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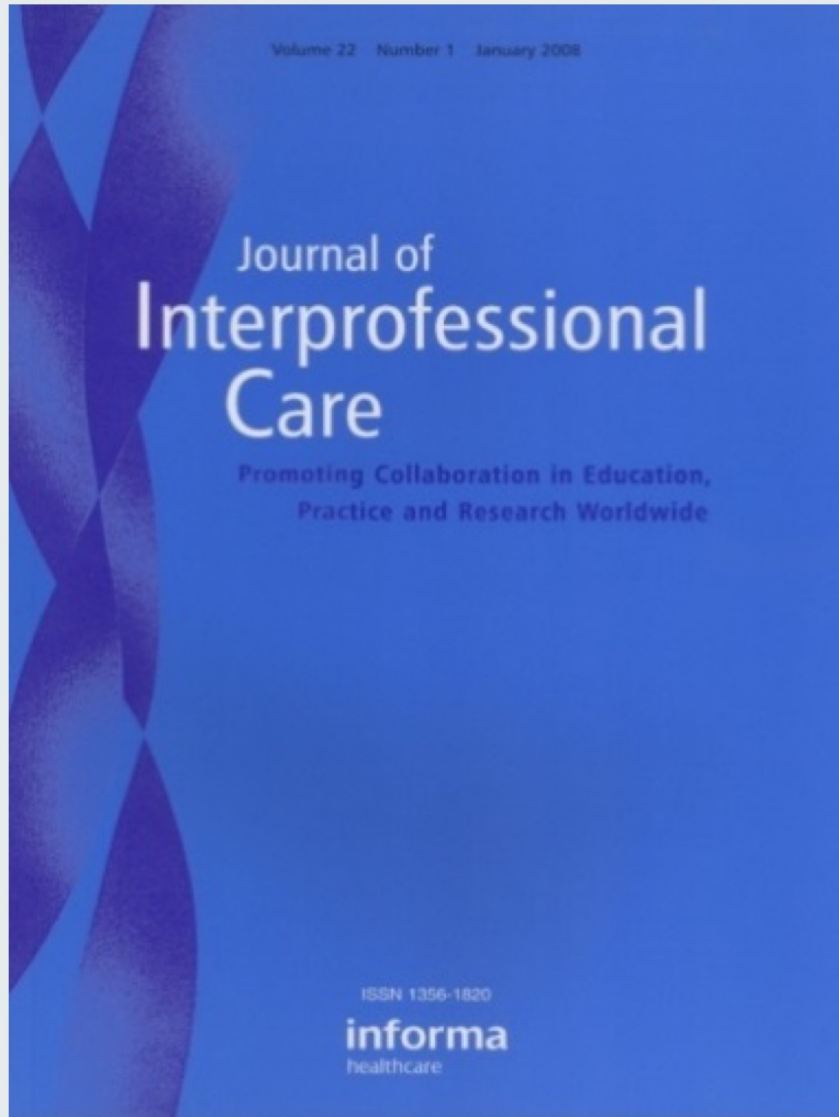
# **Interprofessional Education & Practice in Perspective: the importance of Centres for IPE**

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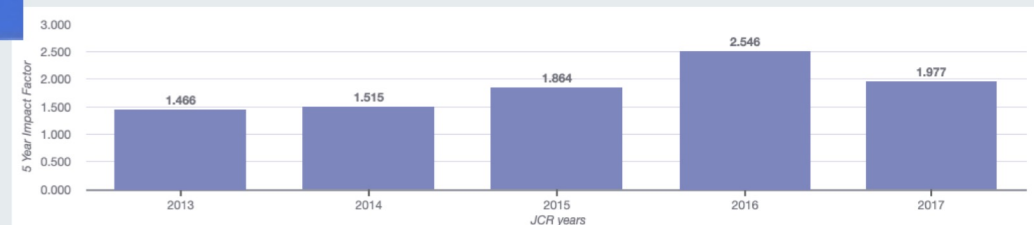


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# Centre for the Advancement of Interprofessional Education

CAIPE supports students, academics, practitioners and researchers by sharing information and enabling networking opportunities.



