

0301

Embracing interprofessional education: health-care student's interprofessional learning exposure and reflection

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Introduction:

In a health care environment faced with patient safety issues, human resource shortages, and populations with increasingly complex health care needs, health professionals must be able to work in interprofessional teams to ensure consistent, continuous and reliable care[1]. Interprofessional education contributes to the development of the knowledge, skills and attitudes required by practitioners to effectively work collaboratively, and is identified as one of the accreditation standards for many health professions in Canada[2].

Objectives:

Participants will become aware of merits and challenges for interprofessional education; will identify effective ways to avoid and overcome some of those hurdles and develop strategies to build partners for interprofessional education and practice.

Description:

This presentation addresses a 2 phases study of an interprofessional problem-based learning (IP-PBL) project for university students from multiple health disciplines. Phase I was a pilot project testing effectiveness of IP-PBL method for 24 students from 5 health disciplines; while phase II is the implementation of this problem-based learning to a larger student cohort (n=150) from various health disciplines with enhanced facilitators training.

Results:

Outcomes of the study are positive and will be presented. Knowledge, skills and attitude acquired by learners will be discussed. Best practice on facilitation, facilitator training, outcome measure tools and challenges in implementing the study will be examined, while benefits and readiness for interprofessional education will be brainstormed.

Conclusion:

Though there are many factors (e.g. scheduling, knowledge on students' own profession) to consider when implementing interprofessional education, IP-BPL is one of the effective tools to deliver such. It also prepares students for interprofessional practice upon their graduation.

Contribution to the practice/evidence base of occupational therapy:

Dissemination of these findings will promote interprofessional education and to benefit other university programs for such. Drawing clinicians' awareness will also position the profession to embrace interprofessional practice fully.

[1] Greiner, Ann C. and Knebel, Elisa (eds.) (2003). Health Professions Education: A Bridge to Quality. Institute of Medicine of the National Academies, Washington, D.C.

[2]AIPHE (2009). Principles and practices for integrating interprofessional education into the accreditation standards for six health professions in Canada.

http://afmc.dev.bayteksystems.com/aiphe-afiss/documents/AIPHE_Principles_and_Implementation_Guide_EN.pdf

