Advancing IPE in Health and Education Policies.

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Figure 6.1: Levels of the Agenda

IPE - The Scope for Policies

IPE encompasses:
Interprofessional collaborative practice, and
Interprofessional collaborative care.

IPE is a continuum:
From pre-licensure through post-licensure years
IPE - Support A Vision & Mission

Foster and encourage *a culture* that:

• supports interdisciplinary, and interprofessional partnerships,

*and is*

• built on collaborative educational and practice environments.
IPE - Support Curricular Change

Nova Scotia Health, Canada. October 2008
IPE - Support Realistic Resources

Money
People
Space

It doesn't matter how many resources you have.

If you don't know how to use them, it will never be enough.
IPE - Support Strategic Goals

• Competency based, interactive curricula.
• Case based IP practice based teaching units.
• Research & Evaluation.
• Accreditation & Scopes of Practice.
• Legislation.

Tackle the hidden curriculum.
Goal: Interprofessional Collaboration

A partnership between a team of health providers and a client in a participatory, collaborative and coordinated approach to shared decision-making around health and social issues.

Role Clarification
Learners/practitioners understand their own role and the roles of those in other professions, and use this knowledge appropriately to establish and meet patient/client/family/community goals.

Interprofessional Conflict Resolution
Learners/practitioners actively engage self and others, including the patient/client/family, in dealing effectively with interprofessional conflict.

Team Functioning
Learners/practitioners understand the principles of team dynamics and group processes to enable effective interprofessional team collaboration.

Collaborative Leadership
Learners and practitioners work together with all participants, including patients/clients/families, to formulate, implement and evaluate care/services to enhance health outcomes.

Contextual Issues

Quality Improvement

Simple

Canadian Interprofessional Health Collaborative 2010
IPE - Support the Leaders

• Give time to develop the programs
• Give time to devote to IPE in the face of Faculty, departmental demands and requirements.
IPE - Support Faculty & Facilitators

• Recruit, appoint, prepare.
• Negotiate release time.
• Budget payment for service.
• Support recognition schemes.
IPE - Support the Practice Environment

• Must be an integral part of the clinical/practice culture.
• Must be the lived experience of students and practitioners.
• Must be understood and agreed on by all stakeholders.
IPE - Support the Practice Educator: Engage, Encourage, Reward

IPE - Support the Students

Use social media.
Use small group discussions.
Use patient stories - to understand the various roles of the health professions in the care of the patient.
IPE - Support Patient Engagement

“I’m Not A Hockey Puck. Nothing about me, nothing without me”
IPE - Support A Community of Practice

- **Purpose.** Integrated interprofessional collaborative person centred practice and care.

- **People.** Engage individuals and organizations across the extended university campus.
IPE: What we have learned
Policies Make Programs

IPE CANNOT be implemented:
• from the edge of a desk, or
• on wet weekends, or
• in the early hours of the morning, or
• in a faculty member’s “spare time”, or

with minimal money