



Centre for Interprofessional Education
Division of Health Sciences

Interprofessional education

Division of Health Sciences



Interprofessional education (IPE) at Otago

At Otago, interprofessional education (IPE) is embedded in health professional degree programmes, often in partnership with other tertiary education institutions. We also partner with health sector institutions (e.g. Te Whatu Ora, and with community organisations (e.g. Turanga Health in Gisborne), to provide Otago students with high-quality IPE opportunities during their clinical workplace placements.

IPE occurs when learners of two or more health or social care professions engage in intentionally learning with, from, and about each other, to improve collaboration and the quality and safety of care and services.

Worldwide there is recognition that learning and collaborating interprofessionally in the health and social care environments result in better care for the patient/client: this is called interprofessional collaborative practice (IPCP).

IPE prepares students to be collaborative practitioners. It is a core part of health and social care professionals' education and training, both before and after professional registration.

The Division of Health Sciences Centre for Interprofessional Education (or IPE Centre) is responsible for implementing the IPE strategic plan. In this booklet, we are proud to present to you the programme being developed in our University.



Our vision

"Otago as a national leader in interprofessional education across the health professions."

Our strategic goals 2016–2024

- To progressively and seamlessly integrate IPE into the Health Sciences curricula; by giving every pre-registration health professional student a minimum of three formal, assessed and high-quality IPE opportunities in the course of their degree.
- To build a sustainable ethos of staff and organisational collaboration.
- To identify, develop and optimise IPE resources.

Foundation for our integrated IPE curriculum

- Positioning our health professional programmes for IPE-related registration and accreditation expectations in Aotearoa New Zealand.
- A conceptual model identifying our drivers for change, our IPE learning outcomes and our IPCP outcomes.
- Meeting recognised standards for IPE within our current focus (pre-registration health professional programmes).
- A resourced operational structure to support development – the IPE Centre.
- Cross-disciplinary governance for IPE in our division, and for our various campuses and sites.
- A ratified quality assurance framework for IPE at Otago.

