Building national capability in interprofessional education and practice: learning from Australian research

Dr. Monica Moran on behalf of the SIF Project Management Team
What does SIF stand for?

SECURING AN INTERPROFESSIONAL FUTURE

FOR AUSTRALIAN HEALTH PROFESSIONAL EDUCATION AND PRACTICE
Project partners

Funding for this project has been provided by the Australian Government Department of Education and Training.
This presentation is structured around three linked topics

1. The contribution of rural and remote researchers in the development of interprofessional models and practices developed to inform health professional education and health workforce development.

2. How this work is enabling the further development of interprofessional models and capabilities in continuing professional development in rural and remote health and educational settings.

3. How a national IPE Council and governance framework, can contribute to the further development of the work of rural educational researchers in driving interprofessional education and practice in rural and remote settings.
Interprofessional education (IPE)

Interprofessional education occurs 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\(^1\)

Interprofessional collaborative practice (IPCP)

Health and community service professionals working together using complementary knowledge and skills, to provide care to patients, clients and communities, based on trust, respect and an understanding of each others’ expertise²

Australian knowledge development

• Research and development from rural contexts
• Literature search 2002-2017
• Keywords: Rural, Interprofessional, Australia
• 120 peer reviewed publications
• 64 publications after removal of duplications or non health related papers
What’s been happening in the past almost 20 years?

Early Work

• Blue and Fitzgerald (2002) in South Australia exploring specific commonalities of working between doctors and nurses in rural settings

• Sue Tett (2003) exploring opportunities for role of community pharmacists to collaborate with rural health professionals


First rural IPE placements reported

- Ruth McNair et al (2005) reported on the development and evaluation of an interprofessional student program in rural Victoria. This ground-breaking research set the stage for many rural IPE programs.
- Tony Smith et al (2006) reporting on a program in Tamworth explored the capacity of IPE to support student learning about ethical practice and overcome negative professional stereotypes.
- Louise Young et al (2007) reported on a large scale and complex rurally based learning experience in Queensland with medical students and rurally based health professionals. Benefits to communities and student learning were identified as well as challenges and barriers to implementation in real world settings.


Ongoing development of IPE and IPP as a conduit to better health outcomes in rural Australia

• Kerry Hooper et al (2007) working in far North Queensland explored the development of professional partnerships to bridge cultural barriers and identified ways for health and Aboriginal Health practitioners to work together

• A decade later Thackrah et al (2017) reported on how interprofessional student placements can build a health workforce equipped to work in rural communities.

• A recent report from O’Hara et al (2017) in Mt. Isa incorporated interprofessional student teams in the delivery of telehealth services for rural dwellers with neurological conditions


Ongoing challenges for IPE

• Embedding
• Sustaining
• Scale
• Coherence
• National coordination
• Evidence
Overall focus of the SIF project

• Six IPE development and research projects that we have conducted over the past decade.

• ‘Curriculum Renewal Studies’ (CRS). The latest project, ‘Securing an interprofessional future for Australian health professional education and practice (SIF), is now in its second year.

• Whilst these projects have been funded by Australian bodies and focused on Australian IPE, each of the projects has had an international SIF project advisory group.
The Curriculum Renewal Studies | 2009-2016

• Interprofessional health education in Australia: The way forward (2009)
• Interprofessional education for health professionals in Western Australia: Perspectives and activity (2013)
• Interprofessional Education in Health: a national audit (2014)
• Curriculum Renewal for Interprofessional Education in Health (2014)
• Work based assessment of teamwork: an interprofessional approach (2015)
• Curriculum Renewal in Interprofessional Education in Health: Establishing Leadership and Capacity (2016)
What we did through the five studies

IP Enabling theory

Learning focused/iterative

Design methodology informed by theory

Literature and global advice

Stakeholder co-production

Participant experience and insights

Learning focused/iterative

Design methodology informed by theory

Literature and global advice

Stakeholder co-production

Participant experience and insights
What did we find?

- Diversity, diversity, diversity
- Lack of specificity and coherence
- Dependent on organisational people and circumstances
- Discretionary
- No national identity. Often no meaningful organisational identity
- IPE was living locally
- IPE was defined within uni-disciplinary conversations and cultures
- IPE was an oral culture. Little was written
- IPE was, for the most part invisible
- There was a strong ‘them’ and ‘us’ culture
- IPE was not in any meaningful way a part of workforce development agendas
- There were few points of reference for government, policy development, for colleagues from different universities.
What is the SIF Project?

