

Interprofessional Education

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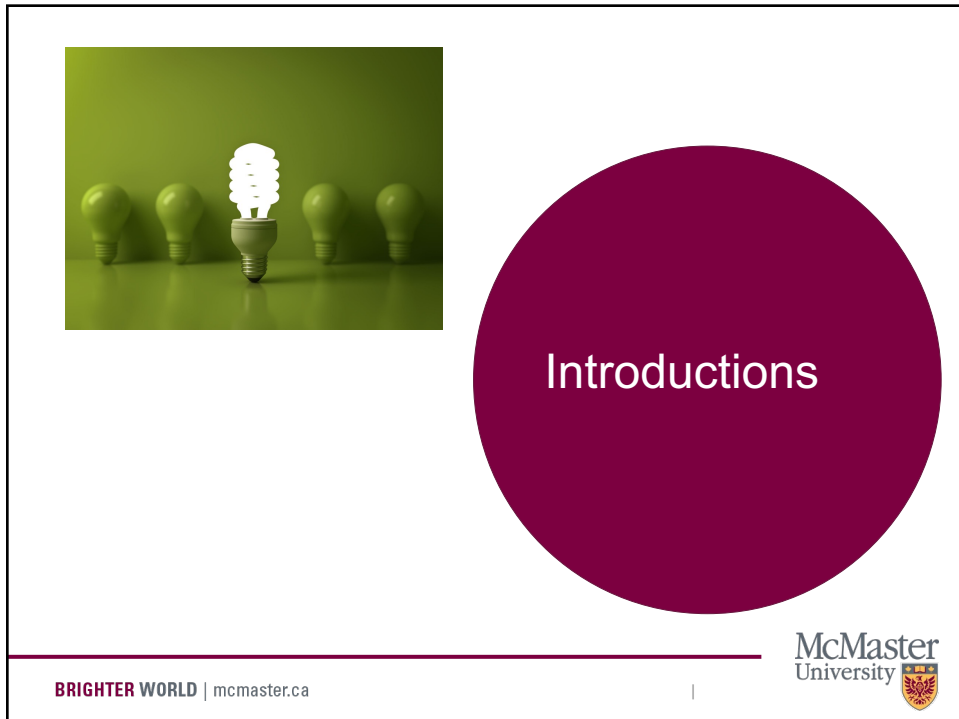
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Introductions

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Session Objectives



Be able to discuss the role and importance of interprofessional education in health professions education



Recognize and understand principles & theories of effective interprofessional education



Acknowledge the diversity of the current HSED cohort from a professional and learner context

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Agenda

2:00 – 2:10 Introductions and Session Overview

2:10 – 2:20 Interprofessional Education (IPE)

- Role and Importance
- Principals & theories


2:20 – 2:35 Interprofessional Challenges

2:35 – 2:55 PIPER and IPE initiatives


2:55 – 3:00 Debrief and Wrap Up

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Interprofessional Education




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What does interprofessional education mean to you?



- www.menti.com and use the code 9515 1057
- <https://www.menti.com/bl91bijkh9jd>

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Interprofessional Education (IPE)

Those occasions when two or more professions learn,

- *with*
- *from*
- *and about* each other

to improve collaboration and the quality of care.

Centre for the Advancement of Interprofessional Education, 2002

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Interprofessional collaboration (IPC)

- The process of developing & maintaining effective interprofessional working relationships with:
 - learners, practitioners,
 - patients / clients / families and
 - communities

to enable optimal health outcomes

- Elements of collaboration:
 - Respect
 - Trust
 - Shared decision making
 - Partnerships

Canadian Interprofessional Health Collaborative (CIHC), 2010

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Why is interprofessional education important for health professionals?