*Centre for the Advancement of  
Interprofessional Education*

CAIPE was established in **1987** as a membership organisation and UK-based charity, to *improve the health and social care of the public by advancing interprofessional education.*



# King's College London

King's is:

- the fourth oldest university in England, founded in 1829
- one of the Top Universities in the World (QS World Rankings)

King's has 180 years of historic pioneers:

- *James Clerk Maxwell*, Einstein's predecessor
- *Florence Nightingale*, pioneered nurse training
- *Lord Lister*, 'father of modern medicine'
- **12** Nobel Prize winners

King's has over 30,000 students from 140 countries; over 7,000 employees; annual income of £590 million.

The largest provider of health professional education in Europe.



# Interprofessional Care

*“Changes in health and **illness patterns**, the **ageing** of the population, rise in **chronic conditions**, **multimorbidity** and **non-communicable diseases** demand new models of health and social care centred around patient and community need.*

*Combined with a global **shortage** of health and social care workers, the way we currently deliver care may be unsustainable in the long run. This realisation opens up spaces for a **dynamic reconfiguration** of professional responsibilities”*

Xyrichis & Ross, 2019

IPE refers to 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 2002, 2018)



# Interprofessional Teamwork

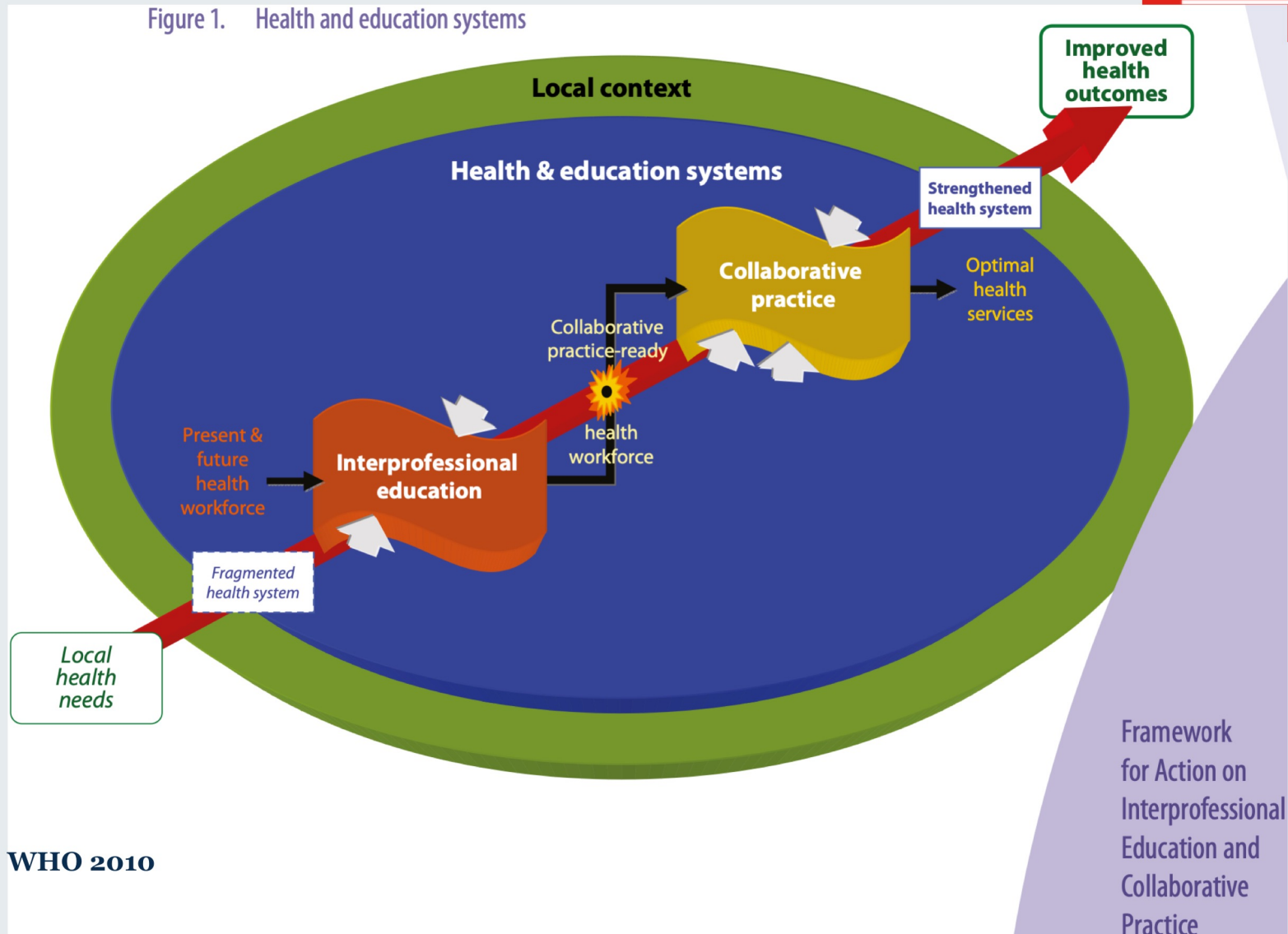
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A dynamic process involving ***two or more professionals*** with ***complementary backgrounds*** and skills, sharing ***common health goals*** and exercising ***concerted physical and mental effort*** in assessing, planning, delivering or evaluating patient care.

