



Curtin University

Designing & delivering interprofessional education

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Learning Outcomes

- Define interprofessional education (IPE)
- Describe interprofessional practice capabilities
- Develop a blueprint for an IPE experience

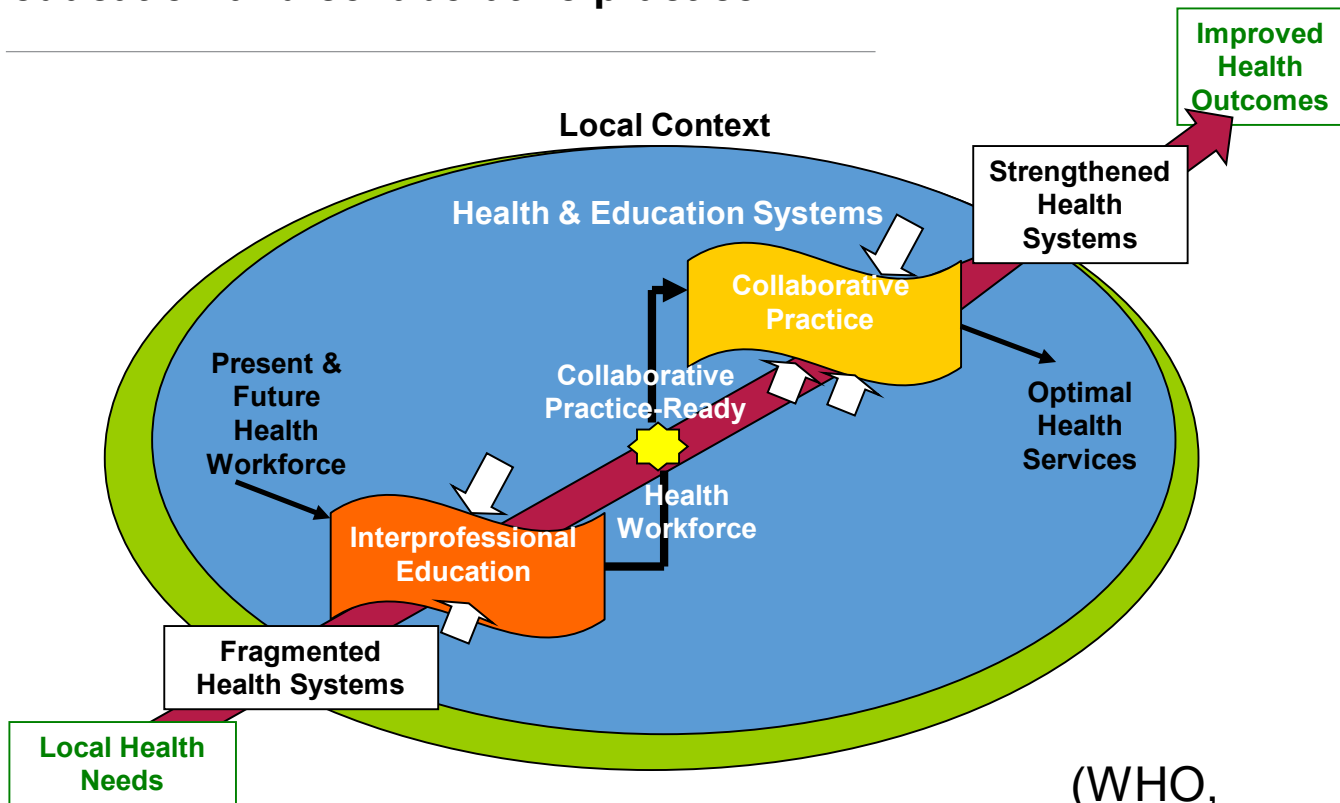
A smooth, light-colored stone with the word "Hope" written on it in a black, serif font. The stone is placed on a sand garden with concentric circles. The background is a light-colored, textured surface, likely sand or a similar material, with several concentric circles drawn in the sand, creating a sense of depth and focus on the stone.

Hope



How can they work together
if they don't learn together?

Framework for action on interprofessional education and collaborative practice



(WHO, 2010)

Interprofessional education (IPE)

“occurs when two or more professions learn about,
from and with each other to enable **effective**
collaboration and **improve health outcomes**”

(WHO, 2010)

