

# Multi and Interprofessional Education in the Health Sector

Differentiation of study programmes  
Implications for teaching and institutional missions

*Marilyn Hammick & Hugh Barr*

## Interprofessional Education

**Members (or students) of two or more professions associated with health or social care, engaged in learning *with, from and about* each other**

## Interprofessional education: **why**

... learning with, from and about each other to **improve collaboration and the quality of care**

## IPE because



- Health care education should focus on more than discipline-specific competencies
- Responsibility to
  - provide preparation for effective participation in the health care workforce
  - encourage values of social responsibility to serve the health needs of society, particularly those of the traditionally under-served

McNair et al. Journal of Interprofessional Care (forthcoming)

## IPE because



- Every Child Matters and Children Act 2004
- Laming Inquiry (2003) into the death of Victoria Climbié
- Inadequate nature of communication and information sharing amongst relevant professionals
- Primary care physician, school nurse, school teacher, social worker et al.

*Claude Monet Houses of Parliament: Effect of Sunlight in the Fog 1904*

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## Interprofessional education: **how**

... learning **with, from and about** each other to improve collaboration and the quality of care

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## Multiprofessional Education

Occasions when practitioners  
learn side by side

**Multiprofessional  
Education**

Interprofessional education

Interprofessional Education: **what**

An intervention

to secure **interprofessional learning** and promote **gains** through **interprofessional collaboration** in **practice**

Interprofessional education as an intervention

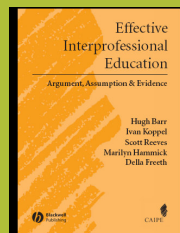
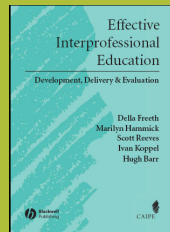
## Interprofessional education as an **effective** intervention

- When?
- Where?
- Who?
- Curriculum design?
- Teaching approach?
- Assessment?
- ...
- ...
- ...

## Thus far ...

- Arguments for ... ✓
- Evidence of ...
- Delivery

## Sources and Inspiration



Professor Hugh Barr  
Dr Della Freeth  
Dr Ivan Koppel  
Dr Scott Reeves

## Research synthesis question

What types of interprofessional education  
under what circumstances  
result in what types of outcome?

## Outcomes

1	Reaction	Learners' views on the learning experience and its interprofessional nature
2a	Modification of attitudes and perceptions	Changes in reciprocal attitudes or perceptions between participant groups. Changes in perception or attitude towards the value and/or use of team approaches to caring for a specific client group
2b	Acquisition of knowledge and skills	Including knowledge and skills linked to interprofessional collaboration.
3	Behavioural change	Identifies individuals' transfer of interprofessional learning to their practice setting and changed professional practice.
4a	Change in organisational practice	Wider changes in the organisation and delivery of care.
4b	Benefits to patients / clients, families and communities	Improvements in health or well being of patients / clients, families and communities

## Studies that **EVALUATED** interprofessional education

- 10,495 abstracts
- 884 papers
- 373 studies
- 107 'robust' evaluations

## Limitations

- Inconsistent terminology
- Only English and French language papers
- Mainly N.A. (60%) UK = 33%
- Positive publication bias
- Random error
- Researcher artefacts
- Snapshot/Soundbite issues

## Using the evidence

### Effectiveness (proving)

- ❖ what works?
- ❖ for whom?
- ❖ when?
- ❖ where?

## Findings of Effectiveness -collapsed

<i>Education lead</i> → <i>Outcomes</i> ↓	HE	Service	Joint	Total
1 Reaction	26 + (4)	16 + (1)	0 + (3)	50
2a Perceptions & attitudes	12 + (8)	9 + (2)	1 + (1)	32
2b Knowledge & skills	27 + (2)	11 + (0)	0 (0)	40
3 Behaviour	6 + (5)	12 + (1)	3 + (0)	26
4a Practice	2 + (3)	31 + (6)	4 (0)	46
4b Patients	5 + (1)	14 + (8)	1 (3)	32

## Key messages from the evidence for effectiveness

Overall IPE is effective

Mixed, neutral and negative reactions provide useful lessons

## Using the evidence

Effectiveness  
(proving)

- ❖ what works?
- ❖ for whom?
- ❖ when?
- ❖ where?

Illustration  
(understanding  
and improving)

why?

## Education lead & IPE Focus

Education lead→ IPE focus ↓	Higher education	Service	Joint	Total
individual	36	12	2	50
<b>team</b>	5	7	1	<b>13</b>
service	4	37	3	44
Total	45	56	6	<b>107</b>

## Education lead & location

Education lead→ Location ↓	Higher education	Service	Joint	Total
higher ed.	20	0	0	20
<b>work-based</b>	<b>22</b>	<b>55</b>	<b>6</b>	<b>83</b>
mixed	3	1	0	4
<b>Total</b>	<b>45</b>	<b>6</b>	<b>6</b>	<b>107</b>

## Education lead & learning career

Education lead→ Learning career ↓	Higher education	Service	Joint	Total
<b>U'graduate</b>	<b>20</b>	0	0	20
P'graduate	5	0	0	5
<b>In-service</b>	<b>19</b>	56	5	<u>80</u>
U'grad-P'grad	1	0	0	1
Unclear	0	0	1	1
<b>Total</b>	<b>45</b>	<b>56</b>	<b>6</b>	<b>107</b>