OTAGO INTERPROFESSIONAL EDUCATION CONCEPTUAL MODEL

EXTERNAL CONTEXTS



GLOBAL CONTEXT
Sustainability
Quality
Efficiency



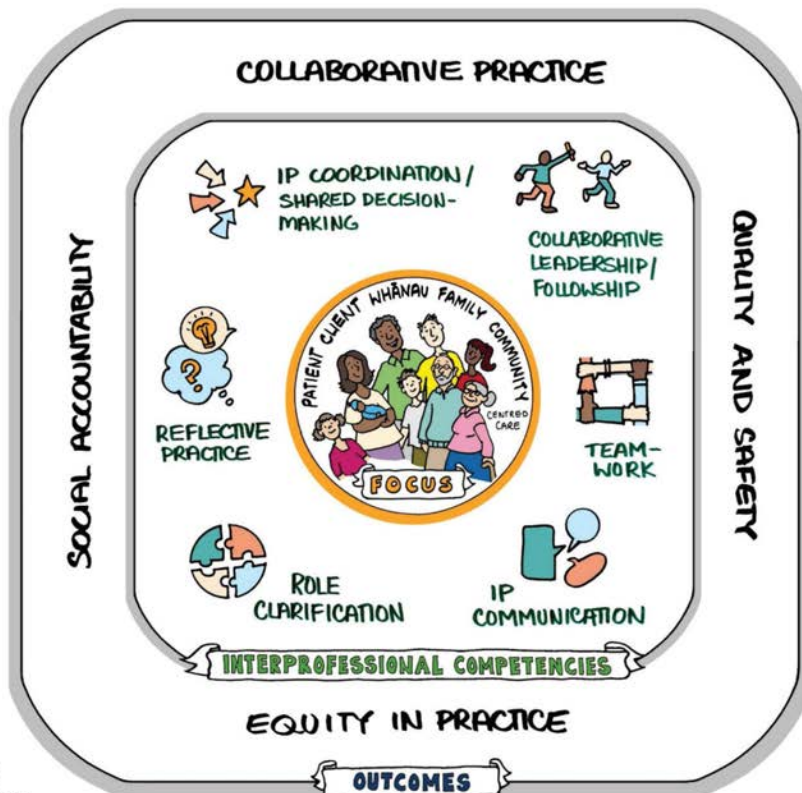
TE TIRITI O
WAITANGI



REDUCING
HEALTH
INEQUITIES



AOTEAROA/NZ
HEALTH SYSTEM &
POPULATION PRIORITIES



INTERNAL CONTEXTS



UNIVERSITY OF OTAGO
HEALTH SCIENCES
STRATEGIC
IMPERATIVES



IPE
PARTNERSHIPS



ACCREDITATION
REQUIREMENTS

Otago Interprofessional Education (IPE) Conceptual Model

IPE focus	<p>IPE in health professional programmes prepares students for person-centred health care:</p> <ul style="list-style-type: none"> • Collaborative, co-ordinated, integrated. • Transparent: aligned with patient goals, includes and values the viewpoints of patients and whānau.
IPE competencies	<p>By learning with, from and about each other, students progressively acquire IPE competencies in six domains:</p> <ul style="list-style-type: none"> • Interprofessional (IP) communication. • Role clarification and appreciation. • Reflective practice, incorporating IP principles, values, ethics. • Teamwork and team functioning, including conflict negotiation and resolution. • Collaborative leadership and followership. • IP co-ordination and shared decision-making.
IPE outcomes	<p>Capabilities developed through IPE are applied, demonstrated and consolidated in clinical workplaces:</p> <ul style="list-style-type: none"> • Collaborative practice. • Quality and safety. • Social accountability. • Equity in practice.
External and internal contexts	<ul style="list-style-type: none"> • Health and education systems share contextual drivers and priorities. • They respond through strategies, innovations and partnerships to meet accreditation requirements and support high-quality healthcare delivery.

Role of our IPE Centre

The IPE Centre is responsible for supporting the development of IPE policies, frameworks, curricula and systems, and for implementing the division's IPE Strategic Plan. The three key roles of the Centre are to:

- Design, establish and manage the Otago IPE Register to capture all IPE learning activities. This ensures all these are monitored and meet quality criteria at the time of registration and renewal. As well, the IPE Register tracks students' IPE learning and attainment as part of their degree requirements and permanent academic record.
- Support IPE faculty at Otago – and those involved in IPE from our partner organisations – by providing professional development opportunities (in face-to-face forums and online), targeted training for specific IPE learning activities, and advocating for staff recognition for IPE roles, responsibilities and expertise.
- Monitor and evaluate the outcomes of IPE teaching and learning activities, IPE student and staff experiences, and of the division's IPE programme as a whole, to assure IPE quality and continuous improvement in our division.



