

## **Mapping Interprofessional Core Competencies to an Occupational Therapy Curriculum: Focus on Entry to Practice Clinical Education**

Mary Evenson, Emily Zeman

*MGH Institute of Health Professions, Boston, MA, USA*

**Introduction/Rationale:** Academic institutions are collaborating among disciplines to identify methods for measuring interprofessional core competency learning outcomes to prepare health professions students for practice.

**Objectives:** Participants will understand how institutional interprofessional core competencies for health professions education overlay and map to program-level competencies for occupational therapy curricula. This process involves a skill development trajectory that culminates with entry-to-practice competence as a result of successful fieldwork/professional practice.

**Methods/Approach:** Faculty engaged in mapping six institutional interprofessional core competencies to the occupational therapy education curriculum. The entry-to-practice competencies align with the full-time placement evaluation of student performance. Clusters of items are mapped to each of the competencies for administrative analysis of the learning outcomes for each core competency.

**Results/Practice Implications:** The mapping process and discussion of performance criteria and thresholds raises attention about the focus on safety and ethics, encompassed under the core competency of professionalism. It also points out the gap for measuring leadership, since the national assessment tool of student performance omits leadership, instead addressing management as a performance category.

**Conclusion:** Examining student performance in relation to occupational therapy expected performance outcomes can be overlaid with the achievement of interprofessional core competencies that promote collaborate care through effective teamwork, communication, ethics, and understanding of various disciplines' roles and responsibilities.

### **References:**

Interprofessional Education Collaborative, (2016). Core competencies for Interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative. Retrieved from: <http://www.aacn.nche.edu/education-resources/IPEC-2016-Updated-Core-Competencies-Report.pdf>

MGH Institute of Health Professions (n.d.). IMPACT Practice core competencies. Boston, MA: Center for Interprofessional Studies and Innovation. Retrieved from: <https://www.mghihp.edu/impact-practice-core-competencies>