## Key messages from the evidence-*illustration*

### High profile

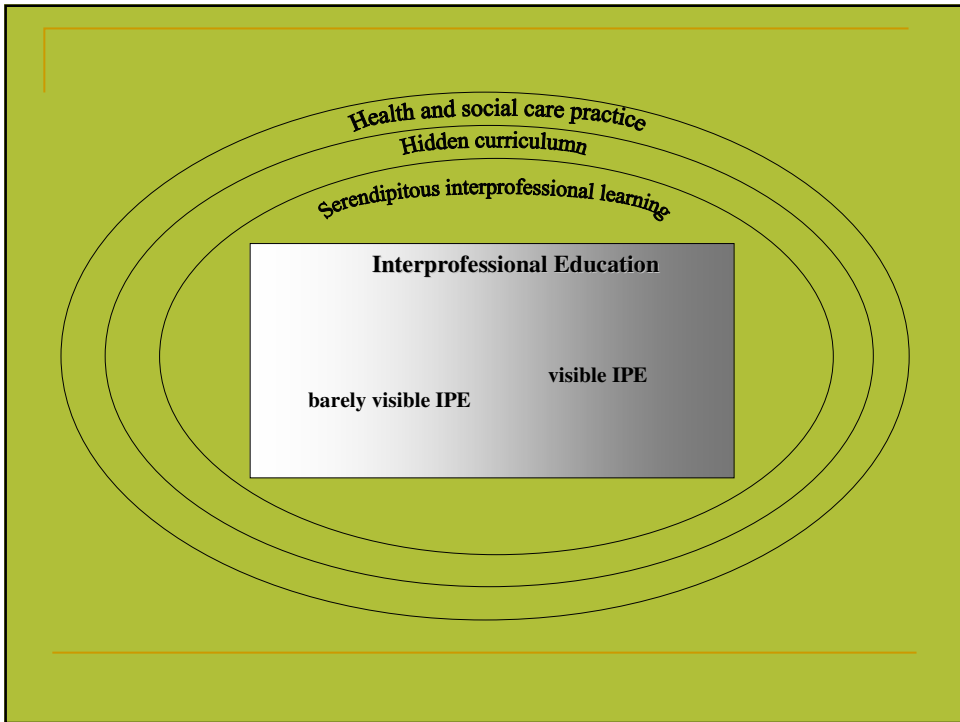
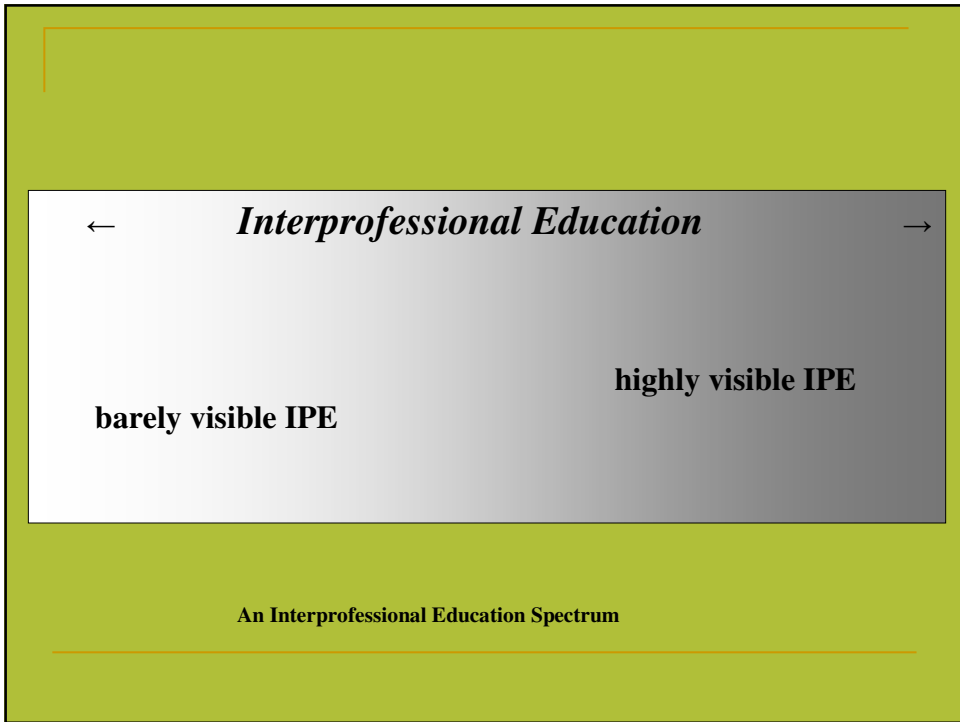
- ❖ Work based initiatives
- ❖ Undergraduate IPE
- ❖ In service IPE

### Low profile

- ❖ Team development
- ❖ HE & service partnership

## Finally ...

- Arguments for ... ✓
- Evidence of ... ✓
- Delivery



## Interprofessional education

- Life long
- Changing and developing
- Enhancing practice for patients/clients/community
- Improving working lives
- Diverse, different
- Context driven, pragmatic
- Authenticity
  
- Effective

**Thank you and an invitation to**

Imperial College  
London  
10th-12th April 2006

ALL TOGETHER BETTER  
HEALTH III

Challenges in  
Interprofessional  
Education & Practice

<http://www.event-solutions.info/pages/conference.asp?ecode=LH1259&content=introduction>