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Inter-professional education in pharmacy: the challenges

SEE Quality in Pharmacy Summit

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Content

1. Perceived benefits of IPE – the research base
2. Definitions - what do we mean by inter-professional education (IPE)?
3. The key elements of IPE and some barriers to implementation
4. Inter-professional education in action – a local experience
5. Summary

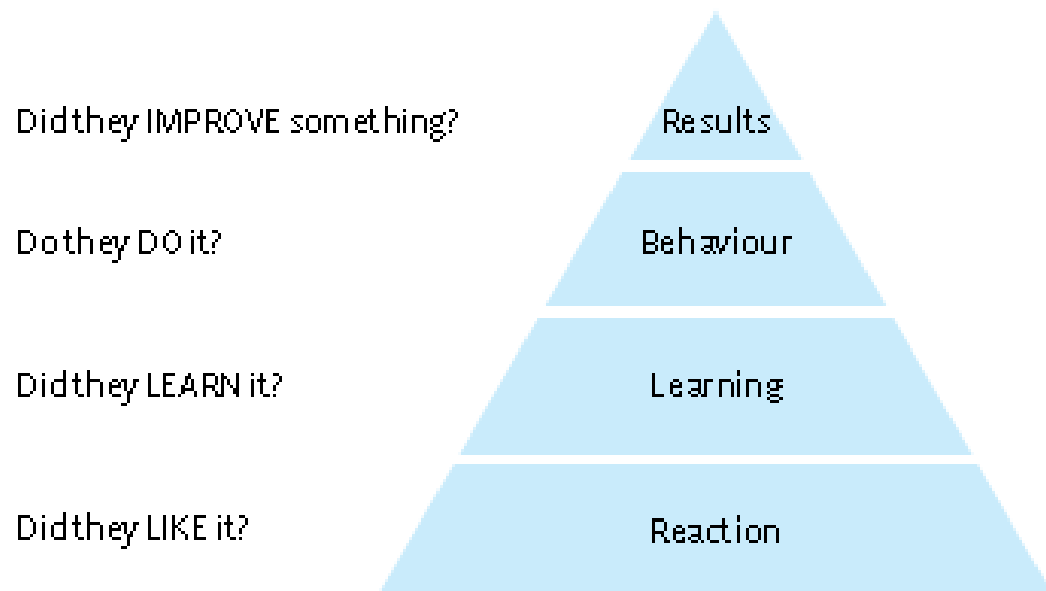
Why engage with Inter-professional education?

1. Growing importance of achieving team-based clinical competencies
2. Recognition that health care involves professionals working together in collaborative, interdependent care systems
3. Learning together should improve the:
 - Patient's experience of care
 - Health of individuals and populations,
 - Satisfaction of health care professionals
 - Efficiency and cost of health care

Does IPE make a difference?

- Evidence limited
- Most research at lower level outcomes
- Recent Cochrane review included 15 'outcomes' studies (2012).
- 7 reported benefits for patients or healthcare processes
- Others demonstrate positive reactions from learners – changes in knowledge, skills, attitudes and perceptions

Figure 1: Kirkpatrick's four-level evaluation model (adapted from Kirkpatrick D. *Evaluating training programs*, 1994)



Reeves S, Perrier L, Goldman J, Freeth D, Zwarenstein M. Interprofessional education: effects on professional practice and healthcare outcomes (update). *Cochrane database of Systematic Reviews*, 3; 2013.

FIP Report (Oct 2015)

