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# Interprofessional Education: What is its role in Medical Education?

Karen V. Mann, PhD

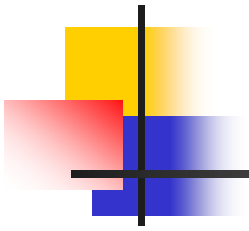
Professor, Division of Medical Education  
Dalhousie University, Halifax, N.S. Canada



# Presentation Outline

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- IPE: do we all mean the same thing?
- What does it look like across the educational continuum?
- Why is IPE important?
- Does it make a difference? How?
- Considerations:
  - Challenges and implications



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“Working together must be grounded in learning together.”

Dr. John Hoder CBE, 2004



# Getting the Terms Right

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Interprofessional Education ...

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

(CAIPE, 2002)



# What Makes an Activity Interprofessional

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- Two or more professions
- Working or actively learning together
- Participation by all groups
- Shared goals
- Sharing and exchange of knowledge and skills



# IPE Across the Continuum

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## Pre-Licensure

- Classroom-based activities
  - Health, Ethics and Learning
  - Communication Skills
  - Chronic Disease Conditions

(Wilhelmsson et al., 2009)

- Experiential Learning

(Mann et al., 2009)

# IPE Across the Continuum (cont'd)



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## Post-Licensure

- Classroom-based activities:

- Cancer care

(Mann, Sargeant and Hill, 2008)

- Workplace-based activities:

- Collaboration between pharmacists, physicians and nurse practitioners

(MacKowsky et al., 2009)



# IPE Across the Continuum (cont'd)

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## Continuing Professional Education

- Practice-based activities:
  - Problem-based small group learning

(Kanisin Overton et al., 2009)



# Example

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- Seamless Care
  - Health Canada funded IPECPCP
  - Five senior pre-licensure disciplines
  - 8-week longitudinal assignment
  - Teams worked collaboratively
  - Assisting a patient transferring to home
  - Experiential learning with a preceptor

(Mann, McFetridge-Durdle, et al., 2009)



# Example

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- Linköping, Sweden

- Interprofessional education for pre-licensure students
- Began in 1986
- Health Ethics and Learning- to establish a base of common values and competences.
- An integrated themed module for all groups
- Working in student interprofessional teams in the clinical setting.

- (Wilhelmsson et al., 2009)



# Example

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- Interprofessional Cancer Care Curriculum
  - Followed extensive needs assessment
  - 10 sessions, community based
  - Example of sessions – pain control
  - Evaluation of effects on learners

(Mann, Sargeant and Hill, 2008)



# Why is It Important? Why Now?

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## Drivers

- Policies and governmental initiatives
- Complexity of care
- Patient safety
- Effective team work does not always occur naturally



# What is the Evidence?

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## Cochrane Database of Systematic Reviews

- Effects on professional practice and health care outcomes
- Four Randomized Controlled Trials (RCTs)
- Two Controlled Before and After (CBAs)

(Reeves et al., 2007)



