

## 5. Shared decision-making

Shared decision-making gives all team members, including patients, the opportunity to contribute their knowledge and expertise, to arrive collaboratively at an optimal goal. To support interprofessional practice, learners/practitioners are able to:

| Indicator  | Never | Rarely | Sometimes | Almost Always | Does not apply |
|--|-------|--------|-----------|---------------|----------------|
| Recognize and respect each other's knowledge and expertise, regardless of occupation and formal position |       |        |           |               |                |
| Willing to accept responsibility for decisions   |       |        |           |               |                |

## 6. Effective group function

A health-care system that supports effective teamwork can improve the quality of patient care, enhance patient safety, and reduce workload issues that cause burnout among professionals. To support interprofessional practice, learners/practitioners are able to:

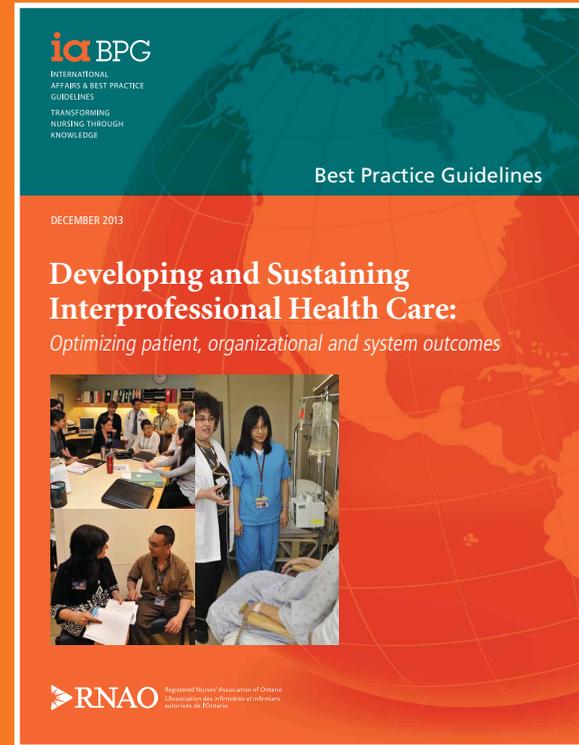
| Indicator  | Never | Rarely | Sometimes | Almost Always | Does not apply |
|--|-------|--------|-----------|---------------|----------------|
| Understand the process of team development   |       |        |           |               |                |
| Effectively facilitate discussions and interactions among team members                         |       |        |           |               |                |
| Participate, and be respectful of all members' participation, in collaborative decision-making |       |        |           |               |                |

## 7. Competent Communication

Competent communication—openness, honesty, respect for each other's opinions and effective communication skills—is part of all domains of interprofessional practice. To support interprofessional practice, learners/practitioners are able to:

| Indicator  | Never | Rarely | Sometimes | Almost Always | Does not apply |
|--|-------|--------|-----------|---------------|----------------|
| Actively listen to other team members, including patients/clients/families   |       |        |           |               |                |
| Communicate to ensure common understanding of care decisions   |       |        |           |               |                |
| Effectively use information and communication technology to improve interprofessional patient/client/community-centered care |       |        |           |               |                |

Review and reflect on the score you have given yourself. The scores reflecting "rarely" and "never" in any particular domain may be areas you wish to develop further. Having completed your self assessment, it is recommended that you discuss your results with your mentor or a trusted colleague in your team.



The full version of this assessment tool is available in the guideline [www.RNAO.ca/bpg/interprofessional](http://www.RNAO.ca/bpg/interprofessional)

# Developing and Sustaining Interprofessional Health Care: Tips and Tools for Health-care Teams

## Purpose:

This tips and tools guide is designed to assist you to better understand and learn how to plan, provide, develop and sustain interprofessional health care in your work environment. The information contained in this guide is based on the RNAO Healthy Work Environment Best Practice Guideline: Developing and Sustaining Interprofessional Health Care: Optimizing Patient, Organizational and Systems Outcomes

## What is interprofessional care?

Interprofessional care is comprehensive care provided by multiple health-care professionals working collaboratively within their scope of practice.

## Why is this important?

It is important in all health-care settings to enhance health outcomes and patients' experiences, reduce costs and facilitate a healthy work environment for all providers. Interprofessional models of care have been gaining attention as the health-care system seeks a model that is patient-focused and emphasizes health-care professionals working collaboratively within their full scope of practice.

## Interprofessional care

Interprofessional care in a healthy work environment is a product of synergy among health-care teams, which demonstrate expertise in the following six key domains:

1. **Care expertise**
2. **Shared power**
3. **Collaborative leadership**
4. **Optimizing profession, role and scope**
5. **Shared decision making**
6. **Effective group functioning**

The six domains are fundamental for transforming work environments to a collaborative interprofessional environment. The domains are supported by competent communication and the three foundational components of the healthy work environment model:

1. **Policy, physical, structural**
2. **Professional/occupational**
3. **Cognitive/psychosocial/cultural**

When interprofessional care has been successfully implemented and sustained, continuous improvement quality and safety occur on three levels: for patient/clients, for interprofessional providers and for the organization and system.

