Designing & delivering interprofessional education

Dr Margo Brewer, Director Practice and Interprofessional Education
Learning Outcomes

• Define interprofessional education (IPE)

• Describe interprofessional practice capabilities

• Develop a blueprint for an IPE experience
How can they work together if they don’t learn together?
Framework for action on interprofessional education and collaborative practice

Improved Health Outcomes

Strengthened Health Systems

Optimal Health Services

Collaborative Practice

Collaborative Practice-Ready

Health Workforce

Interprofessional Education

Local Health Needs

Fragmented Health Systems

Present & Future Health Workforce

Health & Education Systems

Local Context

(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
Curtin interprofessional capability framework

(Brewer & Jones, 2013)
Design an IPE Experience

Staff - Students - Both

What might be possible?

<table>
<thead>
<tr>
<th>Classification of learning</th>
<th>Learning methods</th>
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<tbody>
<tr>
<td>Exchanged based</td>
<td>Debate, game, seminar, workshop, journal club</td>
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<tr>
<td>Observation based</td>
<td>Work shadowing, interview another profession, joint visit or client consultation</td>
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<tr>
<td>Action based</td>
<td>Collaborative inquiry, joint research, quality improvement project, problem based learning, service delivery (e.g. training ward)</td>
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<tr>
<td>Simulation based</td>
<td>Experiential group work, role play, clinical skill, drama or team challenge event</td>
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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 & Jones (2014) A successful university-community engagement and leadership model. In Forman, Jones & Thistlethwaite *Leadership for developing interprofessional education and collaboration*


- 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/](http://caipe.org.uk/resources/)

• National Centre for Interprofessional Practice and Education (US) [https://nexusipe.org/](https://nexusipe.org/)

• Interprofessional Collaboration on the Run Modules (Canada) [http://www.ipcontherun.ca/](http://www.ipcontherun.ca/)