Thistlethwaite WHO Competencies

Assessment of learning outcomes and has been rewritten as:

1. Acquisition of the knowledge and skills linked to interprofessional collaboration.
2. Understanding of roles and responsibilities of other health and social care professionals,
3. Development of teamwork skills.
4. Ethics/attitudes
5. The patient.

### Overall Summary of themes and subthemes of competencies from Thistlethwaite

<table>
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<tr>
<th>Competency</th>
<th>Sub-themes</th>
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| Teamwork                    | Knowledge of and skills for (including recognition of importance of common goals)  
Knowledge of, skills for and positive attitudes to collaboration with other health professionals  
Assume the roles and responsibilities of team leader and team member  
Barriers to teamwork  
Improve collaboration with other health professionals in the workplace  
Analysis of when and why professionals become key workers  
Facilitate interprofessional care conferences, team meetings etc  
Team dynamics and power relationships  
Cooperation and accountability |
| Roles/responsibilities      | Knowledge and understanding of the different roles, responsibilities and expertise of health professionals  
Knowledge and development of one’s own professional role  
Similarities and differences relating to roles, attitudes and skills  
Understanding of role/professional boundaries  
Being able to challenge misconceptions in relations to roles  
Knowledge of the health system and organization of health care within it  
Philosophies of care |
| Communication               | Communicate effectively with other health professional students  
With other professionals  
Negotiation and conflict resolution  
Express one’s opinions to others involved with care  
Listens to others/team members  
Shared decision making  
Communication at beginning and end of shifts (handover, handoff)  
Awareness of difference in professionals’ language  
Exchange of essential clinical information (health records, through electronic media) |
| Learning/reflection | Identification of learning needs in relation to future development in a team  
|                     | Identification of common professional interests through reflection  
|                     | Learning through peer support  
|                     | Reflect critically on one’s own relationship within a team  
|                     | Transfer interprofessional learning to clinical setting  
|                     | Self-questioning of personal prejudice and stereotyped views  
| The patient         | The patient’s central role in interprofessional care (patient-focused or centred care)  
|                     | Understanding of the service user’s perspective (and family/carers)  
|                     | Working together and cooperatively in the best interests of the patient  
|                     | Patient safety issues  
|                     | Recognition of patient’s needs  
|                     | Patient as partner within the team  
| Ethics/attitudes    | Acknowledge views and ideas of other professionals  
|                     | Respect  
|                     | Ethical issues relating to teamwork  
|                     | Ability to cope with uncertainty  
|                     | Understand one’s own and other’s stereotyping  
|                     | Tolerate difference, misunderstandings and shortcomings in other professionals  
|                     | Whistle blowing  

**References**
