



*Centre for the Advancement of
Interprofessional Education*
www.caipe.org



Collaborative practice through learning together to work together

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2ND REGIONAL TECHNICAL MEETING

Interprofessional Health Education: Improving human resource capacity to achieve universal health

Forming interprofessional
teams in integrated health
services networks

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Aims

- To identify key stakeholders in forming interprofessional teams in integrated health services networks.
- To explore the requirements to form interprofessional teams in integrated health services networks.



Fundada en 1987, CAIPE es una sociedad limitada sin ánimo de lucro que promueve y desarrolla la educación interprofesional con y a través de sus miembros.

Trabaja con organizaciones similares en el Reino Unido y en el extranjero para mejorar la práctica colaborativa, la seguridad de los pacientes y la calidad de la atención sanitaria promovida por profesionales que aprenden y trabajan juntos.

Las contribuciones del CAIPE a la EIP incluye publicaciones, talleres de desarrollo, consultoría, solicitud de trabajos y alianzas internacionales, proyectos y redes.



Forming interprofessional teams in integrated health services networks

- **Ministries of Health & Education-** Funding, policy making and legislation.
- **Regulatory Bodies-** engage with Ministries in formulation, implementation, action and regulation of policy implementation. Setting and monitoring student outcomes/competencies.



➤ **Professional Bodies-** engage with Ministries in formulation, implementation and action of policies. Support professionals in achieving integrated team-working in practice through IPE.

➤ **Universities-**

➤ IPE to be both undergraduate and post graduate level.

➤ Faculty Development in identifying and supporting IPE Champions/Facilitators

➤ Facilitator preparation of all interprofessional facilitators (Hall & Zierler, 2015; Lindqvist & Reeves, 2007).

➤ Facilitator should challenge students to reflect on what they see, who they are, and who they want to become (Trede & McEwen, 2012).

➤ **Placement providers across Education, Health and Social Care**

➤ **Service Users and Students to cover recipient of improved health care and developing the future workforce.**



Team-based Interprofessional Practice Placement

“a dedicated and prearranged opportunity for a number of students from health, social care and related professions to learn together for a period of time in the same setting as they perform typical activities of their profession as a team focused on a client-centred approach” (Brewer & Barr 2016).

The most frequently cited examples of TIPPs are the hospital-based training wards in:

Sweden and Denmark (Jakobsen, 2016) ;

United Kingdom (Reeves, Freeth, McCrorie, & Perry, 2002),
and Australia (Brewer & Stewart-Wynne, 2013).



❖ prearranged mixed professional groups of students following patients through their pre and perioperative journeys