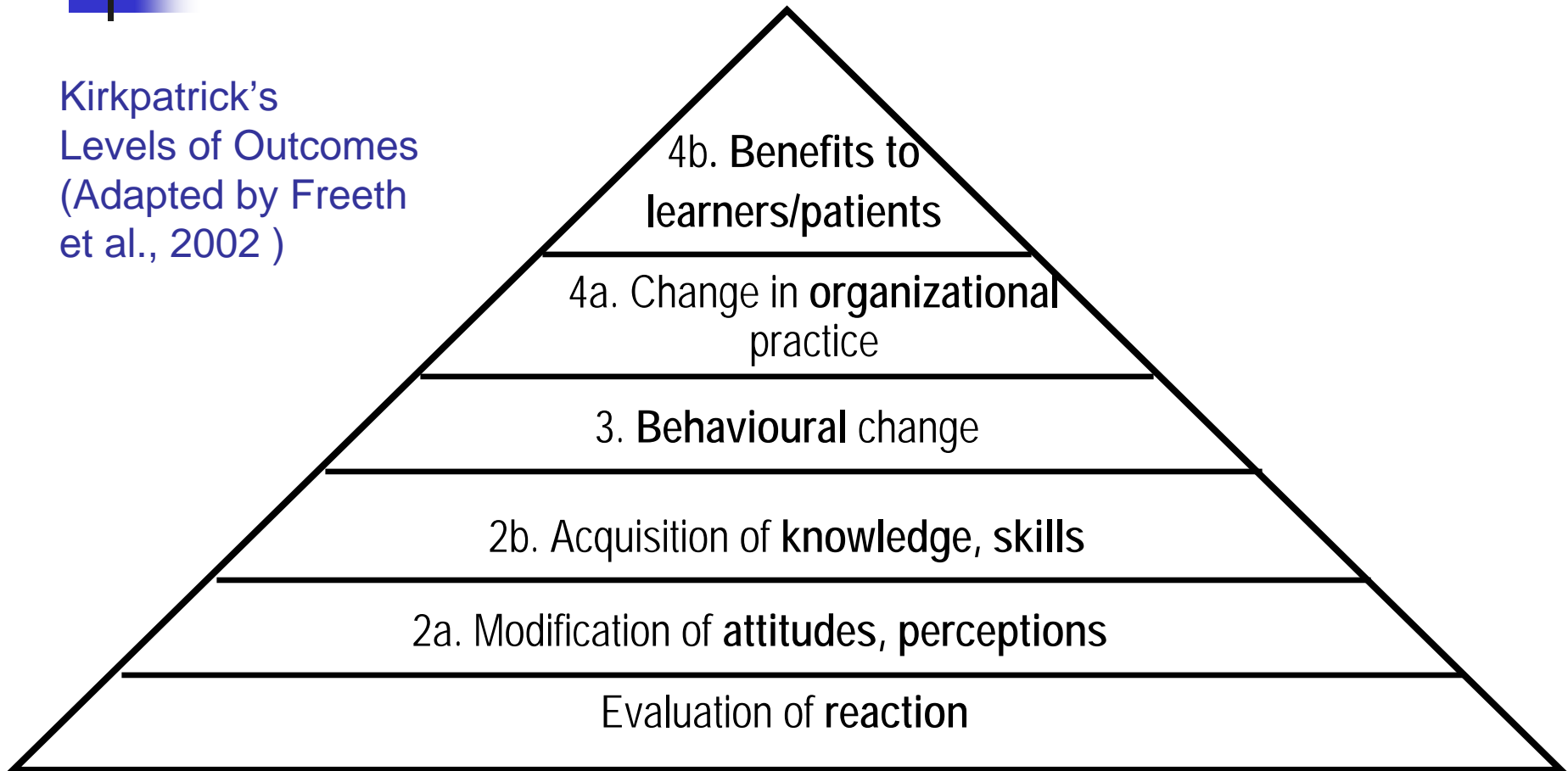
# Measuring Effectiveness of IPE

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- 4 Studies – Positive Outcome Produced
  - Emergency Dept. culture and patient satisfaction
  - Collaborative team behaviour
  - Reduction of clinical error rates (ER teams)
  - Management of care for domestic violence victims
  - Mental health practitioner competencies
- 2 Studies – Mixed Results
- 2 Studies – No Effect

# Measuring Effectiveness of IPE

Kirkpatrick's  
Levels of Outcomes  
(Adapted by Freeth  
et al., 2002 )



# Critical Review of Outcomes (Evaluations) of IPE (Barr, et al. 2005)

<b>Level of evaluation</b>	<b># of studies* (N = 107)</b>
1. Reaction	45 (42%)
2.a.Changed perceptions, attitudes	21 (20%)
2.b. Acquisition of knowledge, skills	38 (36%)
3. Behavioural change	21 (20%)
4.a.Organizational practice change	37 (35%)
4.b. Benefits to patients	20 (19%)
<i>* # (%) reporting positive outcomes</i>	



# The Evidence (Pre-Licensure)

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IPE can result in positive

- Views of roles and expertise of others
- Views of benefits of collaboration
- Changes in learner knowledge and skills



# The Evidence (Post-Licensure)

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IPE can result in

- Enhanced practice
- Improved delivery of service
- Positive impact on patient care



# Government and Institutional Initiatives

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UK: A Health Service of All the Talents

Future of education for health social care professions to support team working, streamlining workforce development, maximum contribution of all staff to patient care and new more flexible careers



# Government and Institutional Initiatives

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Health Canada

“Changing the way we educate health providers is key to achieving system change and to ensuring that health providers have the necessary knowledge and training to work effectively on interprofessional teams within the evolving health care system.”

Available at: <http://www.hc-sc.gc.ca/hcs-sss/hhr-rhs/strateg/interprof/index-eng.php>



# Government and Institutional Initiatives

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## **Interprofessional health education and practice**

“As the need for interprofessional health care teams becomes commonplace, the academic medicine community can benefit from models of cross-disciplinary education in health professions degree programs. In partnership with other associations, the AAMC can help members develop, disseminate, and promote these innovations. These collaborations can also drive new thinking and recommendations.”

(Association of American Medical Colleges, 2008)



# Considerations and Challenges

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- When to begin?
- Understanding and theorizing
- Diverse professional cultures
- Professional roles and perceptions
- Building trust and respect
- Language and values
- Group dynamics – facilitator role
- Attitudes to teamwork

# Considerations and Challenges (cont'd)



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- Logistics
- Structural and academic
- Institutional challenges



# When to Begin

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## Student Readiness

- **Before** identities are established and roles are clear?
- **After** identities are established and roles are clear?

