

INTERPROFESSIONAL PROFESSIONALISM COLLABORATIVE (IPC)

GLOSSARY

IPC WORKING GROUP DEFINITIONS FOR CATEGORIES USED IN THE DEVELOPMENT OF AN ASSESSMENT

Accountability: Active acceptance for the responsibility for the diverse roles, obligations, actions, including self-regulations, and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society.

Altruism: Overt behavior that reflects concern for the welfare and well-being of others and assumes the responsibility of placing the needs of the patients or client ahead of the professionals' interest.

Care/Caring: Behavior that reflects concern, empathy and consideration for the needs and values of others and a level of responsibility for someone's well being.

Collaboration: The act of working together cooperatively, especially in the case management of a patient or client; including sharing responsibilities for solving problems and making decisions to formulate and carry out plans for patient care. (Veloski and Hojat in Stern, 2006)

Communication: Imparting or interchange of thoughts, opinions or information by speech, writing or signs which are the means through which professional behavior is enacted. (Arnold and Stern in Stern DT. *Measuring Medical Professionalism*. Oxford University Press. New York, NY: 2006; 19.)

Ethical Behavior: Reflects the values and guidelines governing decisions in health care practice.

Excellence: Behavior that adheres to, exceeds, or adapts best practices to provide the highest quality care; including engagement in continuous professional development.

Respect: Behavior that shows regard for another person with esteem, deference and dignity. It is a personal commitment to honor other peoples' choices and rights regarding themselves and includes a sensitivity and responsiveness to a person's culture, gender, age and disabilities. (Arnold and Stern in Stern DT. *Measuring Medical Professionalism*. Oxford University Press. New York, NY: 2006; 19.)

Teamwork: Cooperative effort by the members of a group to achieve a common goal.

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RELATED DEFINITIONS

Collaborative Practice in health care occurs when multiple health workers from different professional backgrounds provide comprehensive services by working together synergistically along with patients, their families, caregivers, and communities to deliver the highest quality of care across settings. (World Health Organization Study Group on Interprofessional Education and Collaborative Practice, *Interprofessional Education and Collaborative Practice Glossary*, 2008.)

Incidental Interprofessional Education refers to any learning with, from and about each other that happens at unexpected times when learners from different professional or occupational groups are together, for example during refreshment breaks. (World Health Organization Study Group on Interprofessional Education and Collaborative Practice, *Interprofessional Education and Collaborative Practice Glossary*, 2008.)

Informal Interprofessional Education at its inception lacks the intention, and would fail to acknowledge, the interprofessional nature and learning potential of the initiative. At any point in time after that it may be acknowledged that learning with, from and about each other is happening between participants. However, in many such initiatives, this remains unacknowledged or is only recognized on reflection within and about the learning practice. (Freeth D, Hammick M, Reeves S, Koppel I, Barr H. *Effective Interprofessional Education: Development, Delivery and Evaluation*. Blackwell Publishing; 2005.)

Interdisciplinary Health Care occurs when health care professionals representing expertise from various health care disciplines participate in the support of clients and their families in health care delivery.

Interprofessional Health Care occurs when various professions learn from and about each other to improve collaboration and the quality of care. Their interactions are characterized by integration and modification reflecting participants understanding of the core principles and concepts of each contributing discipline and familiarity with the basic language and mindsets of the various disciplines. (Clark PG. What is Interprofessional Healthcare? *Journal of Interprofessional Care*. 1993; 7(3):219-220.)

Interprofessional Education occurs when students from various professions learn from and about each other to improve collaboration and the quality of care. Their interactions are characterized by integration and modification reflecting participants understanding of the core principles and concepts of each contributing discipline and familiarity with the basic language and mindsets of the various disciplines. (Clark PG. What is Interprofessional Healthcare? *Journal of Interprofessional Care*. 1993; 7(3):219-220.)

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Interprofessional Practice occurs when practitioners from two or more professional work together with a common purpose, commitment and mutual respect. (World Health Organization Study Group on Interprofessional Education and Collaborative Practice, *Interprofessional Education and Collaborative Practice Glossary*, 2008.)

Interprofessional Professionalism is the consistent demonstration of core values evidenced by professionals working together, aspiring to ^(Stern) and wisely applying principles of, altruism, excellence, caring, ethics, respect, communication, accountability to achieve optimal health and wellness in individuals and communities. (Arnold and Stern in Stern DT. *Measuring Medical Professionalism*. Oxford University Press. New York, NY: 2006; 19.)

Multidisciplinary is an adjective used to describe, for example, types of teams or education and indicates that people from different disciplines are involved in the given activity. In other words, individuals from two or more disciplines working in parallel, coming together only for specific issues and problems.

Profession refers to “a vocation with a body of knowledge and skills put into service for the good of others” which has led to an autonomous, self-regulated health care profession. (Arnold, 2002)

Professionalism includes a distinct set of professional responsibilities and actions composed of seven basic elements: excellence, humanism, accountability, altruism, duty, honor and integrity, and respect of others. ([Project Medical Professionalism](#), 2002; Project Professionalism, 1994)

Transdisciplinary/Professional is used to describe teams in which members’ share roles and systematically cross discipline boundaries. The primary purpose of this approach is to pool and integrate the expertise of team members so that more efficient and comprehensive assessment and intervention services may be provided. The communication style in this type of team involves continuous give-and-take between all members (especially with the parents) on a regular, planned basis. Professionals from different disciplines teach, learn, and work together to accomplish a common set of intervention goals for a child and her family. The role differentiation between disciplines is defined by the needs of the situation rather than by discipline-specific characteristics. Assessment, intervention, and evaluation are carried out jointly by designated members of the team. This teamwork usually results in a decrease in the number of professionals who interact with the child on a daily basis. (Bruder MB. Working with members of other disciplines, Collaboration for success. In M Wolery M and JS Wilbers (eds.); 1994.)