



Interprofessional Education

An open access professional development module for simulationists

How to use this module



**Module progresses from foundational concepts to advanced practice.
Self direct how deep you want to go!**

Exercises are designed to work on your own or to discuss with a friend over coffee.



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Interprofessional Education

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Overview

“Interprofessional education occurs when two or more professionals learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO Framework for action on interprofessional and collaborative practice 2010)

Interprofessional education (IPE) has been promoted as an effective way to improve patient outcomes and provide cost-effective health care. There are innumerable examples of interprofessional teams working together in almost every health service and workplace. When interprofessional teams are expected to work together it's beneficial for team members to understand each other's roles and scope of practice, to have mutual respect, and to explore effective forms of communication and conflict resolution. These are the objectives of IPE exercises.

- There can be no doubt that the efficacy of the team has an impact on the overall achievement of its goal. For this reason, many professional bodies are embracing IPE and committing to providing authentic and engaging IPE activities from as early as student teaching. This module aims to introduce the principles of IPE and discuss both its merits and its challenges.

Exercise 1 : Foundational Principles – what is IPE?

Watch this talk by Rachel Grant (University of Ottawa) on the basics of IPE¹.



Ask yourself :

- What interprofessional teams do you work in now? Do you also work in a multi-professional team, or an intra-professional team?
- Can you think of an interprofessional collaboration you have been involved with?

Retrieval practice :

- Think of a current challenge in your department that may benefit from interprofessional education. How would this look in your workplace? Which professional groups would be involved? What would the learning outcome be? How would you facilitate the groups interacting with each other?

Exercise 2 : How does IPE improve clinical practice?

Have a listen to this TED talk by Eric Dishman who speaks about the importance of collaborative care from the point of view of the patient. (Start point 8m- finish point 10m45s)

- [Eric Dishman: Health care should be a team sport²](#)
- What impact does Eric's story have on your perspectives on interprofessional healthcare teams?

Next have a listen to the TED talk by Joy Doll on her experience in using interprofessional collaboration to improve health outcomes.

- [Collaboration in Health Care: The Journey of an Accidental Expert?³](#)

Joy talks about the triple and quadruple aim. Have a look at the following website from the Institute for healthcare improvement to learn what it's all about :

- [The IHI Triple Aim | IHI - Institute for Healthcare Improvement⁴](#)

Interprofessional education improves acquisition of Interprofessional competencies that are required for effective collaborative practice. There are many frameworks for the competencies that we hope to achieve by engaging in IPE.

Read page 9-18 of the following document as an example of one possible competency framework.

- [Canadian Interprofessional Health Collaborative – A National Interprofessional Competency Framework⁵](#)
- Do you feel that the competencies we aim for in IPE are transferable to real life clinical practice?

Retrieval practice :

- What is the quadruple aim?
- Do you believe that IPE is a good way to address these aims?

Thorny questions :

- What do you think of Eric Dishman's comment that the doctor-patient relationship "is a relic of the past"?
- Do you think you need to "ego up" or "ego down" in an interdisciplinary team?

Exercise 3 : Designing an IPE

Planning IPE has unique challenges to ensure that different professional groups meet their differing learning needs and that all benefit from the experience. It is important to consider terminology used, level of knowledge and scope of practice for each group. Interaction is key. If different professions are not interacting, it is not IPE.

This article by van Diggle et al. (pages 3-6) give a useful summary of things to consider while planning IPE.

- [Interprofessional education: tips for design and implementation⁶](#)

Have a listen to this episode of the Simulcast podcast (from 1:20 – 9:15m) to think about a novel way of delivering IPE.

- [102 - Simulcast Journal Club Monthly Podcast April 2020⁷](#)

Ask yourself :

- How do you balance the differing aims/objectives of disparate professional groups?
- What teaching formats might suit IPE and what are the merits of each? Ie. Small group discussion vs simulation etc.

Retrieval practice:

- What key factors need to be considered to successfully plan an IPE activity?

Thorny questions:

- Can you truly plan an activity that equally considers the needs of all professional groups rather than relying on one discipline to serve as a learning “prop” for another?
- In the post COVID world, virtual or online training is becoming more accessible and even expected. How do you think IPE will fit into virtual learning?

Exercise 4 : Challenges in IPE

There is a certain level of discomfort with facilitating IPE activities. Some of this comes from facilitating disciplines that are different from our own. Having representatives from each discipline to both plan and facilitate can alleviate some of these challenges.

Additionally, practical organisation is often difficult. To quote Dr. Elise Paradis it sometimes feels like “you have to be a wizard of time, space and people” to make this work.

Listen to [Advances in Simulation: Tracing the Prescription Journey – Simulcast⁸](#) as an example of IPE activity that was used as a research study.

Ask yourself :

- What IPE have you been involved in that didn't go so well - and why wasn't it a success?
- Would you feel comfortable facilitating a group of professionals different from your own?

Thorny questions :

- “Tracing the prescription journey” studied the pharmacy and medical students experience of IPE. Can we measure the effect of IPE in clinical practice? Can we “study” or “prove” its effectiveness in addressing the planned competencies?
- How early should we start IPE? Do you think starting IPE in student years is useful? Are the effects long lasting enough to help once students graduate?
- Do you think hierarchies or stereotypes in healthcare will get in the way of IPE? Or is IPE a good way to address these issues?

Exercise 5 : IPE in your specialty

Take a look at these articles that show how IPE has been used in Obstetrics and Gynaecology, sometimes successfully and sometimes not.

- [Does training in obstetric emergencies improve neonatal outcome?⁹](#)
- [Multiprofessional or interprofessional education in obstetrics and gynaecology¹⁰](#)

Ask yourself :

- What would IPE look like in your healthcare service?
- What interprofessional collaborative practice in your speciality would benefit from IPE?
- What format of IPE would work in your setting? What challenges would you face in planning it?
- How would you measure outcomes to ensure it is worthwhile?

Additional Resources

- [National Center for Interprofessional Practice and Education | Bringing together practice and education in a new Nexus for better care, added value and healthier communities \(nexusipe.org\)](https://nexusipe.org/)¹¹
- [Framework for Action on Interprofessional Education & Collaborative Practice \(who.int\)](https://www.who.int/publications/m/item/framework-for-action-on-interprofessional-education-and-collaborative-practice)¹²
- [MedEdPORTAL \(ipecollaborative.org\)](https://www.ipecollaborative.org/)
- Van Hoof TJ, Grant RE, Sajdłowska J, Bell M, Campbell C, Colburn L, Davis D, Dorman T, Fischer M, Horsley T, Jacobs-Halsey V. Society for academic continuing medical education intervention guideline series: Guideline 4, interprofessional education. *Journal of Continuing Education in the Health Professions*. 2015 Oct 1;35:S65-9.

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