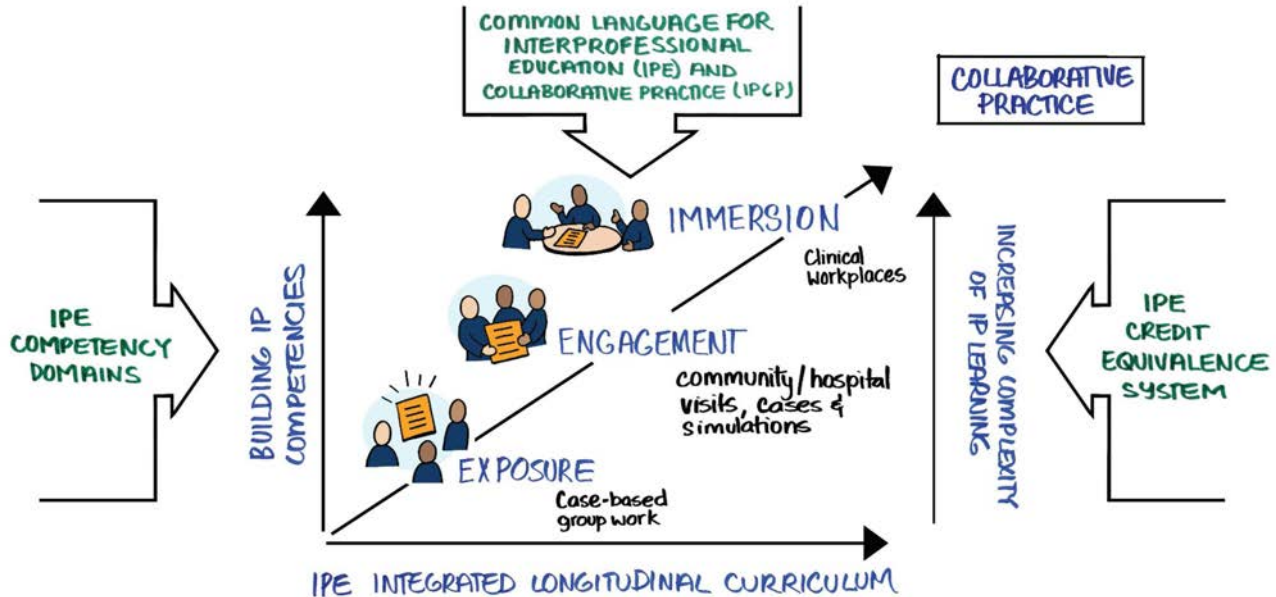
Principles of our IPE curriculum

- A common, longitudinal IPE curriculum across and within health professional degree programmes.
- An IPE curriculum consistent with University and divisional Māori, Pacific and rural strategic plans.
- Overarching curriculum aims, with variable components and a set of curricular-level learning outcomes.
- A curriculum to satisfy a complex matrix of professional and student expectations, regulatory requirements, societal contexts, historic programme structures and varying lengths of programmes.
- Adaptive design and implementation, allowing for concurrent or later inclusion of other degree programmes, postgraduate qualifications at Otago and/or in dialogue with other tertiary institutions if desired.
- Responsive design and implementation taking into account the range of partnerships and teaching/learning (e.g. simulation) that support IPE; as well as critical outcome threads running through all interprofessional learning (e.g. social accountability, collaborative practice, equity in practice, and quality and safety).



- Sequential design and implementation as IPE learning activities increase in complexity while students progress through their degree.

INTERPROFESSIONAL EDUCATION QUALITY FRAMEWORK



DIVISION OF HEALTH SCIENCES



IPE
-VISION-

Establish Obago as a national leader in interprofessional education across health & social care professions



IPE CENTRE



REGISTER

- learning activities
- student participation



SUPPORT

staff & partner organisations



EVALUATE

- outcomes
- experiences

Interprofessional Education (IPE) Quality Framework

IPE Centre	<p>The IPE Centre implements the IPE vision, strategy and Quality Framework, specifically by:</p> <ul style="list-style-type: none"> • Managing and monitoring the Otago IPE Register to: <ul style="list-style-type: none"> o Register and accredit all IPE learning activities at Otago. o Register student participation and attainment in successive IPE learning activities. • Recognising and supporting staff contribution to IPE so this is visible and accounted for across the division within schools, and across the continuum of IPE activities – including IPE partners and associations. • Evaluating process and outcomes of IPE learning activities, the IPE curriculum, and student and staff IPE experiences.
IPE common language	<p>Teachers, learners and practitioners build a common understanding around interprofessional education (IPE) and interprofessional collaborative practice (IPCP) by using a common language across disciplines.</p>
IPE curriculum	<p>An integrated longitudinal IPE curriculum is developed for pre-registration students and:</p> <ul style="list-style-type: none"> • Fits institutional complexity and regulatory requirements. • Is adaptive, responsive and sequential over the course of study. • Progressively builds interprofessional (IP) competence through a series of discrete but related IPE learning activities.
IPE competency domains	<p>Selected IPE competency domains form the basis of assessment in IPE learning activities:</p> <ul style="list-style-type: none"> • IP communication. • Role clarification and appreciation. • Reflective practice, incorporating IP principles, values, ethics. • Teamwork and team functioning, including conflict negotiation and resolution. • Collaborative leadership and followership. • IP co-ordination and shared decision-making.
IPE credit equivalence system	<ul style="list-style-type: none"> • Students accumulate IPE credits: <ul style="list-style-type: none"> o On the basis of workload hours, complexity of learning, and expected learning outcomes. o By progressively completing accredited IPE learning activities. • The Otago IPE Register captures students' IPE credits for their permanent academic record.

