



Curtin University

Facilitating & delivery interprofessional education

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Learning Outcomes

- Key definitions
- Benefits & challenges of implementing IPE
- Best (good) practice in IPE
- Evaluating IPE outcomes

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

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)

Interprofessional practice (IPP)

“partnership between a team of health providers and a client in a participatory, collaborative and coordinated approach to shared decision making around health and social issues”

(WHO, 2010)



What are the benefits of
implementing IPE in your setting?

Evidence for IPE

- Positive interactions → trust & respect for other professions
- Understanding of others & overlaps in knowledge & skills
- Stereotypical views & negative attitudes
- Interprofessional collaboration & communication skills
- Confidence in sharing expertise in an interprofessional team
- Attractive to employers...



What challenges might you face in implementing IPE in your setting?



**Generate as many solutions as you
can in 10 minutes**



Key Principles

- Planning with all stakeholders
- Improving client care/services
- Relevant to each profession
- Clarify role of the facilitator
- Utilise other's professional expertise

... Key Principles

- Clear communication (professional terms/jargon)
- Explore different perspectives
- Adult learning & reflective practice principles
- Reflect on professional & interprofessional capabilities & identity

Curtin's IPE Curriculum Principles

- Adopt World Health Organisation's (2010) definition
- Goal to enhance quality & safety of services - client outcomes
- “Client” encompasses individuals, families, communities & organisations
- IPE opportunities are to a student's stage within a course
- Added value of involving 2+ professions is made explicit
- Learning is collaborative, egalitarian, group directed, experiential, reflective & applied
- Preparing individuals for interprofessional practice involves:
 - Acquiring common & comparative knowledge
 - Developing positive attitudes
 - Developing collaborative capabilities

Classification of learning	Learning methods used
Exchanged based	Debate, game, study, seminar, workshop
Observation based	Joint visit, work shadowing, joint client consultation
Action based	Collaborative inquiry, joint research, quality improvement project, problem based learning
Simulation based	Experiential group work, role play, clinical skill, drama

Miller's (1990) model of competence



Evidence/ behaviour (Miller, 1990)	Teaching activities/ strategies	Assessment Activities
Does	Fieldwork, patient/client contact, team case conference	Fieldwork placement evaluation, feedback from peers/patients/family, self-reflection, professional portfolio
Shows how	Standardised patients, role play, simulation skills lab, small group work, action research, quality improvement projects	OSCE, behaviour checklist/rating scale, video audit, peer feedback, standardised patient feedback
Knows how	Case study, inquiry or problem based learning, small group work, debate, on-line forum, observe health teams in action	On-line discussion rating, peer feedback, group presentation, reflective writing
Knows	Didactic teaching, discussion, journal club, shadowing experience, seminars, games, narratives (patient & carer stories)	Exam, quiz, essay, oral exam or presentation, reflective writing

Measuring IPE outcomes

Level 1	Reaction
Level 2a & b	Attitudes & Learning
Level 3	Behaviour change
Level 4a & b	Client & service outcomes

Tools

Reaction: Interprofessional Education Perception Scale (Revised); University of West England Interprofessional Scale

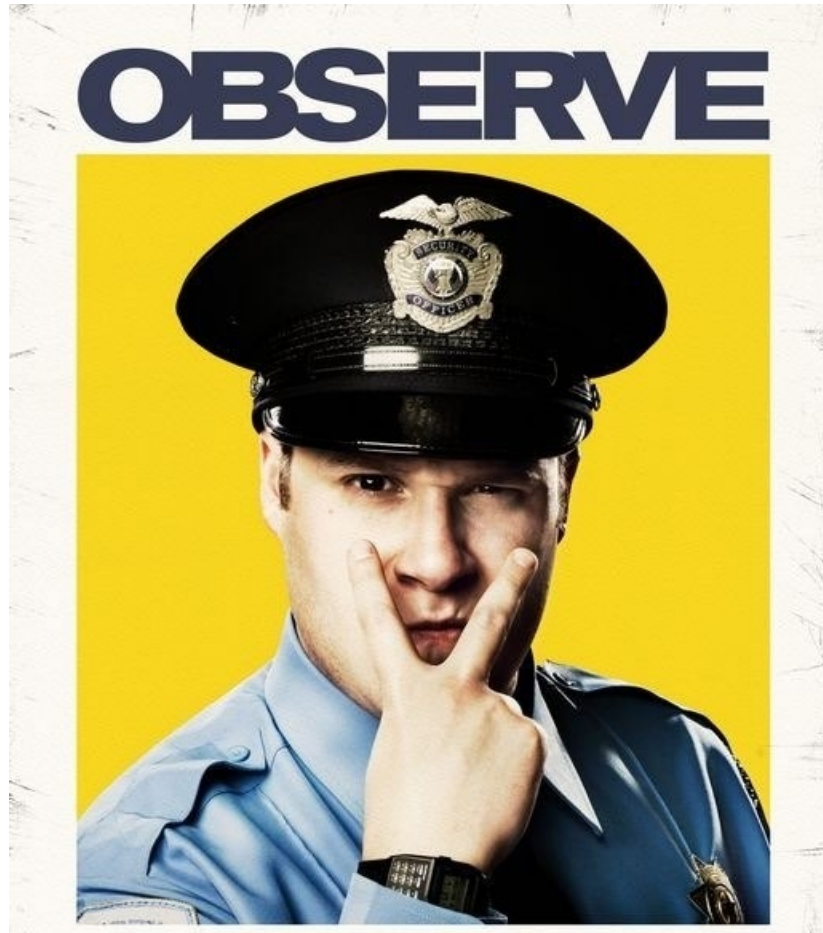
Attitude & Learning: Attitudes to Health Professionals Questionnaire, Interprofessional Socialization & Valuing Scale

Behaviour: Collaborative Practice Assessment Tool, Assessment of Interprofessional Team Collaboration Scale

Client/Service Outcomes: bed days, readmittance rates, client & staff satisfaction, staff sick days

Students learn best when

- Motivated
- Environment is supportive and safe
- Clear goals are set
- Information is relevant to their learning objectives
- Information is pitched at appropriate level
- Actively involved
- Receive regular, constructive feedback
- Given time for reflection



What strategies does the facilitator employ?
In what way were these effective or ineffective?

Facilitator skills

- Planning the learning experience
- Leading the group
- Understanding group dynamics
- Understanding individual behaviour in a group
- Dealing with difference & similarities of professions
- Acknowledging influence of power & status on behaviour
- Making language barriers explicit
- Dealing with emotion & conflict
- Challenging behaviour
- Unmasking assumptions

Peer coaching



<https://www.linkedin.com/pulse/20140625215127-205717686-the-power-of-peer-coaching-5-tips-to-improve-your-team-s-performance>

Facilitator's role

IS	IS NOT
Questioning	Directing
Guiding	Telling
Supporting	Imposing
Encouraging	
Giving feedback	
“Guide on the side”	“Sage on the stage”



What are some of the key considerations in giving feedback during IPE?

Key ingredients for interprofessional education (& practice)

- ☑ 2+ professions
- ☑ Significant **interactivity** between participants occurs
- ☑ Opportunity to **learn about, from & with** each other
- ☑ Highlight:
 - Contributions of team members
 - How team members can better work together
 - Strategies for interprofessional communication

The critical elements - reflection & debriefing

Review today's objectives

- Define interprofessional education & interprofessional practice
- Clarify benefits & challenges (+ solutions) to implementing IPE
- Describe 'best' practice strategies for IPE
- Describe framework for evaluating IPE

- 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>