## Tips for developing and supporting interprofessional care

Tips for the individual (health-care professionals, volunteers and students) Individuals can contribute to a culture that supports interprofessional care by:

- Practising and collaborating with colleagues, patients/clients and families in a way that fosters respect, trust and understanding.
- Understanding their individual roles and expertise, reflecting on their practice, being confident in their abilities and expertise, knowing the standards and boundaries of their practice and recognizing when it's time to turn things over to other team members.
- Developing communication and conflict-management skills.

## Tips for the team

Team members demonstrate their willingness to create an effective team and share power by:

- Acknowledging the value of the team-building process and working to create and maintain an effective team.
- Building a collaborative environment through recognizing and understanding power and its influence on everyone involved.
- Creating balanced power relationships through shared leadership, decision making, authority, and responsibility.
- Including diverse voices for decision making.
- Sharing knowledge with each other openly.
- Working collaboratively with patients/clients and their families to plan and deliver care.

# INTERPROFESSIONAL COMPETENCY FRAMEWORK SELF-ASSESSMENT TOOL

[Adapted from the CIHC National Competency Framework (2010) and the RNAO conceptual model for developing and sustaining interprofessional health care (2013)]

This abbreviated self-assessment survey allows you to reflect on your areas of strength in collaborative practice and areas you may wish to strengthen. Please indicate how well you believe you perform each of the following indicators.

## 1. Care expertise

Interprofessional care requires collaboration between health-care professionals and patients and their families and circles of care in order to identify and take advantage of each person's care expertise. To support interprofessional practice, learners/practitioners are able to:

| Indicator  | Never | Rarely | Sometimes | Almost Always | Does not apply |
|--|-------|--------|-----------|---------------|----------------|
| Support the participation of patients/clients, their families, and/or community representatives as integral partners alongside health-care personnel   |       |        |           |               |                |
| Share information with patients/clients (or family and the community) in a respectful manner and in such a way that it is understandable, encourages discussion, and enhances participation in decision-making |       |        |           |               |                |
| Listen respectfully to the expressed needs of all parties in shaping and delivering care or services   |       |        |           |               |                |
| Conduct a collaborative interprofessional assessment to identify what expertise is required and then individualize for each patient/client   |       |        |           |               |                |

## 2. Shared power

Willingness to share power is a commitment to create balanced relationships through democratic practices of leadership, decision making, authority and responsibility. To support interprofessional practice, learners/practitioners are able to:

| Indicator   | Never | Rarely | Sometimes | Almost Always | Does not apply |
|---|-------|--------|-----------|---------------|----------------|
| Leverage opportunities for all team members to contribute |       |        |           |               |                |
| Establish a safe environment to express diverse opinions  |       |        |           |               |                |
| Consider points of view of all care providers             |       |        |           |               |                |

## 3. Collaborative leadership

Collaborative leadership (also called reciprocal or shared leadership) is a people- and relationship-focused approach based on the premise that answers should be found in the collective (the team). To support interprofessional practice, learners/practitioners collaboratively determine who will provide group leadership in any given situation by supporting:

| Indicator   | Never | Rarely | Sometimes | Almost Always | Does not apply |
|---|-------|--------|-----------|---------------|----------------|
| Work with others to enable effective patient/client outcomes          |       |        |           |               |                |
| Facilitation of effective team processes                              |       |        |           |               |                |
| Establish a climate for collaborative practice among all participants |       |        |           |               |                |
| Co-create a climate for shared leadership and collaborative practice  |       |        |           |               |                |
| Share accountability that addresses power and hierarchy               |       |        |           |               |                |
| Utilize structures and processes to advance exemplary care            |       |        |           |               |                |

## 4. Optimizing profession, role and scope

Exemplary interprofessional care lets all team members work to their full scope of practice and takes advantage of the synergies professionals working together can create. To support interprofessional practice, learners/practitioners are able to:

| Indicator   | Never | Rarely | Sometimes | Almost Always | Does not apply |
|---|-------|--------|-----------|---------------|----------------|
| Describe their role and others'   |       |        |           |               |                |
| Recognize and respect the diversity of other health and social care roles, responsibilities, and competencies |       |        |           |               |                |
| Perform their own roles in a culturally respectful way  |       |        |           |               |                |
| Access others' skills and knowledge appropriately through consultation  |       |        |           |               |                |
| Integrate competencies/roles seamlessly into models of service delivery                                       |       |        |           |               |                |
| Demonstrate knowledge application of own profession/role/scope  |       |        |           |               |                |