• Funded by the office for Learning and Teaching to lead and develop a whole of system approach to Australian IPE as a way of contributing to the delivery of high quality, patient responsive and sustainable health services
Overarching Aim

• The project will work in close partnership with all relevant stakeholders to ensure that every student who graduates from an Australian university with a health profession qualification at entry level has achieved the core capabilities required for successful interprofessional and collaborative practice and continuing interprofessional learning across their professional lives
## The SIF Project Team

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<tr>
<th>Position</th>
<th>Name</th>
<th>Institution</th>
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<tr>
<td>Associate Professor</td>
<td>Roger Dunston</td>
<td>Project Lead UTS Sydney, NSW</td>
</tr>
<tr>
<td>Professor</td>
<td>Ben Canny</td>
<td>University of Tasmania</td>
</tr>
<tr>
<td>Professor</td>
<td>Adrian Fisher</td>
<td>Victoria University</td>
</tr>
<tr>
<td>Adjunct/Visiting Professor</td>
<td>Dawn Forman</td>
<td>University of Derby</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Monica Moran</td>
<td>University Western Australia</td>
</tr>
<tr>
<td>Project manager</td>
<td>Tagrid Yassine</td>
<td>Project manager UTS Sydney</td>
</tr>
<tr>
<td>Academic</td>
<td>Matthew Oates</td>
<td>LaTrobe University</td>
</tr>
<tr>
<td>Professor</td>
<td>Maree O’Keefe</td>
<td>University of Adelaide</td>
</tr>
<tr>
<td>Professor</td>
<td>Gary Rogers</td>
<td>Griffith University</td>
</tr>
<tr>
<td>Professor</td>
<td>Carole Steketee</td>
<td>Notre Dame University</td>
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<td>Australian and New Zealand</td>
<td>Association of Health</td>
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<td>Professional Educators</td>
<td>Australasian Interprofessional Practice and Education Network</td>
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The SIF Project Expert Reference Group

- Professor John Gilbert, University of British Columbia, Canada
- Professor Mark Barrow, The University of Auckland, New Zealand
- Professor Patrick Crookes, Australian Catholic University, Australia
- Professor Madeleine Dahlgren, Linköping University, Sweden
- Professor Carole Orchard, The University of Western Ontario, Canada
- Professor Scott Reeves, University of London
- Professor Madeline Schmitt, University of Rochester, US
- Dr. Simon Towler, WA Health, Australia
- Professor Jill Thistlethwaite, University of Technology Sydney, Australia
- Professor Sue Gordon, Flinders University, Australia
- Professor Ruby Grymonpre, The University of Manitoba, Canada
- Professor Hugh Barr, Centre for the Advancement of Interprofessional Education (CAIPE)
- Professor Juanita Sherwood, University of Sydney, Australia
- Dr. Brenda Flood, Auckland University of Technology, New Zealand
- Dr. Barbara Brandt, National Center for Interprofessional Practice & Education
Overview

Background

The formal and full name of this project is, Securing an interprofessional future for Australian health professional education and practice. For ease of use we have already adopted a shorter name, the 'SIF' project. The evidence that informs the directions of this new national project was developed from a synthesis of the findings from a number of studies of Australian interprofessional education conducted over the past decade. These directions have been tested in a number of national and state consultations held across 2014 and 2015. A report from the national consultations can be accessed here.

Significance and innovation

Australian IPE is changing. From its historical position as a local and frequently marginal development on the edges of the curriculum, IPE is increasingly identified as essential to the achievement of interprofessional and collaborative practice capabilities (IPCP) – capabilities deemed as central to effective future health practice. However, within the Australian higher education and health contexts there has been no structure, process or arrangements to bring all key stakeholders from higher education, health, government and the community together in an ongoing way to design and implement interprofessional education and an interprofessional approach to health practice.
CRS and SIF – a national approach

Way Forward
- Scoping

Curriculum renewal for Australian IPE
- Curriculum development and teaching resources

National Audit
- IPE activity 26/83

IPE for WA Health Professionals
- Ethnographic

Establishing leadership and capacity
- Consolidating future directions

SIF Project
- National governance and development
IPE Governance and Development Framework

Figure 1: Five elements of the Governance and Development Framework

Element 1
IPE Council
leads, coordinates, advises

Element 2
Standing Committee
building IPE faculty, capacity and capability

Element 3
Regional IPE knowledge repository – access and dissemination

Element 4
Standing Committee
building national IPE knowledge

Element 5
National IPE Workplan
generated through interaction

Engages with external bodies/institutions, policy and facility
A national IPE Council

