Learning Together to Practice Collaboratively: Some Principles for IPE
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Overview of Presentation

PRINCIPLES
I. Abraham Flexner & His Legacy
II. Fundamental Foundations for IPE/C & the Definition
III. IPE Institutional Mechanisms
IV. From IPE – The Case for Collaborative Practice
V. The Collaborative Learning Environment
VI. Regulation, Legislation – Changing the System(s)

I. Abraham Flexner & His Legacy

Flexner's Major Recommendations
• First, that most of the proprietary schools of medicine in operation at that time should cease teaching forthwith.
• Second, that all remaining and future schools of medicine should be associated with universities and teaching hospitals.
• Third, that there should be a nucleus of physicians in each department of a medical school who would receive remuneration for teaching and research.

100 Years Post-Flexner Where are we?
The professional-isation of professions has in many respects turned the patient into an object of professional attention, rather than the Oslerian ideal of patient as subject.
The sorry consequences:
• The level of understanding of practice between and amongst professions is woefully inadequate.
• The guild’s virtuous circle has replicated itself across all professions.
• Limited opportunities for health professional students to learn about each other, from each other and with each other.

IPE/CP: Historical Comment
Dr. John F. McCreary, Dean of Medicine, University of British Columbia:

“All of these diverse members of the health team should be brought together during their undergraduate years, taught by the same teachers, in the same classrooms and on the same patients” (CMAJ, 90, May 23 1964 p.1220)
II. Fundamental Foundations for IPE/CP: First Course
E.g. “Determinants of Health: From Theory to Practice”

- An introductory multidisciplinary course that would focus on the meaning, measurement and determinants of health.
- Class activities might include:
  - lectures, videos,
  - community guests, and
  - a community-service learning project

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Interprofessional Education: Definition

Interprofessional education occurs when:

- two or more professions learn about, from and with each other to:
- enable effective collaboration, and
- improve health outcomes.

The Continuum of IPE/CP

With, from and about…

Expose
- Allow students to develop sense of their profession
- Allow students to understand areas of collaboration

Immerse
- Year prior to graduation, team based practice

Master
- Practice educators in practice settings


Curricular Reform: A Lesson Learned

“Changing a college curriculum is like moving a graveyard - you never know how many friends the dead have until you try to move them.”

(Variously attributed to either Calvin Coolidge or Woodrow Wilson)

Pedagogy: Learning “about, with and from”

Modified Problem Based Learning (PBL)
- Exchange-based: debates, seminars or workshops
- Action-based: case-based learning, joint research, quality improvement projects
- Simulation-based: role-play, experiential group work, mannequins.

IV. The Case for IP Collaborative Practice

Prepare Individuals for Collaboration

Foci
- establish knowledge bases,
- acquire new skills,
- modify attitudes,
- change behaviours, and
- develop perceptions that pave the way for collaborative practice:
  - between professions,
  - within and between organizations and
  - with clients, their caregivers and communities.

Interprofessional collaboration is not learned by osmosis, nor in a classroom

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

(Aristotle: Nicomachean Ethics (350 B.C.E))
An interprofessional process for:
  • communication and decision making that:
  • enables the separate and shared knowledge and skills of different care providers to:
  • synergistically influence the care provided through changed attitudes and behaviors.


Collaboration in Practice & Collaborative Practice

Collaborative Learning Environments (CLE)

Integrate with health/wellness goals.

Create collaborative platforms across education institutions.

Find and champion existing IP teams to develop innovative learning environments.

Support student-led initiatives.

IPE/CP

E.g. A Collaborative Learning Environment

A diabetes-obesity clinic
Bring together students from 6 or 7 health disciplines. Engage them in a unique learning conversation.

- About and From: Students talk about their disciplinary knowledge of obesity. From this discussion they learn each discipline’s knowledge base for obesity, and how those disciplines practice treatment of obesity.
- With: Students then work with each other to integrate what they have learned together into a coordinated interprofessional management plan to improve quality of care of the obese person.

Learning Outcome and Impact: The interprofessional whole is greater than the sum of the uni-professional parts

The Collaborative Learning Environment

The Locus of Care

- Achieves a symbiosis with the health services and communities in which the students will serve.
- Contains underlying values that enhance health services in community.
- Is responsive to changing values and expectations in education in response to community needs.
- Predicts proficiency on the job as required by community.

Solutions: Oh that is was this obvious!

From an examination booklet!

3. Find x.

Here it is

VI. Regulation and Legislation
Manage Knowledge Outcomes

Current Status: WHO February 2010

Face Reality: The Challenge of Change

“And it ought to be remembered that there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things. Because the innovator has for enemies all those who have done well under the old conditions, lukewarm defenders in those who may do well under the new.”

Nicolò Machiavelli (1513-1516) The Prince

Learning Together to Practice Collaboratively Why Now?

“Toto, I have the feeling we’re not in Kansas anymore.”