  - $10,000 to faculty to develop student projects based on their own on-going international research
- Student grants pay for transportation and housing to participate in faculty-developed projects
- Developed orientation, evaluation tools, post-project local links and presentation
- Nine projects in 2014, 12 faculty, 6 schools, 35 students, 7 countries
Pre- and post- faculty and student assessment of grant experience

• Assessment included five sections:
  – Grant award and preparation
  – Global Health Engagement, Knowledge, Skills, Learners’ Needs (Ablah et al, 2014)
  – Interprofessional Attitudes, Teamwork and Communication Skills (Olsen and Rowthorn, 2014)
  – International experience (adapted from Zorn, 1996)
  – About participant
References


Thank You