Our IPE activities

During the health professional years of their degree programmes, students have a sequence of IPE opportunities at three different levels:

- Early years – IPE exposure – an IPE learning activity that is whakawhanaungatanga-based, role-based, case-based or problem-based, but does not need to involve patients/clients either simulated or actual.
- Clinical years – IPE engagement – an IPE learning activity that involves interacting with patients/clients either simulated or actual, but not in a workplace where care is undertaken.
- Advanced clinical years – IPE immersion – an IPE learning activity that is based in a workplace where 1. students participate together in delivering care or 2. are purposefully included in an interprofessional team of professionals delivering care.

Examples

- IPE Professional Ethics (Dunedin): Students from ten health and social care professional disciplines, in their second (or equivalent) year of study, work in small interprofessional groups to learn how professional codes of conduct are applied and the different ways that harms can occur when standards are not observed.

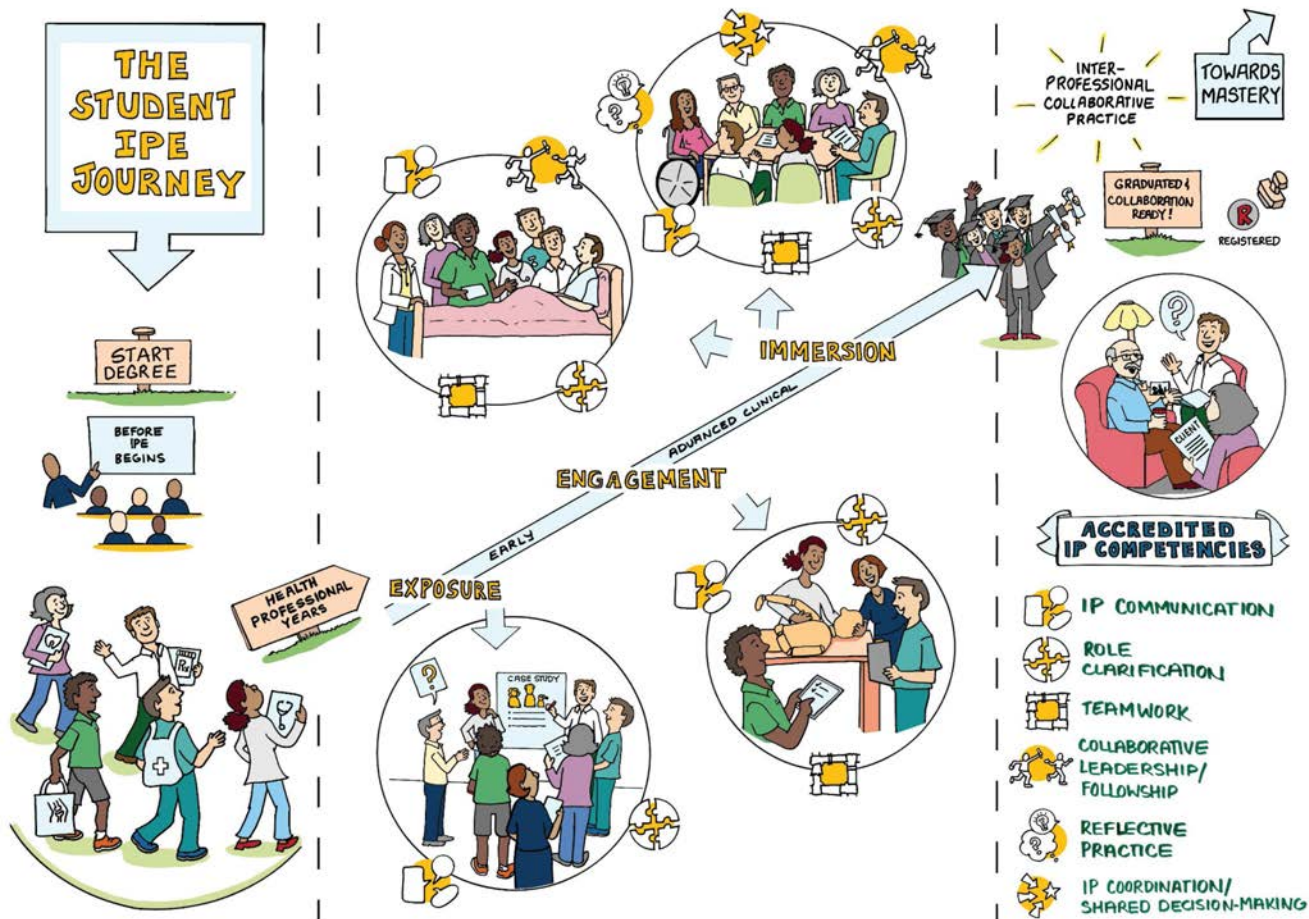
- IPE Discharge Planning simulation (Christchurch): Students from six to eight disciplines develop a shared discharge plan for a simulated patient, with input by a simulated member of their whānau.
- IPE INVOLVE long-term conditions management (Wellington): IPE groups visit a person in their home, develop ideas and co-present to peers about how an interprofessional team can provide support.
- Tairāwhiti and Te Tai Poutini IPE programmes (complex immersion IPE): Over five weeks, advanced-level students from 10+ disciplines interact and collaborate while gaining clinical and hauora Māori experience in rural Aotearoa New Zealand. During this extended clinically-based rotation, students 1. participate together in hands-on care, 2. intentionally 'shadow' another discipline, 3. undertake a health-related project together to benefit the community.

