

Do you know...

about Interprofessional Education?

The three terms commonly used are interprofessional education (IPE), interprofessional learning (IPL), and interprofessional collaboration (IPC), each of which has subtle but important differences.

Interprofessional education (IPE)

is when learners from two or more health or social care professions *engage* in planned learning *with, from, and about each other* to improve collaboration and the quality of care and services. (Centre for Collaborative Health Professional Education (CAIPE), 2017)

Interprofessional learning (IPL)

is *learning* that arises from interactions involving members or students of two or more professions. It may be a product of *interprofessional education*, or it may occur spontaneously in the workplace or in education settings. (Freeth et al., 2005)

Interprofessional collaboration (IPC)

is an active and ongoing partnership, often between people from varied backgrounds with distinctive professional cultures who work together to solve problems or provide services. (Freeth et al., 2005)

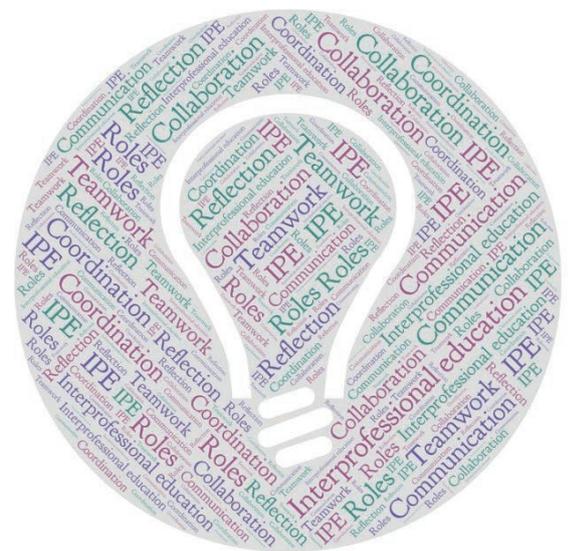
Health professionals develop the competencies associated with IPC by progressing from initial IPE/IPL exposure at early stages of health professional programmes through to active, more intentional IPE engagement, to immersion in the senior years.

No single health profession can provide all the skills and services that constitute contemporary, well-co-ordinated, high-quality patient care. This applies particularly to people with complex and/or chronic conditions.

Therefore

Health professional programmes need to produce graduates who communicate well, work effectively in health care teams, understand their own role and others' roles, provide patient-centred care, and resolve differences.

IPE is important in creating collaborative practice-ready health practitioners (Frenk et al., 2010) and is increasingly included in health professional pre-registration programmes.



Do You Know

The core competencies developed when professionals learn and work with, from and about other professions are:

- More open, respectful and inclusive communication within and across different professions
- An understanding of one's own profession's role and responsibilities and the role of other professions
- An understanding of, and ability to reflect on, interprofessional principles, values, and ethics
- More effective interprofessional team functioning, including the ability to negotiate and resolve conflict
- The capacity to work collaboratively
- The ability to successfully co-ordinate and share care and decision making

For more information about IPE

Visit the IPE website: otago.ac.nz/healthsciences/ipe (IPE at Otago)

If you are interested in developing or being involved in IPE please contact IPE Centre Administration hs.ipe@otago.ac.nz

Your local Education Adviser tiny.cc/OMS-EDSSU may also be able to help.



References

- Centre for Collaborative Health Professional Education (CAIPE). (2017). What is CAIPE? Retrieved from <https://www.caipe.org/about-us>
- Freeth, D., Hammick, M., Reeves, S., Koppel, I., & Barr, H. (2005). *Effective Interprofessional Education: Development, Delivery and Evaluation*. Oxford: Blackwell Publishing

Further reading

- Frenk, J., Chen, L., Bhutta, Z., Cohen, J., Crisp, N., Evans, T., et al. (2010). Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. *The Lancet*, 376, 1923-1958.
- Hean, S., Green, C., Anderson, E., et al. (2018). The contribution of theory to the design, delivery, and evaluation of interprofessional curricula: BEME Guide No. 49. *Medical Teacher*, 40(6), 542-558. doi:<https://dx.doi.org/10.1080/0142159X.2018.1432851>

For further information and assistance, contact your local education or clinical education adviser:
otago.ac.nz/medicine/staff/support

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