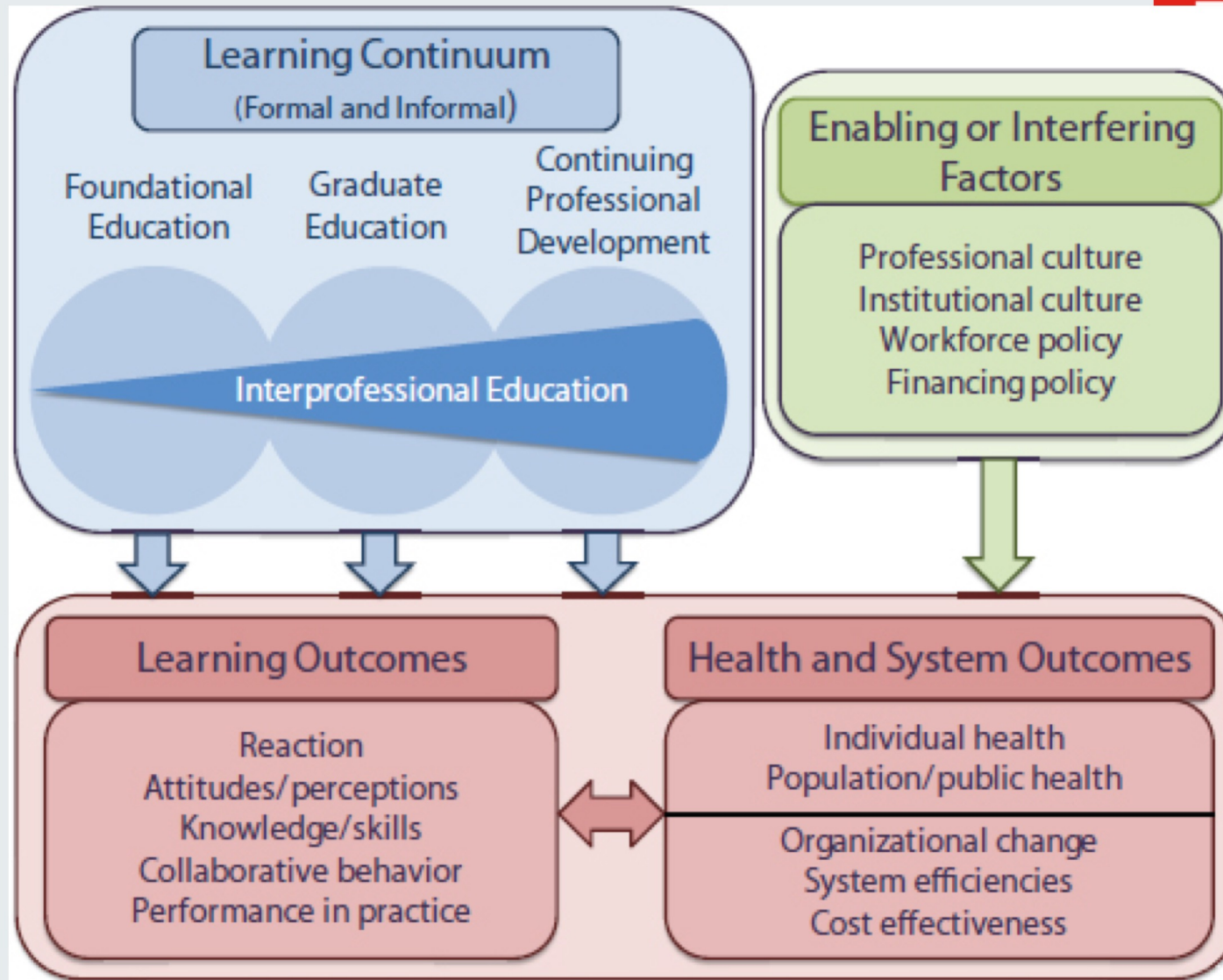
Xyrichis & Ream, 2008

# The contribution of interprofessional education & collaborative practice

Figure 1. Health and education systems



# Interprofessional Learning Continuum



NAP 2015



Scientific field of study devoted to advancing ***pedagogies***, applied ***processes*** and research ***methods*** to promote uptake and evaluation of interprofessional collaborative approaches in health and social care ***education, practice*** and ***research***

Xyrichis (2020)

# Interprofessional Science

Interprofessional  
Education

Interprofessional  
Practice

Interprofessional  
Research

Pedagogy:  
Learning  
theories,  
Online,  
Residency,  
Socialisation

Attitudes,  
Knowledge,  
Skills,  
Behaviours

Care  
interventions

Safety, Quality,  
Coordination,  
Service  
Utilisation,  
Satisfaction

Methodologies

Co-design,  
Innovation

# Experiences of interprofessional education -students

“I feel like I actually got something out of it, and I could implement that into my professionalism when I graduate. There were a lot of communication techniques... Ways of breaking down conflict as well. I think that was really important... that was what I got the most out of – when there is a problem, how to break down conflict, and how to work through things.”

“We actually do have a professional opinion and it is as valid as everyone else's and together it benefits the patient the most. Not only did the activities change my point of view of others, but it has changed the point of view of my profession as well.”

Rebecca Mellor, Neil Cottrell & Monica Moran (2013) “Just working in a team was a great experience...” – Student perspectives on the learning experiences of an interprofessional education program, *Journal of Interprofessional Care*, 27:4, 292-297, DOI: 10.3109/13561820.2013.769093



# Experiences of interprofessional education -faculty



<http://jicareblog.org/research-note-an-auto-ethnographic-case-story-on-the-development-and-integration-of-interprofessional-education-part-i-a-quest-for-impact/>

