Canada & IPE/IPP/IPC
Five Inevitable Questions
Two Wicked Problems

JOHN H. V. GILBERT, C.M., PH.D., LLD., FCAHS

SENIOR SCHOLAR, WHO COLLABORATING CENTRE ON HEALTH WORKFORCE PLANNING & RESEARCH, DALHOUSIE UNIVERSITY.

PROFESSOR EMERITUS, UNIVERSITY OF BRITISH COLUMBIA.

DR. TMA PAI ENDOWMENT CHAIR IN INTERPROFESSIONAL EDUCATION & PRACTICE, MANIPAL UNIVERSITY.

ADJUNCT PROFESSOR, UNIVERSITY OF TECHNOLOGY, SYDNEY

FOUNDING CHAIR, CANADIAN INTERPROFESSIONAL HEALTH COLLABORATIVE
Question 1

Why?

Need for *clear and coherent arguments* for IPE/IPP/IPC.

Need to understand that participants are both informants and champions.
There are some questions that can't be answered by Google.
Question 2

Who?

*Understanding new roles for:*
- Faculty
- Students
- Staff
- Practice colleagues
- Senior administrators
- Patients/Clients
How can they work together if they don't learn together?
Question 3

When?

Evidence for:
Exposure      Pre-licensure
Immersion    Pre-licensure
Mastery      Post-licensure, life-long learning

... through informed consultation between governments, campus, community – and patients.
Learning is like riding a bicycle-
Stop peddling and you fall off
Question 4

Where?

*Theories & Models for:*
Campus based learning.
Community based learning e.g.
  - Primary care
  - Tertiary
  - Public & Preventative Health
Health Promotion
Question 5

How?

Operationalizing the definition: “learning with, from and about; collaboration; quality of care”

Knowledge
Skills
Attitude
Behaviour?

... and evaluation at all stages
A poor way to learn about team functioning
Question 6

What?

*Politics and Policy*
- Regulation
- Competences
- Accreditation
- Legislation
Legislation for IPE

On April 10, 2008, the British Columbia Minister of Health introduced the Health Professions Regulatory Reform Act, Section 10 (f) introduces a change to the bylaws of all Regulatory Colleges in B.C. that will require each College:

“to promote and enhance the interprofessional collaborative practice between its registrants and persons practicing another health profession.”
Two Wicked Problems*

1) What is the policy coherence between the education sector and the health sector?

2) What is the return on investment (ROI) for IPE/IPP/IPC?

“Wicked problems are difficult or impossible to solve. Their solutions depend on incomplete, contradictory and changing requirements that are often difficult to recognize. And they are confounded by complex interdependencies between actors and agents.” (*Rittel and Webber (1973))
“Interprofessional” - Establishing the Definition

The Soundbite Problem

The struggle to be heard takes precedence over the accuracy of what is being said
IPE/IPP/IPC
Almost There, Not There Yet