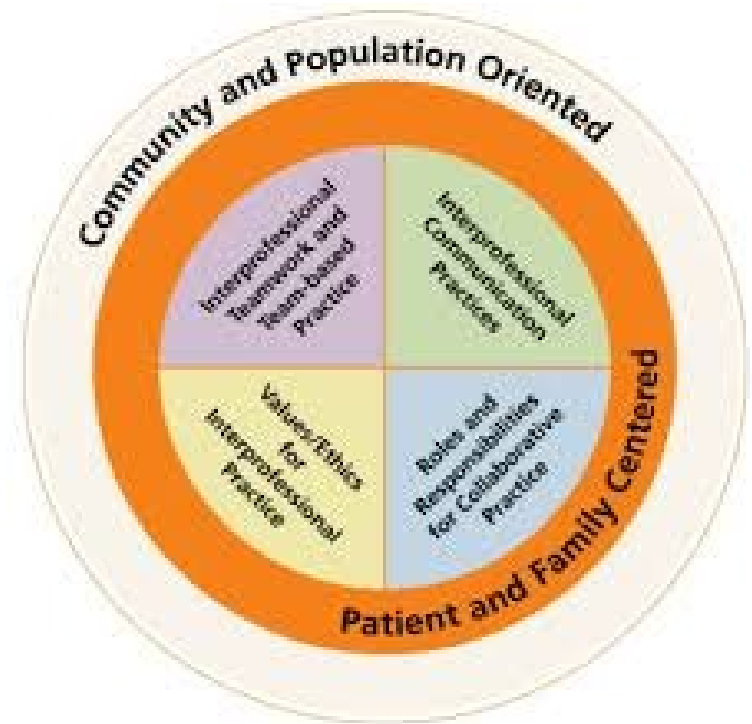
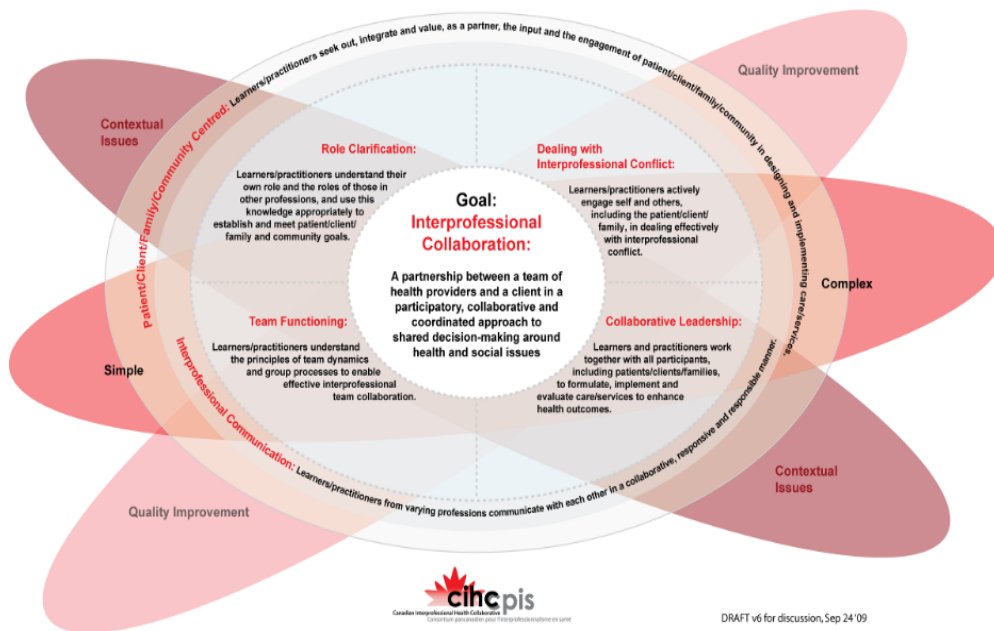
Competency-based education

“An outcomes based approach to the design, implementation, assessment and evaluation of health professions education...using an organising framework of competencies”.

(Frank et al., 2010)

Canadian & US IPE Competency Frameworks

National Interprofessional Competency Framework



Curtin interprofessional capability framework



(Brewer & Jones, 2013)

Design an IPE Experience



Staff - Students - Both

What might be possible?

Classification of learning	Learning methods
Exchanged based	Debate, game, seminar, workshop, journal club
Observation based	Work shadowing, interview another profession, joint visit or client consultation
Action based	Collaborative inquiry, joint research, quality improvement project, problem based learning, service delivery (e.g. training ward)
Simulation based	Experiential group work, role play, clinical skill, drama or team challenge event

Blueprint (Friary & Tolich, NZIPE 2016)

1. Scenario
2. Resources
3. Teaching techniques/strategies
4. Considerations
5. Assessment/Evaluation

Curtin interprofessional capability framework



(Brewer & Jones, 2013)

Key ingredients for IPE

- ✓ 2+ professions
- ✓ Significant **interactivity** between participants occurs
- ✓ Opportunity to **learn about, from and with** each other
- ✓ Teaching/learning moments are explored to highlight
 - Contributions of team members
 - How team members can better work together
 - Strategies for interprofessional communication

The critical elements - reflection and debriefing

Review learning outcomes

- Define interprofessional education (IPE)
- Describe interprofessional practice capabilities
- Develop a blueprint for an IPE experience

Key Curtin Readings

- Brewer, M. L., & Flavell, H. (2018). Facilitating collaborative capabilities for future work: What can be learnt from interprofessional fieldwork in health. *International Journal of Work-Integrated Learning, 19*, 169-180.
- Brewer, Flavell, & Jordon (2017) Interprofessional team-based placements: The importance of space, place and facilitation. *Journal of Interprofessional Care, 31*, 429-437.
- Brewer & Barr (2016) Interprofessional Education and Practice Guide No. 8: Team-based interprofessional practice placements *Journal of Interprofessional Care, 30*, 747-753.
- Brewer & Jones (2014) A successful university-community engagement and leadership model. In Forman, Jones & Thistlethwaite *Leadership for developing interprofessional education and collaboration*
- Brewer & Jones (2013) An interprofessional practice capability framework focusing on safe, high quality client centred health service *Journal of Allied Health, 42*, e45–e49.
- Brewer & Stewart-Wynne (2013) An Australian hospital-based student training ward delivering safe, client-centred care while developing students' interprofessional practice capabilities. *Journal of Interprofessional Care, 27*, 482–488.
- Barr & Brewer (2012) Interprofessional practice-based education In Higgs, Barnett, Billett, Hutchings & Trede *Practice-based education: Perspectives, and strategies. ...*

- Center for the Advancement of Interprofessional Education (UK) <http://caipe.org.uk/resources/>
- National Centre for Interprofessional Practice and Education (US) <https://nexusipe.org/>
- Interprofessional Collaboration on the Run Modules (Canada) <http://www.ipcontherun.ca/>
- Leadership of Interprofessional Education and Practice Program
<http://healthsciences.curtin.edu.au/faculty/ipe.cfm>