Interprofessional Education in a Pharmacy Context: Global Report

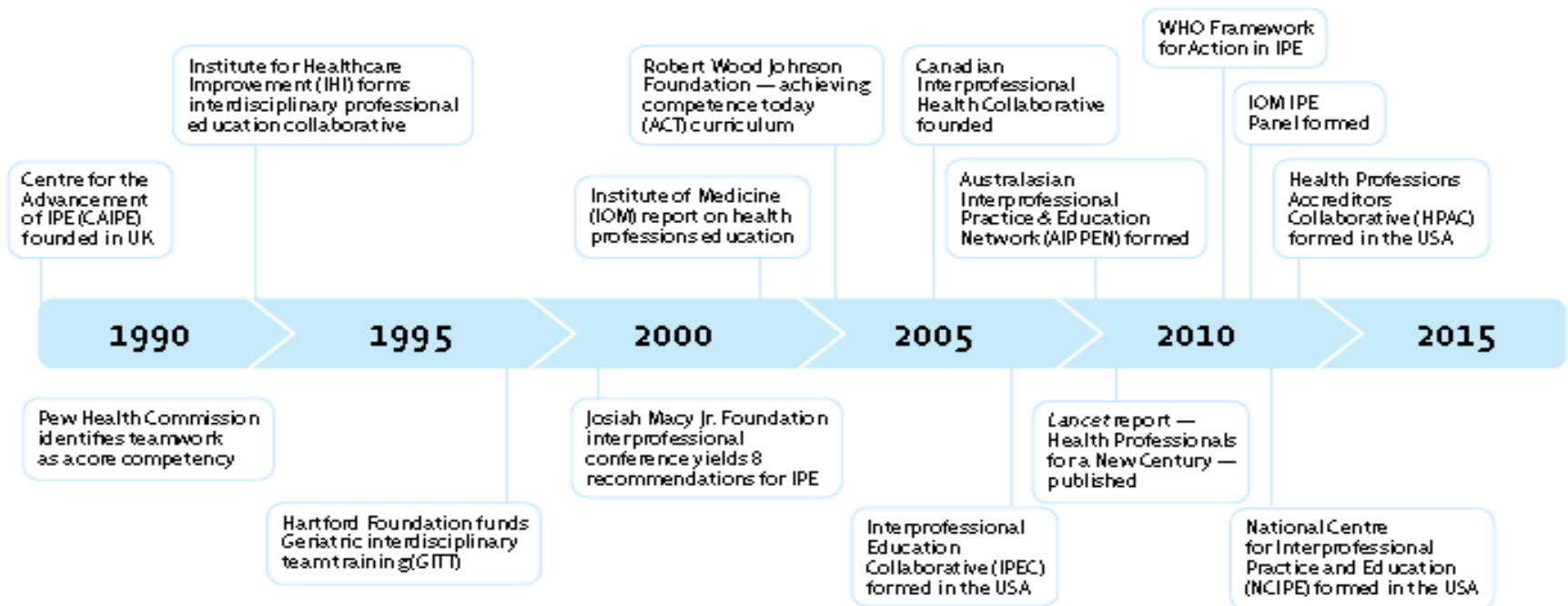
2015

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- Overview of IPE and examples drawn from across the globe
- Summarises research to date and highlights gaps.
- Need for:
 1. Studies that assess effectiveness of IPE compared with profession-specific interventions
 2. Randomised controlled trials examining processes related to IPE and practice changes
 3. Cost-benefit analysis

IPE – the journey so far

Figure 1: Timeline for key IPE initiatives.



Terminology

Can be confusing:

- Inter-professional education (IPE)
- Inter-professional learning (IPL)
- Inter-professional practice (IPP)
- Collaborative practice
- Inter-disciplinary, Trans-disciplinary, multi-disciplinary learning
- Multi-professional learning

Definitions

'Inter-professional education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of patient care.'

CAIPE 2002 (Centre for the Advancement of
Inter-professional Education; <http://caipe.org.uk/>)

'A patient-centred, team-based approach to health and social care and it is through this synergy that the strengths and skills of each contributing health and social care worker is maximised, thus increasing the quality of patient/service user care'

Hoffman et al, 2007

What IPE is not.....

- Students from different healthcare professions attending same lecture
- An educator from one profession teaching students from another profession
either.....in the classroom

or.....in the clinical environment
(hospital, clinic etc)

Developing IPE: the notion of collaborative Practice

Core Competencies



Delivery & Outcome

Learning Environments

Learning in the patient care setting

Clinical Skill Centres: simulation

Class-room based case histories

Learning Outcomes

- Professional roles & responsibilities
- Intra-team communication
- Leading & delegating (leadership)
- Setting common patient care goals (continuity & consistency)
- Managing inter-professional conflict
- Evaluating & managing the team

Barriers to engaging with IPE

Organisational level;

Value when compared with other priorities, staff resistance and stereotypes

Planning;

Scheduling, rigid curriculum, 'turf battles', lack of resources, staff engagement, staff training, lack of common assessments

Hidden curriculum

Student experience of real-world healthcare teams, professional jargon and expectations

Design

Lack of integration of curriculum within a course and between courses, accommodating student diversity

IPE at King's College London

1. Medical, dental, pharmacy, nursing, midwives, physiotherapy, dieticians
2. One key IPE/year of MPharm degree
 - attendance compulsory
 - linked to a range of assessments – contribute to degree
3. Final year students from medicine, pharmacy, nursing and midwifery complete module 'Keeping patient safe from medication'
4. Engage with on-line material prior to group activity:
 - Observe video clip of medicine related patient event
 - Complete pre-reading relating to root cause analysis
5. Meet as an inter-professional group to analyse event and make key recommendations

IPE in action

<http://keats.kcl.ac.uk/course/view.php?id=33589>

Student Feedback

"Having real medical scenarios that that identify the challenges a multidisciplinary team are faced with a was a valuable learning experience, it reinforced the theory behind good communication and collaborative working."

"It made me realise how easily errors can happen and ways to avoid them. It was good to work with the nursing and pharmacy students and hear their Viewpoints on what could have been done differently."

"It was great to work with other healthcare students and think about how we can improve cooperation and communication to ensure best patient management."

Summary: Developing IPE - some key elements

1. Make IPE a central goal of your organisation
2. Identify champions from across the various professions
 - Within your Faculty/School and other Faculties in your university
 - Within other Faculties in other universities
3. Give them time and resource to deliver
4. Establish an IPE planning team to:
 - Identify key curricular themes (start small)
 - Identify the key student groups
 - Identify when and where of delivery
 - Determine your evaluation strategy
5. Engage your staff
 - Provide training
 - Offer recognition for engagement



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