Our IPE competency domains



There are six core IPE competency domains at Otago. The table opposite shows examples of possible learning outcomes for each domain.

IPE competency domain	Examples of intended interprofessional learning outcomes
Interprofessional communication	Effective communication (safe, open, respectful) between health/social care professional students and practitioners across a range of disciplines.
	Effective personal and interpersonal communication strategies and processes within interprofessional teams.
Role clarification and appreciation	Well-developed concepts of role and professional identity and their relevance to practice and interdependence in IPCP.
	Communication about own and others' roles in culturally respectful ways to different health/social care professionals and to patients/clients/families/whānau/communities.
Reflective practice, including interprofessional principles, values, ethics	Work together in the best interests of the patient/client: quality, safe care.
	Ability to identify and reflect critically on own perspectives in relation to a team.
Team functioning, including conflict negotiation and resolution	Knowledge of and skills for teamwork, principles and the importance of common goals.
	Conversational mechanisms to repair conversations.
Collaborative leadership and followership	Knowledge and practice of functions of leadership and followership in interprofessional teams.
	Knowledge of the function and role of a team member; determinants of effective membership of interprofessional teams.
Interprofessional co-ordination and shared decision-making	Exchange of essential clinical information (health records, through electronic media).
	Ability to collaborate to reach a shared decision in relation to patient/client care, and when and where this is appropriate.



