Developing Core Competencies for Interprofessional Integrative Healthcare Education: An Example From Public Health

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Meta-Competencies and the Public Health Sub-Competencies

1. Practice patient-centered and relationship-based care.
   - Provide culturally competent systems to support patient-centered and relationship-based care.
   - Evaluate the delivery of patient-centered and relationship-based care.
   - Develop criteria for patient-centered and relationship-based care.

2. Obtain a comprehensive health history which includes mind-body-spirit, nutrition, and the use of conventional, complementary and integrative therapies and disciplines.
   - Provide culturally appropriate settings to obtain an integrative health history.
   - Generate variables that measure public health conditions.
   - Develop patient education materials to inform patients about what is an integrative health history.

3. Collaborate with individuals and families to develop a personalized plan of care to promote health and well-being which incorporates integrative approaches including lifestyle counseling and the use of mind-body strategies.
   - Incorporate diverse perspectives to support appropriate use of integrative approaches.
   - Use a variety of approaches to disseminate public health information.
   - Communicate the role of integrative health within the overall healthcare system.

4. Demonstrate skills utilizing the evidence as it pertains to integrative healthcare.
   - Evaluates the evidence and effectiveness of care.
   - Analyze program performance.
   - Incorporate integrative healthcare data into the resolution of scientific, political, ethical and social public health concerns.

5. Demonstrate knowledge about the major conventional, complementary and integrative health professions.
   - Aide to critique the scientific functions of both integrative and conventional health professions.
   - Modify organizational practices in consideration of integrative and conventional healthcare in response to changes in the healthcare system.
   - Integrate both conventional and integrative health professionals into the healthcare system.

6. Facilitate behavior change in individuals, families and communities.
   - Contribute to building the scientific base of public health.
   - Retrieve scientific evidence on both integrative and conventional health care from a variety of text and electronic sources.
   - Use behavioral change models to support integrative health professionals.

7. Work effectively as a member of an interprofessional team.
   - Provide mechanisms to create interprofessional teams.
   - Ensure opportunities for professional development for individuals and teams.
   - Uses group process to advance involvement.

8. Engage in personal behaviors and self-care practices that promote optimal health and well-being.
   - Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.
   - Establish performance management systems for delivering integrative health care services.
   - Evaluate outcomes of integrative health care in community settings.

9. Incorporate integrative healthcare into community settings and into the healthcare system at large.
   - Write a code of ethics and standards of practice.
   - Develop mechanisms to support the practice of self-care.
   - Incorporate government and non-government organizations to develop policies and programs to support the practice of self-care.

10. Incorporate ethical standards of practice into all interactions with individuals, organizations and communities.
    - Identify local and national laws related to the ethical practice of primary care.
    - Identify steps and procedures that protect the right of privacy.
    - Establish integrative primary healthcare systems that promote honesty, integrity and accountability.

Public Health Impact

1. Competencies assist in providing guidance on how public health professionals can support integrative medicine into health care services.
2. Competency-based curricula can be developed for credit bearing courses and continuing education units.
3. Accreditation agencies have a set of competencies that can help to improve the quality of public health within interprofessional training.

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