# Experiences of interprofessional education -universities



Margaretha Wilhelmsson, Staffan Pelling, Johnny Ludvigsson, Mats Hammar, Lars-Owe Dahlgren & Tomas Faresjö (2009) Twenty years experiences of interprofessional education in **Linköping** – ground-breaking and sustainable, *Journal of Interprofessional Care*, 23:2, 121-133, DOI: 10.1080/13561820902728984

Grant Charles, Lesley Bainbridge & John Gilbert (2010) The University of **British Columbia** model of interprofessional education, *Journal of Interprofessional Care*, 24:1, 9-18, DOI: 10.3109/13561820903294549

Elizabeth S. Anderson & Angela Lennox (2009) The **Leicester** Model of Interprofessional Education: Developing, delivering and learning from student voices for 10 years, *Journal of Interprofessional Care*, 23:6, 557-573, DOI: 10.3109/13561820903051451



# Centre for Team Based Practice & Learning in Health Care



The King's College London Centre for Team Based Practice & Learning in Health Care is an initiative with the aim to develop, coordinate and expand team-based, **interprofessional** practice learning opportunities for students pursuing health professional studies at King's College London.





# Health care professions students @ King's (n= $\sim$ 1,500/year)

Medicine  $n = \sim 450$

Nursing  $n = \sim 550$

Midwifery  $n = \sim 100$

Pharmacy  $n = \sim 100$

Physiotherapy  $n = \sim 100$

Dentistry  $n = \sim 100$

Dietetics  $n = \sim 60$

Clinical Psychology  $n = \sim 40$

# Interprofessional Education @ King's

Early  
Years

- Enquiry Based Learning Exercise regarding **Patient Safety** (*since 2002*)

Early  
Years

- Development of shared **Clinical Skills** teaching / peer assisted learning (*e.g. physical / mental assessment*)

Middle  
Years

- Interprofessional **Pain Education** (*online package and workshop where students devise a pain management plan*)

Middle  
Years

- Expert patients and family members work collaboratively with student groups in **Care Planning**

