

## INDIGENOUS INTERPROFESSIONAL COMPETENCY SELF-ASSESSMENT

**Adapted by Dr. Joyce Helmer, from the CIHC National Competency Framework (2010). The six competency domains are identified by the CIHC Framework were utilized.**

### Role Clarification

**Learners/practitioners understand their own role and the roles of those in other Indigenous professions, and use this knowledge appropriately to establish and achieve patient/client/family and community goals. To support Indigenous interprofessional collaborative practice, learners/practitioners are able to:**

Indicator	Never	Rarely	Sometimes	Almost always	Does not apply
Describe their own role and that of the CHR's, CHN's, Elders, Medicine People, other relevant community helpers					
Recognize and respect the diversity of other health and social care roles, responsibilities, and competencies such as child welfare, midwifery, herbalists, spiritualists, language keepers, traditional knowledge keepers, vision keepers					
Communicate roles, knowledge, skills, and attitudes using appropriate language recognized and understood by Indigenous Peoples'.					
Consider the roles of others Indigenous practitioners in determining your own professional and interprofessional roles					
Access Indigenous practitioners skills and knowledge appropriately through relationship building and consultation					
Perform their own roles in a culturally safe and respectful way					

Integrate Indigenous interprofessional competencies/roles seamlessly into remote, rural and urban models of service delivery					

**Patient/Client/Family/Community-Centred Care**

**Learners/practitioners seek out, integrate and value, as a partner, the input, and the engagement of the Indigenous patient/client/family/community in designing and implementing care/services. To support Indigenous interprofessional collaborative practice, learners/practitioners need to:**

<b>Indicator</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Almost always</b>	<b>Does not apply</b>
Support the participation of Indigenous patients/clients, their families, and/or community representatives as integral partners alongside with healthcare personnel					
Share information with Indigenous patients/clients, (or family and community) in a respectful manner and in such a way that it is understandable, encourages discussion, and enhances participation in decision-making					
Ensure that appropriate education and support is provided to Indigenous patients/clients, family members and others involved with care or service					
Listen respectfully to the expressed needs of all parties in shaping and delivering Indigenous care or services					

**Team Functioning**

**Learners/practitioners understand the principles of Indigenous team work dynamics and Indigenous group/team processes to enable effective Indigenous interprofessional collaboration. To support interprofessional collaborative practice, learners/practitioners are able to:**

<b>Indicator</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Almost</b>	<b>Does not</b>
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				<b>always</b>	<b>apply</b>
Understand the process of Indigenous team development					
Develop a set of principles for working together that specifically includes and respects the ethical values of Indigenous team members					
Effectively facilitate discussions and interactions among team members that may involve Sharing, Talking, Teaching or Healing Circles.					
Participate, and be respectful of the level of Indigenous members' participation, in collaborative decision-making Regularly reflect on their functioning with team learners/practitioners and patients/clients/families					
Establish and maintains effective and healthy working relationships with Indigenous learners/practitioners, patients/clients, and families, whether or not a formalized team exists					
Respect Indigenous team ethics, including consensus decision making preferences, confidentiality, resource allocation, and professionalism					

### ***Collaborative Leadership***

**Learners/practitioners understand and can apply Indigenous leadership principles that support a collaborative practice model. This domain supports shared decision-making with Indigenous practitioners as well as leadership but it also implies continued individual accountability for one's own actions, responsibilities and roles as explicitly defined within one's professional/disciplinary scope of practice. To support interprofessional collaborative practice, learners/practitioners collaboratively determine who will provide group leadership in any given situation by supporting:**

<b>Indicator</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Almost always</b>	<b>Does not apply</b>
Work with others to enable effective patient/client outcomes					

Advancement of interdependent working relationships among all participants					
Facilitation of effective team processes					
Facilitation of effective decision-making respecting Indigenous protocols					
Establishment of a climate for collaborative practice among all participants utilizing Indigenous relationship building approaches					
Co-creation of a climate for shared leadership and collaborative practice utilizing Indigenous approaches					
Application of collaborative decision-making principles utilizing a blend of Indigenous and Western strategies					
Integration of the principles of continuous quality improvement to work processes and outcomes					

***Interprofessional Communication***

**Learners/practitioners from different Indigenous professions communicate with each other in a collaborative, responsive and responsible manner. To support Indigenous interprofessional collaborative practice, learners/practitioners are able to:**

<b>Indicator</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Almost always</b>	<b>Does not apply</b>
Establish team work communication principles relevant to Indigenous epistemology					
Actively listen to other team members including patients/clients/families utilizing a conversation flow that is comfortable for and parallel to Indigenous communication					
Communicate to ensure common understanding of care decisions using an interpreter (either family member or another health care practitioner)					
Develop trusting relationships with Indigenous patients/clients/families and other team members by attending social events					

Effectively use information and communication technology to improve interprofessional patient/client/community-centred care as relevant to Indigenous demographics and availability of technologies					
<p><b><i>Interprofessional Conflict Management</i></b></p> <p>Learners/practitioners actively engage self and others, including the client/patient/family, in positively and constructively addressing disagreements as they arise. To support Indigenous interprofessional collaborative practice, team members consistently address conflict in a constructive manner by:</p>					
<b>Indicator</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Almost always</b>	<b>Does not apply</b>
Understanding the social significance of conflict in Indigenous communities – individual, community, political, lateral violence					
Recognizing the potential for conflict to occur and taking constructive steps to address it					
Identifying common situations that are likely to lead to disagreements or conflicts, including role ambiguity, power gradients, and differences in goals					
Knowing and understanding specific Indigenous strategies to deal with conflict					
Setting Indigenous relevant and safe guidelines for addressing disagreements					
Effectively working to Identify, address and resolve disagreements, including analyzing the causes of conflict and working to reach an acceptable solution					
Establishing a culturally safe environment in which Indigenous practitioners, patients and their families can express diverse opinions					
Developing a level of consensus among those with differing views; allowing all members to feel their viewpoints have been heard no matter what the outcome					

