

What is Interprofessional Education?

CAIPER Interprofessional By Design® eLearning Module Instructional Companion Guide

COURSE OVERVIEW

What is Interprofessional Education? is an interactive, self-paced eLearning module that provides an introduction to interprofessional education and its role in health professions education and practice. It is the first in a series of eLearning modules that address core competencies for interprofessional education and collaborative practice.

Each of the modules is appropriate for both undergraduate and graduate students in health professions programs. Content and objectives in each module are aligned with the Interprofessional Education Collaborative (IPEC®) Core Competencies for Interprofessional Collaborative Practice. The Companion Guide offers suggestions for ways to enable learners to achieve the core learning objectives and practice goals.

CORE LEARNING OBJECTIVES

1. Define interprofessional education.
2. Identify the value of interprofessional competence in clinical practice.
3. Recognize opportunities for interprofessional learning in classroom and clinical experiences.

Practice Goals for Undergraduate and Graduate Students

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Develop a personal definition and description of interprofessional education.	Analyze the benefits of interprofessional competence and teamwork for quality patient and provider outcomes.
Reflect on current knowledge, skills and attitudes toward teamwork and collaborative practice.	Conduct a standardized self-assessment of current interprofessional competence including strengths and opportunities for improvement.
Select 3 interprofessional learning activities to apply in classroom and/or clinical activities.	Engage in interprofessional team activities in clinical practice settings.
Create a personalized learning plan for building and documenting interprofessional knowledge, skills and attitudes.	Create a personalized learning plan for improving teamwork performance in clinical practice settings.

Supplemental Learning Activities and Instructor Resources

Supplemental Learning Activities provide examples of ways to augment the module content through classroom and clinical activities and practice scenarios. Selected resources are offered as useful background for instructors to prepare and implement course activities to achieve the core learning objectives and practice goals.

Supplemental Learning Activities

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Have students discuss the World Health Organization (2010) definition of interprofessional education and identify ways they can “learn about, from and with” students from outside their own profession in their clinical experiences.	Have students talk about the goals for quality health care in their current practice settings and identify ways that teamwork and collaborative practice can contribute to their own impact and efficiency.
Have students share their personal definition and description of interprofessional education. Prompt a discussion of the similarities and differences between the World Health Organization definition and their own.	Have students prepare a one-page abstract with references on the relationship between teamwork and at least one complex health outcome.

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Encourage each student to select 2-3 strategies that are discussed in the module to enhance their interprofessional education during classroom and clinical learning.	Ask students to share (e.g., in an online Discussion Forum) the classroom and/or practice-based interprofessional learning opportunities they are experiencing.
Discuss how lack of teamwork knowledge and skill affects the quality and safety of patient care.	Have students complete a self-assessment of interprofessional competence using IPEC® competencies at the beginning and completion of each clinical course and track how they change.
Have students share a research article or best practice article about the impact of teamwork on patient outcomes (e.g., diabetes management, reducing hospital admissions).	As a small group exercise, have students compose a case study like the one in the video describing strategies an interprofessional team might use to care for a patient with complex health and social needs.
As a small group exercise, have students compose a case study like the one in the video describing strategies an interprofessional team might use to care for a patient with several health and social needs.	Have students generate a scenario from their real-world practice as a basis for identifying the value of interprofessional competence in clinical practice.
In the clinical setting, ask students to identify their major goals for patient care and describe how effective teamwork and collaboration contribute to achieving these goals.	Have students create a menu of teamwork experiences from the examples in the module and select several to implement in their clinical experience. Ask students to write a brief reflective paper on each experience describing what was learned about teamwork and ideas for improving their teamwork skill and performance.
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