

Interprofessional Education to Improve Collaboration and Quality of Care

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Multiprofessional Education

Interprofessional
Education

Multiprofessional Education

**Occasions when professions
learn side by side**

Interprofessional Education

**Occasions when professions learn with, from,
and about each other, to improve
collaboration and the quality of care**

Interprofessional Education

Expectations



Outcomes



Evidence

Five Expectations

- **Repairing relationships**
- **Developing teamwork**
- **Improving care & services**
- **Safeguarding patients**
- **Deploying human resources optimally**

Relationships

Improvement

Teamwork

Safety

Workforce

Relationships

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Relationships

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Safety

Workforce



Relationships

Improvement

Teamwork

Safety

Workforce



Relationships

Improvement

Teamwork

Safety

Workforce

Formulating Outcomes

United Kingdom: Sheffield Hallam University (2010)
Interprofessional Capability Framework. Mini-guide

Canada: Canadian Interprofessional Health Collaborative
(2010) A national competency framework for
interprofessional collaboration.

United States: Interprofessional Education Collaborative
Expert Panel (2011) *Core competencies for
interprofessional collaborative practice: report of an
expert panel.* Washington D.C.: Interprofessional
collaborative

A Digest

Curtin University

Interprofessional Capability Framework

Brewer & Jones, 2013

[http://healthsciences.curtin.edu.au/faculty/
ipe_publications.cfm](http://healthsciences.curtin.edu.au/faculty/ipe_publications.cfm)

Assembling the Evidence

- Evidence from whom?
- Evidence of what?

Triangulating the evidence base for IPE



The Naïve Question

- Does IPE Work?

The Smart Question

**What types of IPE
under what conditions
result in
what types of outcome?**

Systematic Reviews 1

Cochrane:

Reeves, S., Zwarenstein, M., Goldman, J., Barr, H., Freeth, D., Hammick, M. & Koppel, I. (2011) Interprofessional education: effects on professional practice and health care outcomes. *The Cochrane Database of Systematic Reviews*

Systematic Reviews 2

- Barr, H., Koppel, I., Reeves, S., Hammick, M. and Freeth, D. (August 2005) *Effective Interprofessional Education: Argument, Assumption and Evidence*. Oxford: Blackwell
- Hammick, M., Freeth, D., Reeves, S., Koppel, I., & Barr, H. (2007). A best evidence systematic review of interprofessional education. Dundee: *Best Evidence Medical Education*. Guide no. 9. *Medical Teacher* 29, 735-751.

JET

**The
Interprofessional Education
Joint
Evaluation
Team**

Effective Interprofessional Education

Argument, Assumption & Evidence

Hugh Barr
Ivan Koppel
Scott Reeves
Marilyn Hammick
Della Freeth

 Blackwell
Publishing


CAIPE

Modified Kirkpatrick Scale

Level 1 – Reaction	Learners' views on the learning experience and its interprofessional nature.
Level 2a – Modification of attitudes / 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.
Level 2b - Acquisition of knowledge/skills	Including knowledge and skills linked to interprofessional collaboration.
Level 3 - Behavioural change	Identifies individuals' transfer of interprofessional learning to their practice setting and their changed professional practice.
Level 4a – Change in organisational practice	Wider changes in the organisation and delivery of care.
Level 4b – Benefits to patients/clients	Improvements in health or well being of patients/clients.



