

Interprofessional  
learning activities  
- learning  
together.

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Solomon





## Disclosure statement

Conflicts of Interest and Disclosures: Neither the planner(s) or presenter(s) indicated that they have any real or perceived vested interest that relate to this presentation.

Thank you for inviting  
me!



# Objectives

Introduction - define and situate IPE and accreditation

Outline steps for preparation and planning

Develop a tool kit to assist you in undertaking IPR

Discuss the assessment methods available



# Introduction

The underlying principle of IPE is that through collaborative interactions among healthcare practitioners, the provision of patient care can attain enhanced efficacy leading to improved patient care quality, cost reduction, shorter patient stays, and a decrease in medical errors.

The IOM has unequivocally emphasized that patient safety and high-quality care are heightened when healthcare professionals operate cohesively as a team, facilitate effective communication, and possess comprehensive insights into each other's respective role



# However

- On a global scale, approximately half of all institutions have yet to establish formal IPE programs, revealing a notable disparity among regions.
- IPE remains primarily elective, with just slightly over one-third of institutions mandating participation for all students.
- Lastly, half of the institutions surveyed rarely or not at all engaged in IP research endeavors.

# Definition

- “When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.” (WHO 2010)
- **Four main competencies have been identified (IPEC)**
- Work with individuals of other professions to maintain a climate of mutual respect and shared values
- Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
- Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease
- Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

## Nothing new?

- *The study points to the need for more opportunities for student teams to work together early in their professional education and has implications for curricular modifications in health professional schools.*
- *Our effectiveness in our profession is crucially dependent on the ability to function with members of other professions.*
- Tanner, L. A. (1972). An Interdisciplinary Educational Project in Comprehensive Family Health Care. Final Report.
- Mrs. Bess Dana & Cecil G. Sheps M.D. (1968) Trends and Issues in Interprofessional Education, Journal of Education for Social Work, 4:2, 35-41, DOI: 10.1080/00220612.1968.10778686



# IPE and accreditation



THE AMERICAN ASSOCIATION OF COLLEGES OF NURSING (AACN) INCLUDES "INTERPROFESSIONAL COMMUNICATION FOR IMPROVING PATIENT OUTCOMES" AS ESSENTIALS IN ITS UNDERGRADUATE AND GRADUATE ACCREDITATION STANDARDS.



UK: NURSING AND MIDWIFERY COUNCIL (NMC): REQUIRES PROGRAMS TO ENSURE THAT STUDENTS CAN LEARN WITH AND FROM OTHER HEALTHCARE PROFESSIONALS, IN PRACTICE AND ACADEMIC SESSIONS. AND FIND CREATIVE WAYS FOR INTER-PROFESSIONAL LEARNING TO TAKE PLACE THROUGHOUT THE PROGRAM SO THAT STUDENTS CAN DEVELOP THE SKILLS THEY NEED TO WORK COLLABORATIVELY WITH OTHER HEALTH AND SOCIAL CARE PROFESSIONALS



THE CANADIAN COUNCIL FOR ACCREDITATION OF PHARMACY PROGRAMS ASKS THAT INSTITUTIONS HAS INTEGRATED AND ENDORSED THE CONCEPT OF COLLABORATION IN PRACTICE

