A Practical & Practice Approach to Interprofessional Education (IPE)

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John H. V. Gilbert, C.M., Ph.D., LLD., FCAHS
Professor Emeritus, University of British Columbia, Canada.
DR. TMA Pai Endowment Chair in Interprofessional Education & Practice, Manipal University, India.
Adjunct Professor, University of Technology, Sydney, Australia.
Adjunct Professor, Dalhousie University, Canada.
Senior Scholar, WHO Collaborating Centre on Health Workforce Planning & Research, Dalhousie University.
Founding Chair, Canadian Interprofessional Health Collaborative.
Today’s Metanarrative

• Some General Observations
• Some Curricular Challenges
• Considering Some Competencies
• IP Collaborative Practice
• Some Lessons Learned
• An Eternal Verity
IPE: 1. A Framework for System Change

2010 www.who.int/hrh/nursing_midwifery/en
IPE: 2. Why An IP Approach is Important

The intent of an interprofessional approach to health and well-being is to:

• provide optimum client care,
• diminish duplication of services,
• address the gaps in service delivery, and
• overcome adverse consequences to patients
IPE: 3. What is it? Articulating the 3-Part Definition

Occasions when *members* or students of two or more professions:

• learn with, from and about each other,

• to improve collaboration, and

• the quality of care and *services*.

CAIPE definition (2002) *modified 2017
IPE: 4. Learning With, From & About?

• I need to know what I know
• I need to know what YOU know
• YOU need to know what YOU know
• YOU need to know what I know
• WE need to know what WE know
• WE need to know WHEN WE need to know
Curricular Challenge: 1

“Changing a college curriculum is like moving a graveyard
- you never know how many friends the dead have until you try to move them”  
(Attributed to Calvin Coolidge)
Curricular Challenge: 2 Faculty & Collaboration

• Recruit, Appoint, Prepare.
  • Who releases?
  • Who pays?
  • Who recognizes?
Curricular Challenge: 3
Faculty development

Develop mechanisms that appropriately recognize and reward the work of IP facilitators:

• formalize IPE faculty with titles & *always* include the practice community;
• share a strong message about IPE with Directors of professional programs; and
• NO professional *exceptionalism* in IPP/IPC.
Curricula Challenge: 4
A Built Environment

- All the structures people have built when considered as separate from the natural environment
- Surroundings created for humans, by humans, to be used for human activity.

(Professor Nishant H. Manapure, M. Arch. (Urban Design) Faculty of Architecture, MAHE, Manipal, India)
Considering Competencies

"If you are hiring a ditch digger, it doesn't matter if his IQ is 90 or 110 - what matters is if he can use a shovel."

IP Competencies – one version

Canadian Interprofessional Health Collaborative (2010)
Competencies Collaboration & Quality of Care

Link competencies to the definition of IPE, and scopes of practice

IP Role Clarification
IP Conflict Resolution
IP Collaborative Leadership
IP Collaborative Functioning
Competencies in Development & Evaluation

• Ground coursework in a Competency Framework.
• Use *assessment* and *evaluation* tools to measure cross-sectional and longitudinal success in system change.
• Plan and execute a *research strategy* that represents the definition of IPE.
From IP Curricula to Collaborative Practice

Nova Scotia Health, Canada. October 2008
IPE in Collaborative Practice
Its A Process

• *for communication and decision making that:

• enables the separate and shared knowledge and skills of different care providers to:

• synergistically influence care provided, through changed attitudes and behaviours.*

IPE in Collaborative Practice

Some Core Principles

- **Dignity and Respect**
  - Active listening

- **Information Sharing**
  - Timely, accurate & complete

- **Participation**
  - Inform, consult, involve, empower

- **Collaboration**
  - Policy & programme implementation & evaluation
IPE in Collaborative Practice Process: Some Necessary Skills

A trained ability to:

- Network Effectively
- Communicate & Problem Solve Clearly
- Manage Confidentiality
- Cooperate Reflectively
- Negotiate Honestly
- Handle Conflict Appropriately
- Plan Realistically,

& follow through
IP Collaborative Practice
Some Genuine Problems

- **interpersonal differences** e.g. age, gender, culture
- **fear of change** e.g. place, time, persons
- **stereotypic rivalry** e.g. me, him/her, them
- **power, income and status** e.g. salary vs. fee-for-service
- **language** e.g. gender, profession, social class, jargon
- **models of practice** e.g. medicine, nursing, social work
- **management structures** e.g. acute care, community
- **management priorities** e.g. money, space, people
IPE in Collaborative Practice
Practice Education (PE)

“For the things we have to learn before we can do them, we learn by doing them.”

(Aristotle, Nicomachean Ethics (350 B.C.E))
A professional’s role in a healthcare team is dependent on three factors: the patient population or setting, the legislated scope of practice, and the professional’s personal competency.
IPE in Collaborative Practice
The Roles of A Practice Educator

Engage,
Encourage,
Reward.

IPP/IPC Practice Education

Building Curricula

THAT MUST BE

• an integral part of the clinical/practice culture;
• lived experiences of students and practitioners;
• understood and agreed on by all stakeholders; and
• built on IP Competencies e.g.:
  • IP Role Clarification
  • IP Conflict Resolution
  • IP Collaborative Leadership
  • IP Collaborative Functioning
IPE/IPL/IPP/IPC: Some Lessons Learned

First: *Classroom learning does NOT equal workplace practice.*

- IP collaboration has to be taught and learned. It is NOT achieved by miracles.
- The culture of IP collaboration must be built strategically:
  - every day,
  - with every patient, and
  - every care provider – professional and family.
For an IPE Framework to Succeed

Second:
Commit to sustain
The only cash flow is an institution’s cash flow.

Build on what exists.
Third: 
*The IP Culture*

A spreading circle of influence

“We overestimate the change that will occur in two years and underestimate the change that will occur in the next 10”  (Bill Gates).
An Eternal Verity
Cake Making Comes Before Cake Distribution