
CONFERENCE ABSTRACT

Transforming the medical model- The workforce skills and competencies for implementing a biopsychosocial model of care

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Jim Phillips¹, Pauline Foreman

1: Centre For Empowering People and Communities/Personalized Care Institute, United Kingdom

Personalised Care represents a new relationship between people, professionals and the system. It happens when we create the infrastructure that maximises the expertise, capacity and potential of people, families and communities to take increasing control of their health and well-being. People want:

- To be treated as a whole person by professionals they trust.
- To be involved in decisions about their health and care.
- To be supported to manage their own health and well-being, through health coaching, access to self-management programmes and to peer support in the community.
- Their care to feel co-ordinated.

These are the core elements of Personalised Care that are now accepted internationally as good clinical practice. .

According to this model, people access Personalized Care through six key components or programmes that come together to deliver an all age, whole population approach to Personalised Care.

The six components are:

1. Shared decision making
2. Personalised Care and Support Planning
3. Social prescribing and community-based support
4. Supported self-management
5. Enabling choice, including legal rights to choice
6. Personal health budgets and integrated

personal budgets

The Personalised Care Institute was commissioned by NHS England and Improvement and is convened by the Royal College Of General Practitioners. Its aim is to ensure the workforce has access to high quality, evidence based training to enable them to practice in a personalized care way and implement the six components.

Phillips: Transforming the medical model- The workforce skills and competencies for implementing a biopsychosocial model of care.

The curriculum articulates the values, behaviors and capabilities required by a multi-professional workforce to deliver Personalized Care. It sets out an educational framework for learning the essential elements to this approach and supports ongoing

professional development. The purpose of the curriculum is to unify the different ways of approaching Personalized Care, and thereby:

1. Describe learning outcomes for individual practitioners to deliver care according to NHS England and Improvement Universal Personalized Care
- .2. Inform educational aims and objectives for training courses.
3. Provide a framework for accreditation and governance of training courses.
4. Describe, for commissioners and organisations, the skill-sets needed within their teams to deliver

Personalised Care.

The curriculum is based on the principles of Excellence by Design and incorporates generic professional capabilities across the spectrum of the wider healthcare workforce.

Although the curriculum is intended primarily for workforce and training purposes, we have been conscious of keeping Personalised Care at the centre by using the language and ethos of collaboration and enablement. There is an intentional shift from problem-solving to collaborative models as a pre-requisite to facilitating changes in professional behaviours.

The curriculum is based on professional behaviours and high-level learning outcomes rather than providing a detailed syllabus. It was important that we strengthened the perspective of service users rather than provide a list of tasks for the learners.

The learning outcomes are intended to be applied to the role that delivers Personalised Care, rather than being defined by profession or assumed seniority. Thus, they reflect a holistic approach to skills within an organisation.

The curriculum has been co-produced including people with lived experience