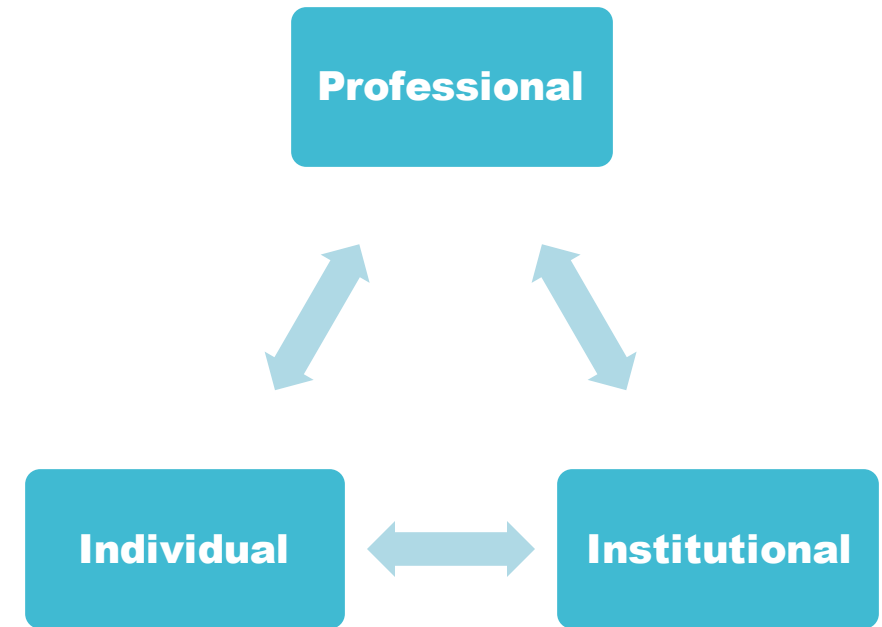


LCME - THE FACULTY OF A MEDICAL SCHOOL ENSURE THAT THE CORE CURRICULUM OF THE MEDICAL EDUCATION PROGRAM PREPARES MEDICAL STUDENTS TO FUNCTION COLLABORATIVELY ON HEALTH CARE TEAMS THAT INCLUDE HEALTH PROFESSIONALS FROM OTHER DISCIPLINES AS THEY PROVIDE COORDINATED SERVICES TO PATIENTS. THESE CURRICULAR EXPERIENCES INCLUDE PRACTITIONERS AND/OR STUDENTS FROM THE OTHER HEALTH PROFESSIONS.

# Barriers to IPE

- Government and professional – Finances/Changes in Policy
- Institutional – Scheduling, competing curricula, formal vs informal
- Individual – Lack of buy in or value, bias towards own profession

IPE



# Preparation and Planning

Using our nursing and medical school as a case study the following outlines how we prepared, and the planning undertaken.



This Photo by Unknown author is licensed under CC BY-SA.

# Creating aligned Student learning outcomes

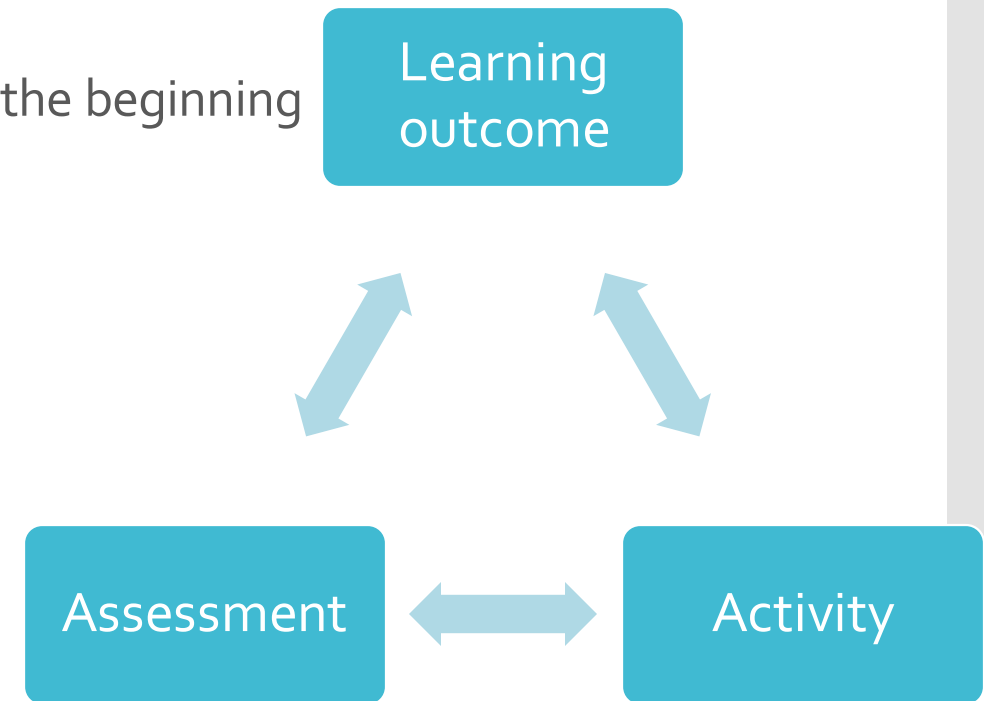
Aligning student outcomes with activities is a fundamental principle in education to ensure that what students are learning and doing is directly connected to the desired learning outcomes.

