INTERPROFESSIONAL EDUCATION PROGRAM

Margo Brewer  Director Practice & Interprofessional Education, Inaugural Curtin Academy Fellow
- Nursing, midwifery & paramedicine
- Pharmacy
- Physiotherapy & exercise science
- Occupational therapy & social work
- Psychology & speech pathology
- Biomedical sciences
- Public health
- Medicine
What is interprofessional education?

“when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010)

2+ professions

Significant **interactivity** between participants occurs

Opportunity to **learn about, from and with** each other

Highlight:

• Contributions of team members
• How team members can better work together
• Strategies for interprofessional communication

*The critical elements - reflection and debriefing*
YEAR 1
- 75% - interprofessional
- 25% - uniprofessional

YEAR 2/3
- Simulations
- Case based workshops
- [Placements]

YEAR 3/4
- Placements
- Studio based workshops
- Events

http://serc.carleton.edu/NAGTWorkshops/earlycareer2012/program.html
Curtin’s Interprofessional Capability Framework

Brewer & Jones, 2013
## Interprofessional First Year

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credits</th>
<th>Semester 2</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Professional Health Practice</td>
<td>25</td>
<td>Indigenous Culture &amp; Health Behaviour</td>
<td>25</td>
</tr>
<tr>
<td>Human Structure &amp; Function</td>
<td>25</td>
<td>Evidence Informed Practice</td>
<td>25</td>
</tr>
<tr>
<td>Option Unit: Bioscience/Science/Behavioural</td>
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<tr>
<td>Profession Specific Unit</td>
<td>25</td>
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Interprofessional Simulation

1. Facility with aged care partner
2. Training ward
3. Central simulation lead & school leads
4. Simulation activities, resources & training
   
   Patient handover; Role clarification; Conflict resolution in IP team; Cultural competence in IP team; Empathy

5. IPE Leadership program

https://www.youtube.com/watch?v=qL4BXXX1AX4&noredirect=1
IPE workshops learning

**2008**
- 2 topics
- 42 students
- 3 staff facilitators
- 3 professions
- Face to face

**2015**
- 6 + topics
- 1000+ students
- 13 staff facilitators per semester
- 11 professions
- Face to face & online

**2017**
- Shift in topics
- Studio based
- + Humanities
- More face to face
Why focus on IPP capabilities?

- Competency based education
- Placements ++ opportunities
- Prepare graduates for workforce
- Lack of role models in practice
- Powerful experience

BUT Resource intensive
Challis Community School

- 80 students/year, 1900 hours/annum

Speech | Exercise Science
OT | Nursing
Physiotherapy | Social Work
Psychology | + Medicine
Integrated Health & Community Facility

- 265 students, 3500 hours/annum
- Speech Nursing
- OT Nurse practitioners
- Physiotherapy Pharmacy
- Psychology Medical Imaging
- Dietetics Marketing
- Exercise Science + Medicine
- Social Work + Law
## Go Global

180 students, 200 hours each

<table>
<thead>
<tr>
<th>Pre placement preparation</th>
<th>4 wks in country</th>
<th>Post placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Professional practice</td>
<td></td>
<td>• Debrief sessions</td>
</tr>
<tr>
<td>• Risk management</td>
<td>Curtin Supervisor on site</td>
<td>• Handover reports</td>
</tr>
<tr>
<td>• Awareness of country and culture</td>
<td>Remote supervision Host partners</td>
<td>• Handover presentation to next group</td>
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<tr>
<td>• Language preparation</td>
<td></td>
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<tr>
<td>• Briefing with Counselling Services</td>
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Added: Additional experience during placement

- Lunch meetings
- Journal club
- Workshops, seminars, grand rounds
- Event – challenge, debate, grand round
- ...
Embedded: Collaborative practice during placement