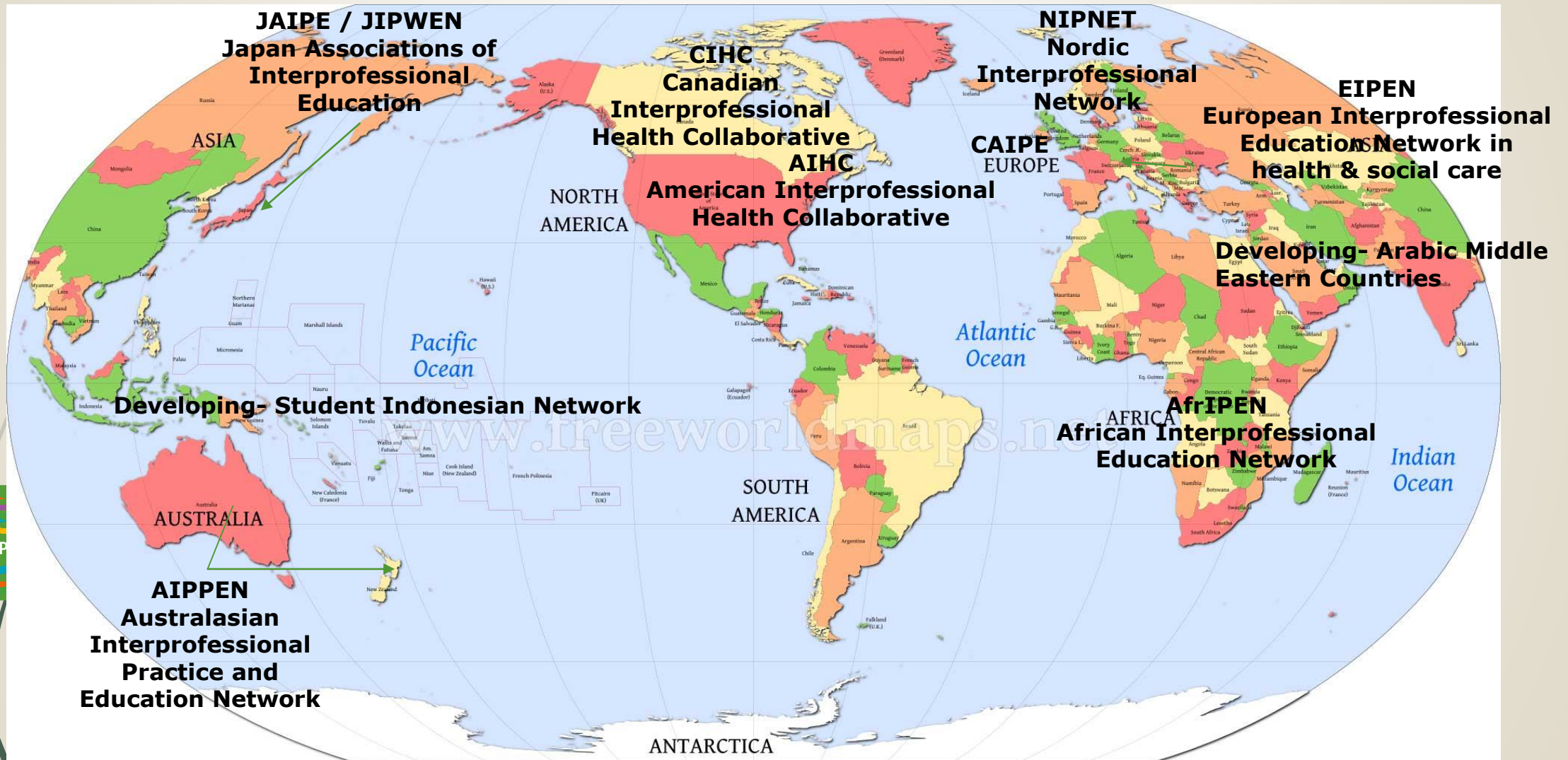
(Joseph, Diack, Garton, & Haxton, 2012),

❖ conducted joint visits to patients' homes learning about their life and health (Anderson & Lennox, 2009),

❖ role-played a team meeting during a workshop on a hospital visit (Frisby, Mehdi, & Birns, 2015).



Sharing: Knowledge; Experience; Expertise and Exchanging and supporting ideas – member World Co-ordinating Committee



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Models of Implementation

Up-Down- There is ministerial commitment to IPE/IPC in improving the health of the population. Providing policy for regulatory action; funding for research and development. For example CIHC and AIHC

Down-Up- Students or IPE Champion promote the need for IPE through network development to influence Practice Providers; Universities; Regulatory Bodies and Ministries of Health and Education. For Example Qatar Developing- Arabic Middle Eastern Countries Network and Indonesian Student Network



Models of Implementation

Mixed- IPE Champions from Practice, Academia and Research form an IPE network with the aim to influence: Universities; Practice Providers; Regulatory Bodies and Ministries of Health and Education to Develop, Implement and Action IPE. For example: CAIPE; NIPNET; EIPEN and AIPPEN



Conclusion

Engagement Plan- map out the process for facilitating the participation of the key stakeholders.

Sustainability- through experience funded projects are short lived. Need for continuous development and implementation to sustain commitment of IPE.

Quality Improvement- evaluation and action planning to inform Engagement plan and Sustainability



Muchas gracias por su atención!



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