Design the purpose of the activity as part of IPC exercise

Ensure active learning included

Build in feedback and reflection

Ensure assessment is aligned at the beginning





# Logistics between formal and informal IPE- our story

# Method - Formal Activity



Vignette – A (X) Year old patient comes to the outpatient clinic today because of dizziness.



90-minute activity (see handout)



Students (medical and nursing) were randomly assigned to rooms. Introductions and expectations set out

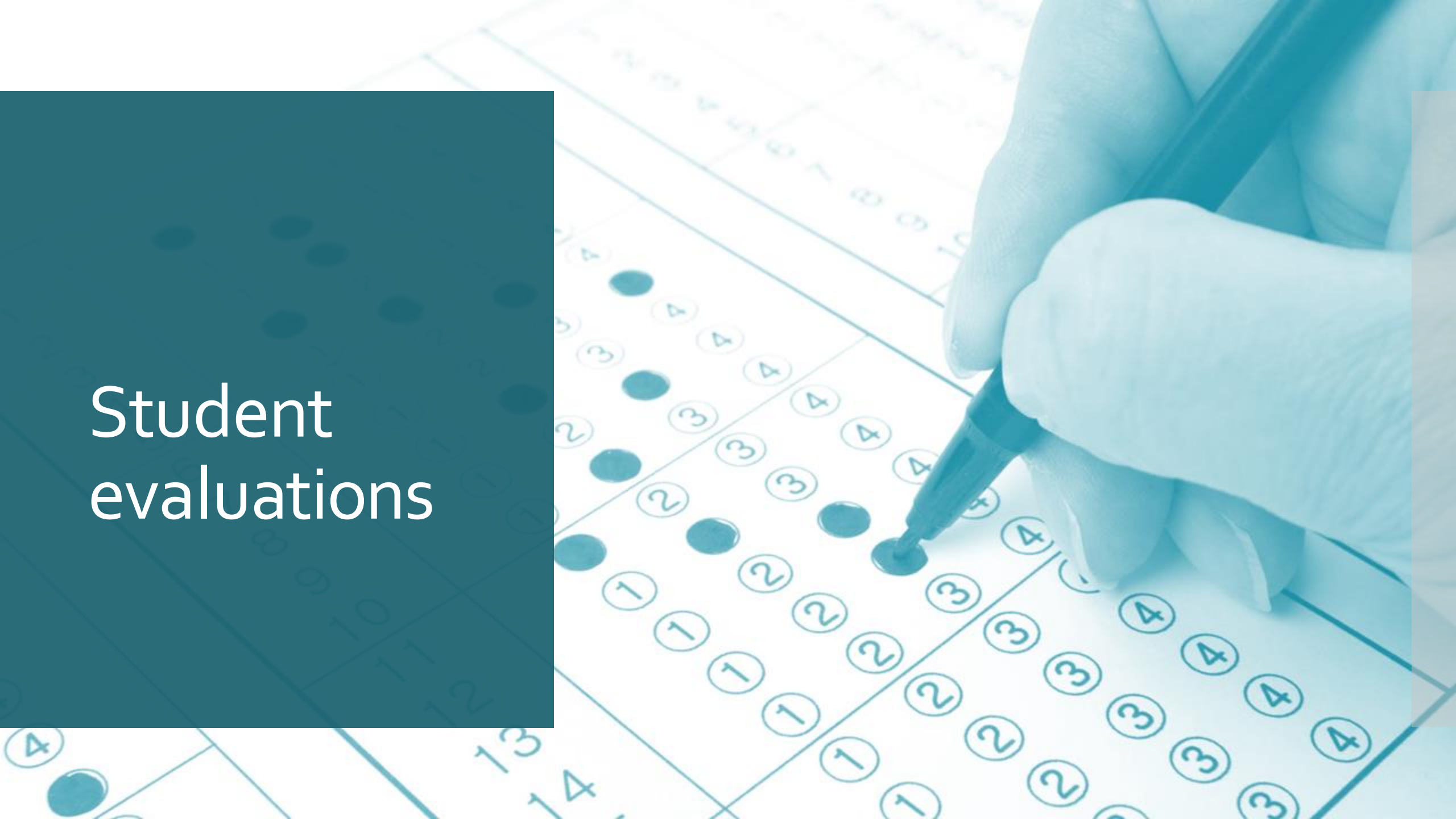


The assessment was completed as a formative checklist (like OSCE), requiring self-assessment and reflection.

