Interprofessional education (IPE)

“Occasions when two or more professions learn with, from and about each other, to improve collaboration and quality of care”

(Centre for the Advancement of Interprofessional Education (CAIPE), UK, 2002)

Division of Health Science: IPE Goal

The overarching goal of interprofessional education (IPE) is to prepare all health professional students for deliberately and collaboratively working together to reach a common goal of well-co-ordinated, high quality patient/client-centred care.

Interprofessional collaborative practice (ICP)

“Collaborative practice happens when multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care across settings”.


“ICP occurs when learners of two or more health or social care professions engage in learning with, from, and about each other to improve collaboration and the delivery of care”.

(Freeth et al, 2005)

The concept of collaboration and teamwork

[Diagram showing independent, parallel, consultation/referral, and interdependence for provision of care]

[Decleene et al, 2005]
Linking education and practice

4 recent reports:
- All described major mismatches between current professional education and current health practice needs
- All call for reorientation of health professional education to better align with future societal health needs and more collaborative, sustainable health:
  - Health professionals for new century: transforming education to strengthen health systems in an interdependent world (Frenk, 2010)
  - Global consensus for social accountability of medical schools (Boelen and Woollard, 2011)
  - Measuring the impact of interprofessional education (IPE) on collaborative practice and patient outcomes (Institute of Medicine, 2015)

International research suggests that collaborative models of health care work best when health professionals have experienced interprofessional education (IPE) in their entry level professional programmes.

Proposed IPE Journey

The complexity of any IPE activity increases as the student progresses through their professional programme.

Final year students on an IPE clinical placement learning with, from and about each other in the Physiotherapy Department.

Benefits of IPC

- Improved access to health interventions and improved coordination between different sectors
- More involvement for individuals/families in decision making
- A comprehensive, coordinated and safe health system that is responsive to the needs of the population
- Efficient use of resources

(WHO, 2010)
Benefits of IPC

- Reduced incidence and prevalence of disability especially for non communicable diseases (NCDs) when health systems embrace ICP across the full course of the disease (i.e. health promotion, illness and injury prevention, disease management and care, and rehabilitation)
- Increased job satisfaction, with reduced stress and burnout of health professionals

Summary

- Collaborative practice is more successful when interprofessional education starts early in health professional programmes.
- Learning with and about each other leads to better understanding among providers, assists with recruitment of health professionals and provides better health outcomes for patients.
- There are many models that may be used for learning early in health professional programmes – the IPE approach demonstrates innovation, integration, sharing, and development.

References

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Curnen, Y et al. Interprofessional/intersectoral collaborative assessment rubric. Faculty of Medicine, Memorial University of Newfoundland. 2010