‘The Council will take responsibility for promoting the principles, values, development and visibility of IPE at the most senior level in the areas of higher education, health service provision, the professions, the Australian accreditation system, safety and quality and continuing professional development.
Terms of reference

• Provide vision and leadership for the development of interprofessional education and collaborative practice across all areas of Australian health professional education and health service delivery;

• Make recommendations and provide policy advice based on a strategic knowledge of the field of IPE, the priorities and development of Australian health services and health professional education;

• Advocate for IPE to be adopted and developed across all health profession education and health services

• Support initiatives that enable interaction, learning and shared decision making across uni-professional and interprofessional educators and practitioners;

• Demonstrate an interactive and participatory approach to engaging with the international IPE community. (National SIF Project IPE Round-Table 21 September 2017)
Enhancing faculty capacity in the areas of IPE and pedagogy

A national standing committee will be established

1. Agreeing on a set of IPCP capabilities that are relevant and meaningful across all areas of health professional practice.

2. Agreeing on the scope and degree of interprofessional practice attainment as a result of participation in IPE and other practice focused learning experiences.

3. Developing new conceptual and practice understandings about interprofessional pedagogy, educational methods and the educational and organizational conditions that will support the achievement of IPP competencies and outcomes.
An IPE research and knowledge development agenda

Two establishment tasks were identified:

1. Scoping the state of IPE/IPP knowledge. Such scoping activity is already being discussed with other global IPE/IPP centres. Australia would develop a particular focus on Australian IPE/IPP activity. It would also contribute to and benefit from being part of a global collaborative.

2. As a result of the above, the working group in consultation with key stakeholders and working closely with the National Leadership Council would develop and seek to implement a number of Australian research priorities.
A regional IPE/IPCP knowledge repository and dissemination hub

• Development in this area will build on the work of the Australasian Interprofessional Practice and Education Network. This work will be led and managed by ANZAHPE.

• 5 years funding is available to ensure the web site is maintained

• The design of the web site will be user led.
What differentiates the SIF Project?

• It is national and structural – a new design pathway
• It aims to be knowledge based, coherent, coordinated and responsive, informed and enabled by its location as part of the Australian accreditation system
• Methodologically, SIF has been designed as a collective endeavour, with IPE/IPCP being understood as an important element of professional education across all professions.
National Accreditation Systems Review – an unexpected opportunity

- The COAG initiated review has offered an immense opportunity for SIF and other bodies to put the case for the inclusion of IPCP/IPE as a central part of the national accreditation scheme.
- There has been strong support and, as we understand it, the positive recommendations re IPE/IPCP standards and accreditation will remain an important part of the final report that goes to COAG.
- The interprofessional and joint approach to IPE accreditation recommended by the report offers an important impetus to further interprofessional discussion and action.
Accreditation Systems Review – draft final report (page 82)

The Review considers there is sufficient robust evidence, and cross-sector support to warrant the inclusion of a common approach to IPE within accreditation standards to deliver the learning outcomes of patient-centred, comprehensive care. Interprofessional practice needs equal recognition in professional competency standards. It is evident from the slow progress to date, however, that a cross-professional governance system is required to drive this agenda. It would include guidance on the evidence required of education providers to demonstrate their achievement of this element, and could include adoption of findings across professions (to eliminate need for multiple ‘silod’ assessments) and evaluation of IPE across a health school or faculty.

The Review also considers that quality interprofessional practice, as an outcome of IPE, should be reflected within professional competency standards and potentially in Continuing Professional Development requirements to place a greater emphasis on the use and uptake of team-based care.
Where we are at

Accreditation ++

With COAG – how to proceed?

Consortium partner discussions?

Underway with education and research development

National IPE Council ++

Knowledge repository ++

ANZAHPE/AIPPEN

We have a way of proceeding

New Zealand colleagues!
How can you be involved?

• Sign-up to the SIF newsletter via website
• Share information about SIF
• Identify ways that the work of the SIF project could be of use to your team/organisation, network ....
And when it happens well ....

Publications

1. Interprofessional health education in Australia: The way forward (2009)
3. Interprofessional education for health professionals in Western Australia: Perspectives and activity (2013)
4. Interprofessional Education in Health: a national audit (2014)
5. Curriculum Renewal for Interprofessional Education in Health (2014)
8. SIF Project submission to the COAG, Accreditation Systems review (2017)