The Student Interprofessional Education (IPE) Journey

Start degree	<ul style="list-style-type: none"> • Students begin their studies with a health professional qualification in view. • A core part of health professional education is learning with, from and about other health disciplines.
Health professional years	<p>During the health professional years of their degree programmes, students have interprofessional learning opportunities:</p> <ul style="list-style-type: none"> • Early years – IPE exposure – an IPE learning activity that is whakawhanaungatanga-based, role-based, case-based or problem-based, but does not need to involve patients/clients either simulated or actual. • Clinical years – IPE engagement – an IPE learning activity that involves interacting with patients/clients either simulated or actual, but not in a workplace where care is undertaken. • Advanced clinical years – IPE immersion – an IPE learning activity that is based in a workplace where 1. students participate together in delivering care or 2. are purposefully included in an interprofessional team of professionals delivering care.
Accredited interprofessional (IP) competencies	<p>By learning with, from and about each other, students progressively acquire IPE competencies in six domains:</p> <ul style="list-style-type: none"> • These domains are the basis of assessment in IPE learning activities. • The Otago IPE Register captures students' IPE credits and attainment for their permanent academic record, supporting successful graduation and – ultimately – health professional registration. <p>Skills developed through IPE are applied, demonstrated and consolidated in clinical workplaces – both during pre-registration clinical placements and post-graduation / post-registration.</p>
Towards mastery	<ul style="list-style-type: none"> • New health professional graduates are ready for interprofessional collaborative practice. • Interprofessional learning continues in the clinical workplace, towards mastery of collaborative practice.

Our IPE common language

- **Health and social care professions** – interprofessional collaboration and interprofessional education involve health and social care professionals, and may engage other professions and roles. Health and social care encompass the treatment, control and prevention of disease, illness, injury and disability, and provision of assistance with activities of daily living, maintaining independence, as well as social interaction enabling an individual to play a fuller part in society.
- **Person-centred care** – collaborative, co-ordinated and integrated care, aligned with the goals of patients/clients/ consumers and their whānau/family/kāinga/community. Feedback from all is important to assure the quality and outcomes of IPC and IPE.
- **IPC (interprofessional collaboration)** – an active and ongoing partnership, often between people from diverse backgrounds with distinctive professional cultures, who work together to solve problems or provide services (Barr et al. 2005).
- **IPCP (interprofessional collaborative practice)** – when the key elements of collaboration are successfully implemented in a practice setting (Morgan et al. 2015; World Health Organization, 2010a).
- **Collaborative-practice-ready workforce** – health workers who have received effective training through IPE. “Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team.” (World Health Organization, 2010a p.10).
- **IPE (interprofessional education)** – occurs when “learners of two or more health or social care professions engage in [intentionally] learning with, from, and about each other to improve collaboration and the quality of care and services”. (Centre for Collaborative Health Professional Education, 2017).
- **Defining features of IPE** – an interactive learning modality (Hammick et al. 2007) where the interprofessional nature of the learning is made explicit, with intended learning outcomes relating to interprofessional competencies.
- **IPL (interprofessional learning)** – learning arising from interaction involving members or students of two or more professions. It may be a product of IPE, or it may occur spontaneously in workplace or education settings (Freeth et al. 2005; Institute of Medicine, 2015).

- **Serendipitous IPL** - An experience which 1. involves a student purposefully reflecting on the interprofessional care of a patient, or 2. involves a student purposefully reflecting on their involvement with, or observation of, health or social care professionals where collaboration between disciplines is attempted.
- **Hidden curriculum** – the processes, pressures and constraints which fall outside the formal curriculum, and may be unarticulated or unexplored. These can be important in health professional education, which may include prolonged periods of exposure to a predominant culture (Lempp and Seale, 2004 p.770). The hidden curriculum may be experienced through formally structured and intended activities, those that are more informal, unplanned, and unscripted, as well as through organisational culture and other intangible elements. (Hafler et al. 2011 p.440).



Note: For references cited in this section, please see the following link: otago.ac.nz/healthsciences/staff/ipe/otago737732.pdf

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