Final  
Years

- High Fidelity Full Patient **Simulation** for all medical, midwifery, physiotherapy and nursing students

Final  
Years

- Workshop exploring safe **Medicines Management** – medicine, nursing, midwifery and pharmacy students

## **Interprofessional education:**

- Focuses on the needs of individuals, families and communities to improve their quality of care, health outcomes and well-being;
- Applies equal opportunities within and between the professions and all with whom they learn and work;
- Respects individuality, difference and diversity within and between the professions and all with whom they learn and work;
- Sustains the identity and expertise of each profession;
- Promotes fairness between professions in the learning environment;
- Instils interprofessional values and perspectives throughout uniprofessional and multiprofessional learning



# CAIPE principles

## Interprofessional education:

- Comprises a continuum of learning for education, health, managerial, medical, social care and other professions;
- Encourages student participation in planning, progressing and evaluating their learning;
- Reviewing policy and practice critically from different perspectives;
- Enables the professions to learn with, from and about each other to optimise exchange of experience and expertise;
- Integrates learning in universities and the work place;

# CAIPE principles

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## **Interprofessional education:**

- Synthesises theory and practice;
- Grounds teaching and learning in evidence;
- Includes discrete and dedicated interprofessional sequences and placements;
- Applies consistent assessment criteria and processes for all the participant professions;
- Carries credit towards professional qualifications;
- Involves service users and carers in teaching and learning;

# Rising to the challenge of COVID-19

JOURNAL OF INTERPROFESSIONAL CARE  
<https://doi.org/10.1080/13561820.2020.1829037>



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## Strengthening health systems response to COVID-19: interprofessional science rising to the challenge

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**KEYWORDS** COVID-19; Interprofessional Education; Health Systems; Interprofessional Care

- The COVID-19 pandemic has and will continue to change the world in ways few could have envisaged.
- Health and social care are one of the many sectors profoundly affected by the pandemic, resulting in seismic changes to education, practice and research.



# The COVID-19 silver lining for IPE

## The COVID-19 crisis silver lining: interprofessional education to guide future innovation

Sylvia Langlois <sup>a,b</sup>, Andreas Xyrichis <sup>c</sup>, Brittany J. Daulton <sup>d</sup>, John Gilbert<sup>e</sup>, Kelly Lackie <sup>f,g,h,i</sup>, Dean Lising <sup>j</sup>, Kathleen MacMillan <sup>k,l</sup>, Ghaidaa Najjar <sup>m</sup>, Andrea L. Pfeifle<sup>n</sup>, and Hossein Khalili<sup>o,p,q</sup>

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### ABSTRACT

Globally, the advent and rapid spread of the COVID-19 virus has created significant disruption to health professions education and practice, and consequently interprofessional education, leading to a model of learning and practicing where much is unknown. Key questions for this ongoing evolution emerge for the global context leading to reflections on future directions for the interprofessional education field and its role in shaping future practice models. Health professions programs around the world have made a dramatic shift to virtual learning platforms in response to closures of academic institutions and restrictions imposed on learners accessing practice settings. Telemedicine, slow to become established in many countries to date, has also revolutionized practice in the current environment. Within the state of disruption and rapid change is the awareness of a silver lining that provides an opportunity for future growth. Key topics explored in this commentary include reflection on the application of existing competency frameworks, consideration of typology of team structures, reconsideration of theoretical underpinnings, revisiting of core dimensions of education, adaptation of interprofessional education activities, and the role in the future pandemic planning. As an international community of educators and researchers, the authors consider current observations relevant to interprofessional education and practice contexts and suggest a response from scholarship voices across the globe. The current pandemic offers a unique opportunity for educators, practitioners, and researchers to retain what has served interprofessional education and practice well in the past, break from what has not worked as well, and begin to imagine the new.

### ARTICLE HISTORY

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### KEYWORD

Interprofessional education;  
impact of virtual IPE;  
evolving pedagogic  
approaches; future  
innovation

# A decade of change within the span of a week

## Challenges

- Access to practice settings is restricted
- Deprioritizing IPE
- Fewer opportunities for interprofessional learning
- Large group teaching no longer considered safe

## Innovations

- Virtual learning and Telehealth
- Shared experience, Shared goal
- Increased collaboration and interprofessional comradery
- Blurring of professional boundaries
- Student volunteering

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