- Interview another professions
- Shadow another professions
- Red flag cases
- Online collaboration
- Simulation .....
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Reaction</th>
<th>Learner’s view on the learning experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 (a)</td>
<td>Modification of attitudes/perceptions</td>
<td>Changes in attitudes/perceptions between participant groups; Changes in attitude/perception towards the value of interprofessional education/interprofessional collaboration (practice)</td>
</tr>
<tr>
<td>Level 2 (b)</td>
<td>Acquisition of knowledge/skills</td>
<td>Includes knowledge and skills linked to interprofessional collaboration</td>
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<tr>
<td>Level 3</td>
<td>Behavioural change</td>
<td>Transfer of interprofessional learning to practice</td>
</tr>
<tr>
<td>Level 4 (a)</td>
<td>Organisational change</td>
<td>Changes in the organisational practices, culture; Changes in the healthcare/service delivery</td>
</tr>
<tr>
<td>Level 4 (b)</td>
<td>Benefits to clients</td>
<td>Improvements in health or well-being of clients</td>
</tr>
<tr>
<td>OUTCOME</td>
<td>POSSIBLE MEASURES</td>
<td></td>
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<td>-----------------</td>
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<td></td>
</tr>
<tr>
<td>Reaction</td>
<td>Learner’s view on the learning experience</td>
<td></td>
</tr>
<tr>
<td>Attitudes/perceptions</td>
<td>Interprofessional Education Perception Scale, Revised (McFayden et al, 2007)  &lt;br&gt;University of West England Interprofessional Scale (Pollard et al, 2004) &lt;br&gt;Interprofessional Socialization &amp; Valuing Scale (King et al, 2010)</td>
<td></td>
</tr>
<tr>
<td>Knowledge/skills</td>
<td>Team OSCE, simulation  &lt;br&gt;Essay  &lt;br&gt;Project, portfolio, presentation, poster</td>
<td></td>
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<tr>
<td>Behaviour</td>
<td>Collaborative Practice Assessment Tool (Schroder et al, 2011)  &lt;br&gt;Assessment of Interprofessional Team Collaboration Scale (Orchard et al, 2012) &lt;br&gt;Interprofessional Capability Assessment Tool (Curtin)</td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td>Bed days, medical errors/adverse event  &lt;br&gt;+ University &amp; partner organisation outcomes</td>
<td></td>
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<tr>
<td>Clients</td>
<td>Client &amp; carer satisfaction, client health</td>
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</table>
Good Review Papers


3) Oates & Davidson (2015) Critical appraisal of instruments to measure outcomes of interprofessional education, Medical Education
Key success strategies

- **Central leadership** of IPE
- **Governance** - power to make curriculum decisions
- **Staff development** program
- Develop IPE in **practice environments**
- **Protected time** for IPE leads/champions
Key success strategies

• Learn from best practice

• **Partnerships** with community/industry are critical to embedding change

• **Appreciative inquiry** is effective for facilitating change

• Dedicated **e-learning staff** member(s) if online focus

• **Evaluate & disseminate** ++
Where to next

- IPE teaching capabilities included in staff appraisal/review process
- IPE collaboration included in promotion & awards
- Consistent procedures & criteria for assessment of IPE across courses
- Publish IPE pathways in course descriptions
- Whole university
**Leadership & engagement**

Brewer & Jones (2014) A successful university-community engagement and leadership model … Textbook by Forman, Jones …


Brewer et al (2016) A scoping review to understand ‘leadership’ … J of Interprofessional Care …

Brewer (2016) Exploring the potential of a capability framework as a vision & ‘sensemaking’ tool … J of Interprofessional Care …

Brewer (2016) Facilitating the dissemination of interprofessional education … J of Interprofessional Education and Practice

**IPE**


**IPE in practice**


Brewer & Stewart-Wynne (2013) Australian hospital-based student training ward … J of Interprofessional Care, 27, 482–488

Brewer & Barr (2016) Interprofessional education and practice guide … J of Interprofessional Care