(Barr et al., 2005; Coster et al., 2008; Wilhelmsson et al., 2009)



# Understanding and Theorizing

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Need theories that:

- Relate learning to practice
- Inform teaching and learning
- Relate to learning outcomes



# Theoretical Approaches That May Help

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## Contact Hypothesis (Allport, 1954)

“Contact is not enough”

- Opportunities to learn about other groups
- Stereotypes
- Cognitive dissonance – new experiences may change ideas
- Development of insight



# Theoretical Approaches That May Help

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## Social Identity Theory

- We derive our identity from group membership
  - Determines how we view knowledge and ways of knowing
  - Hierarchical arrangements and power
- To achieve a positive social identity and self esteem we need to feel that our “in-group” has a positive identity compared to “out-groups”
- Shifting to see oneself more collectively as well as personally/individually



# Theoretical Approaches That May Help

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## Discourse and Narrative: Our "Talk"

- Our understandings of the world are specific to our culture and history
- We construct our understanding with others mainly through language
- Our language how we act and how we construct the world



# Theoretical Approaches That May Help

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## Social and Situational Learning

- Learning happens in interaction with the environment and others in it
- Learning happens through participation ranging from peripheral participation to full participation
- Zone of complexity – where learning is risky and brings us close to the boundaries of our comfort zone

(Sargeant, 2009)



# Professional Roles and Perceptions

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- Social identity
- Balance between autonomy and individual role and collective and team role
- Diverse cultural structures “profession-centrism”

(Pecukonis et al., 2008)



# Elements in Interprofessional Working

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- Professional knowledge and skills
  - Maintaining depth of own special knowledge
  - Exchange of knowledge and skills
- Role and identity
  - Professional boundaries remain clear
  - Role substitution
  - Loyalty to a team or to profession
- Power and status
  - Maintenance of these

(Baxter and Brumfitt, 2008)



# Building Respect and Trust

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- Competence leads to respect
- Respect then leads to trust and confidence
- Shared mental models

(Pullun, 2008)



# Group Dynamics and Conflict

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- Atmosphere and participation
- Facilitator role
- Stage of group development
- Different learning needs and levels
- Concentrating on process as well as content

(Kanisin-Overton, et al. 2009)



# Student and Faculty Experience

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- Breaking down stereotypes
- Building collaboration and teamwork
- Pushing boundaries of thinking
- Concentrating on process as well as content

(Forte and Fowler, 2009)



# Instructional and Academic Considerations

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- Schedules
- Academic credit
- Funding
- Preparation of facilitators



# Facilitator Role is Essential

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- Preparation is essential
- Can affect self-efficacy and enthusiasm
- Need to know interprofessional “pedagogic approaches”
- Stumbling blocks
  - Teachers not prepared
  - Students and teachers diverse

(Anderson et al., 2009)



# Institutional Considerations

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- Hidden curriculum
- Value of IPE
  - For teachers
  - Role models
- Willingness to collaborate



# Competencies of Today's Professionals

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- Responding and adapting to changing health care
- Ethical practice
- Knowledge in practice
- Interprofessional working
- Reflexivity

(Suter et al. 2009)



# Implications for Educators

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- Defining competencies and goals
- Building enthusiasm
- Willingness to collaborate
- Developing meaningful experiences
- Examining our assumptions
- Getting on board!
- Assessing learning



# Implications for Institutions

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- Placing value on IPE
- Openness to collaboration
- Structural and administrative support
- Resources – e.g. preparing facilitators
- Promoting interprofessional cultural competence



# Moving Our Understanding Ahead

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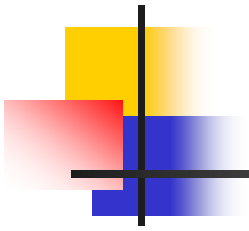
- Collaborating Across Borders 1 (2007)
- Collaborating Across Borders 2 (2009)
- Altogether Better Health (upcoming dates)
- AAMC – Strategic Horizons
- Health Canada – <http://www.hc-sc.gc.ca/index-eng.php>

# Interprofessional Education Resources



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- Canadian Interprofessional Health Collaborative (CIHC) – [www.cihc.ca](http://www.cihc.ca)
- Centre for the Advancement of Interprofessional Education (CAIPE) – [www.caipe.org.uk](http://www.caipe.org.uk)
- European Interprofessional Education Network (EIPEN) – [www.eipen.org](http://www.eipen.org)
- Journal of Interprofessional Care – [www.informaworld.com/smpp/title~content=t713431856](http://www.informaworld.com/smpp/title~content=t713431856)



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Thank you

Questions and Comments?



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