- Go to www.menti.com and use the code 95214050
- <https://www.menti.com/blvaqkj9eoqf>

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IPE / IPC in Health Sciences Education



IPE is a means to improve collaboration and service delivery (WHO, 2010)



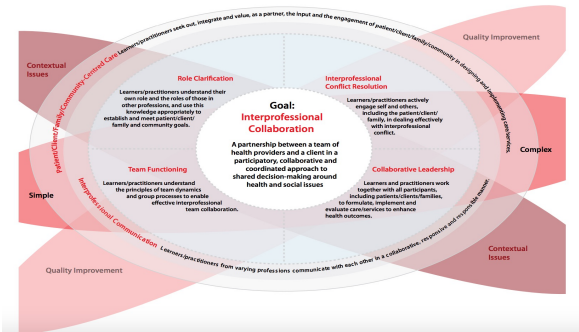
Aims to enhance attitudes, knowledge, skills, behaviours for collaborative practice and improves service delivery & quality (Reeves, 2016)



Local organizational / institutional support / leadership critical for ensuring access to resources for development & implementation of IPE (Reeves, 2016)

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Canadian Interprofessional Competency Framework



What are your thoughts about the CIHC Framework?

What domain on the CIHC Framework do you think might be the most challenging to address in health profession education?

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Communication Challenge

Yes "but" vs. yes "and"...

ZOOM Break out rooms

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Debrief

- How do you believe this activity can relate to interprofessional collaboration / education?
- What skills were used in this activity that you feel are important competencies for individuals to develop as part of IPE?

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WHAT ARE CONSIDERATIONS FOR IPE / IPC IN HEALTH SCIENCE EDUCATION?

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Theory & IPE

- Few studies in IPE directly refer to a theoretical framework, but where one is reported common theories include (Hean et al, 2012):
 - adult learning theory,
 - psychological theories of group behaviour and teamwork approaches
 - learning organizations

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Tool Box Approach to Theory Application



Theories are drawn from a number of academic disciplines

Dimensions / Categories for IPE Theories

(adapted from Hean et al 2012)



Other Considerations: Learner Characteristics



Learner attitudes of IPE

Start positive and change after participation in learning activities



Willingness to participate in IPE

Teacher Characteristics



Ensure learning environments are non-threatening and conducive to learning

Safety, confidence, manage possible IP friction



Realistic goals



Need for faculty development

Outcomes of IPE

- The effectiveness of different types of IPE interventions on a range of outcomes including
 - Impact on knowledge, attitude, skills of the learner
 - Change in organization practice
 - Benefits to patients / clients

- Extended version of Kirkpatrick's classic educational outcomes model; 6 different, non-hierarchical levels (Barr et al, 2005)

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Level 1: Reaction
(general views of
learning
experience)

Level 2a:
Modification of
Attitudes /
perceptions

Level 2b:
Acquisition of Skills
/ Knowledge

Level 3: Behavioural
Change

Level 4a: Change in
Organizational
Practice

Level 4b: Benefits
to Patients / Clients

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Outcomes of IPE Studies (Reeves 2016)

Level	% (n)	Comments
1 (reactions)	65% (32)	Majority positive (n=25); some mixed (n=7)
2a (attitudes / perceptions)	56% (26)	Majority positive (n=14); 11 mixed; 1 neutral
2b (knowledge / skills)	56% (26)	Majority positive (n=19); 6 mixed; 1 neutral
3 (participant's behavior)	43% (20)	Majority positive (n=15); 5 mixed
4a (change to organization practice)	30% (14)	Majority positive (n=11); 2 mixed; 1 neutral
4b (patient / client care outcomes)	11 (24%)	Mostly positive (n=9); 1 mixed; 1 neutral

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Principles of Interprofessional Education

- collaborative
- experimental
- egalitarian
- reflective activities

Healthcare patient-oriented practice has principles of:

- responsibility
- accountability
- coordination
- communication
- cooperation
- mutual trust and respect
 - These principles should also be part of an IPE curriculum, where health science students can begin to learn and experience these concepts.

Birk 2017

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Challenge #2

- Please divide up into 4 groups of equal size
- Each group will receive 1 bag
- At the end there should be four completed puzzles

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How did this challenge relate to the principles of IPE?

Reminder:

Collaborative

Experimental

Egalitarian

Reflective

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PIPER

- Program for Interprofessional Practice, Education and Research (PIPER)
- A service unit within the Faculty of Health Sciences
- All learners invited to participate in IPE initiatives during their enrollment
- Student led group: McMaster Interprofessional Student Collaborative (MISC) – Follow on Facebook
- More information: <https://piper.healthsci.mcmaster.ca/>

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- IPE and IPC are important
- Acquiring resources for future: www.cihc.ca
- Understanding basics of IPE and IPC
- Developing networks and relations



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Thank you for your participation

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Any Questions or Feedback

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References

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