

Developing Core Competencies for Interprofessional Integrative Healthcare Education: An Example from Pharmacy Education and Practice
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Abstract:

Background/Rationale: The Arizona Center for Integrative Medicine at University of Arizona, in collaboration with national organizations including Consortium of Academic Health Centers for Integrative Medicine and Academic Consortium for Complementary and Alternative Health Care, received a 3-year HRSA grant to establish the National Center for Integrative Primary Healthcare (NCIPH). A primary goal of the NCIPH is to develop a uniform set of competencies in Integrative Health across primary care professions, and a uniform curriculum to address those competencies.

Methods/Methodology: A panel of experts representing primary care residency training programs, nursing, pharmacy, behavioral health, public health, and complementary and integrative health professions convened to create a set of meta-competencies in Integrative Primary Healthcare.

Results: Nine meta competencies were developed addressing: 1) patient-centered care, 2) obtaining an integrative health history, 3) collaborative treatment planning to develop a personalized care plan, 4) utilizing evidence-based integrative health treatments, 5) knowledge of integrative and conventional health professions, 6) facilitating behavior change, 7) working interprofessionally, 8) self-care, and 9) incorporating integrative healthcare across settings. Each primary care profession developed sub-competencies for each meta-competency applicable to their practice. An example of the sub-competencies developed for Pharmacy education and practice will be presented, which focuses on integrative approaches that complement pharmacy expertise.

Conclusions: The ultimate goal of this project is to change the way primary care health professionals are educated to include an emphasis on providing an integrative approach to patient care utilizing an interprofessional collaborative team. The development of the meta-competencies and specific sub-competencies will provide the basis for an Interprofessional Integrative Health curriculum to be developed and offered in educational programs for health professionals working in primary care. Next steps include strategies for adoption of the competencies within primary care disciplines and broad dissemination of competencies, curriculum, and related resources through the NCIPH and partner organizations.

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