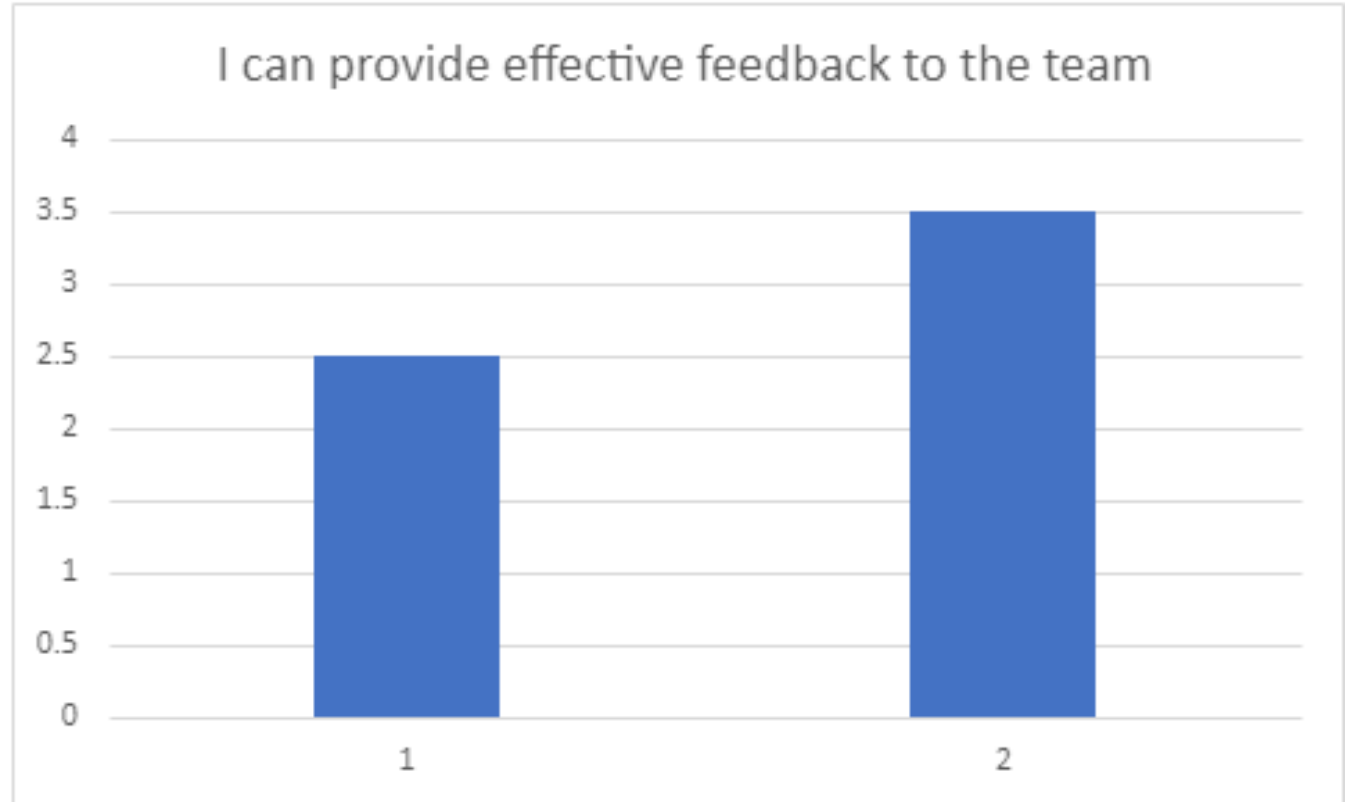


Exit survey was completed by all students

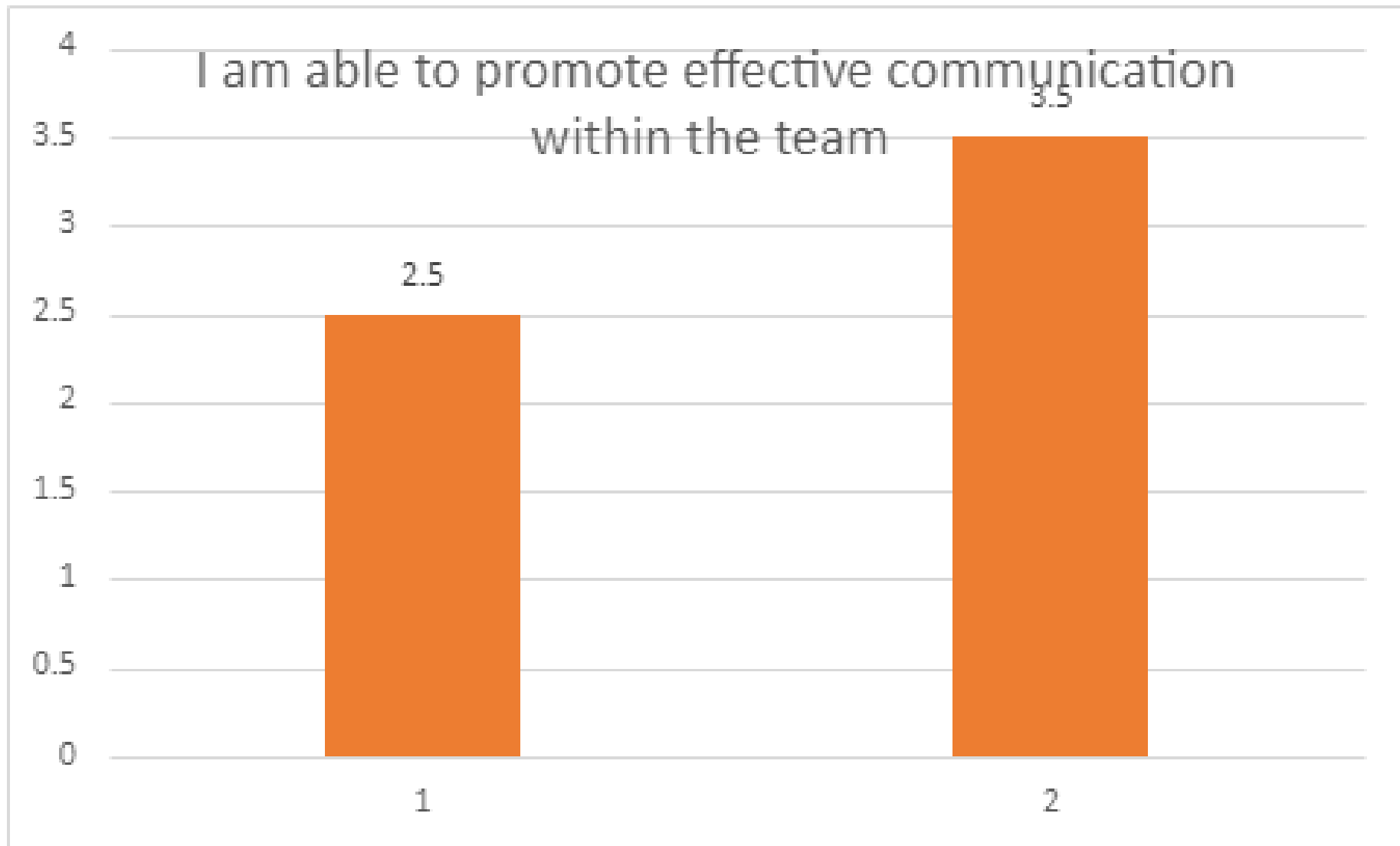
# Student evaluations



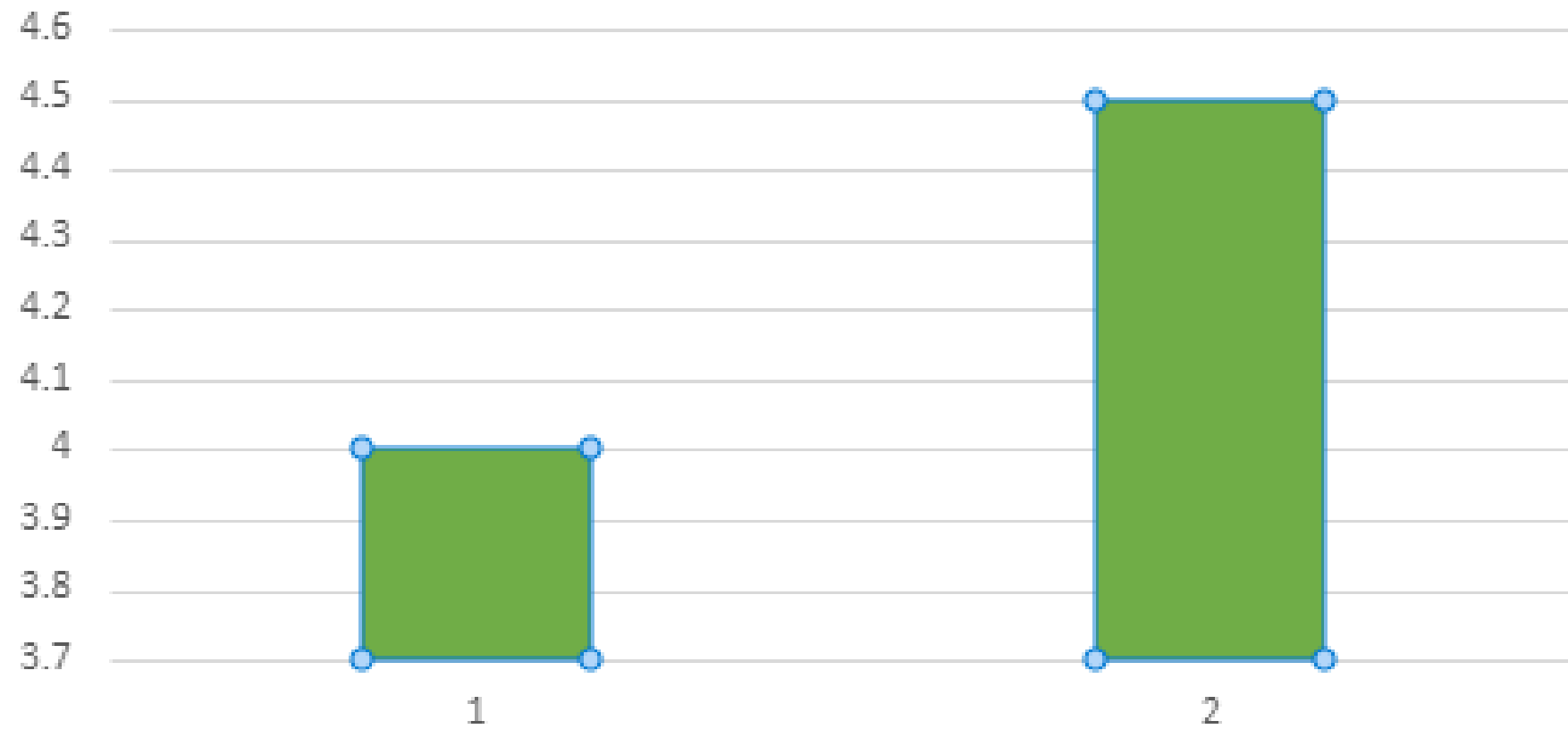
# Snap shot of pre and post survey

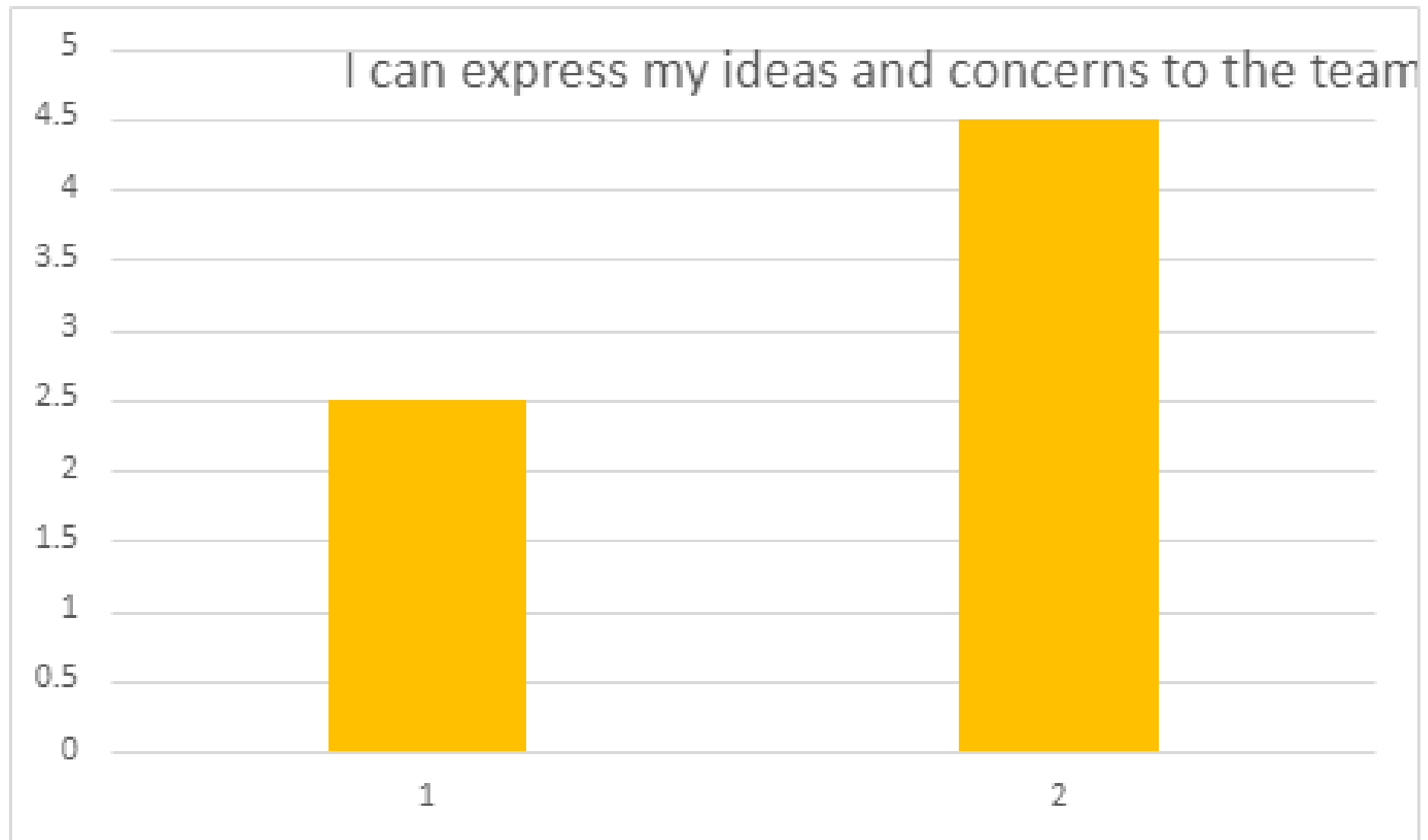






I am able to be accountable for my contributions  
to the team





The background of the slide is a 3D rendering of a puzzle. Most of the puzzle pieces are white, but one piece in the lower-left quadrant is a vibrant red. The pieces are interlocking, and the lighting creates soft shadows, giving them a three-dimensional appearance. The red piece is the focal point, symbolizing a key element or a solution in a larger context.

# Developing a tool kit to assist with your IPE

Establishing roles and modeling the behavior

Use of reflective questioning

How to build relationships and trust

How to encourage IP peer learning

How to breakdown hierarchical barriers – leadership qualities



# Summative or formative assessments?

How do you assess whether the outcomes have been met?

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# THANK YOU

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