Transferring from Classroom to hospital

How to achieve?

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Jogyakarta 19 April 2018
Outline

• Concept IPE/IPCP
• Competence IPE/IPCP
• Key Concept IPE/IPC
• Mechanisms to Shape IPE transferring IPCP
• Collaborative practice in health care
• Challenge and Obstacle Implement IPE/IPCP
Definition

• Interprofessional Education (IPE): *Occasions when members (or student) of two or more profession learn with, from, and about one another to improve collaboration and the quality of care*  
  (CAIPE, 2002 revised)

• Interprofessional Learning: *Learning arising from interaction between practitioners (or students) of two or more profession*  
  (CAIPE, 2008)

• Interprofessional Collaborative Practice: *Working in partnership between professions and / or between organisation with individuals, families, groups and communities*  
  (CAIPE, 2013)
Competencies IPE/IPC

Core competencies for Collaborative Practice:
- Role clarification
- Team Functioning
- Patient/Client/Family/Community-Centre Care
- Collaborative Leadership
- Interprofessional Communication
- Interpersonal skills
- Interprofessional conflict resolution
Does INTERPROFESSIONALITY value (D'Amour & Ondasan, 2005) exist?

“It is no longer enough for health workers to be professional. In the current global climate, health workers also need to be interprofessional” (WHO, 2010, p.36)
Person-Centred Care

Person-centred care is a way of thinking and doing things that sees the people using health and social services as equal partners in planning, developing and monitoring care to make sure it meets their needs. This means putting people and their families at the center of decisions and seeing them as experts, working alongside professionals to get the best outcome.

(Health Innovation Network ND)
Do We need IPCP?

• Complex medical issues can be best addressed by interprofessional teams as they typically require input and involvement of more than one profession (Bridges et.al. 2011)

Preparing is needed
Arah Reformasi Layanan Kesehatan Primer

(Slide Prof. Akmal Taher - Courtesy of Pelatihan Pengembangan IPE dalam Pendidikan Profesi Kesehatan – DIKTI, UI, UNAND, UNS, IYHPS, 19-21 Agustus 2016)
Kerangka: Pendekatan intergratif

‘Underlying the movement is a shared value’

Diah S. Saminarsih 2017: general lecture IPE

(Diah S. Saminarsih 2017) : general lecture IPE
Key Concepts
IPE
Key concept IPCP

Source:
www.google.com/search?biw=1366&bih=657&tbm=isch&sa=1&ei=QMHXWtP2NcX8vgSWraABw&btnG=Telusuri&q=hospita
Key Concepts IPE

• Inter-professional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO 2010)
IPCP/w

• Requires professionals who are ready to work collaboratively and to have the knowledge and skills to be competent in working as part of an inter-disciplinary team
• Improved health outcomes are gained from collaborative practice as it strengthens health systems
Collaborative practice in health care occurs when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, and communities to deliver the highest quality of care across settings.

Interprofessional Education for Patient-centred Practice: An Evolving Framework

Educational System (e.g., Accreditation, Institutional structures)
- Institutional Factors (Meso)
- Teaching Factors (Micro)

Systemic Factors (Macro)
- Organizational Factors (Meso)
- Interactional Factors (Micro)

Professional System (e.g., Regulatory bodies, liability)

Health Professional Learner Outcomes

Professionals
- Task Complexity

Patient

Government Policies: Federal/Provincial/Regional/Territorial
- Social & Cultural Values

Research to Inform & to Evaluate
- Understand the processes related to teaching & practicing collaboratively
- Measure outcomes/benchmarks with rigorous methodologies that are transparent
- Disseminate findings

D'Amour, Gandasalan (2004)
Mechanisms move Interprofessional Education to practice in healthcare services

• Strong policy enforcement ministry of health level: Yes
• Strong policy ministry of higher education: yes
• Professional organization: IDI, PPNI, Public health, etc: yes
• Strong policy enforcement at clinical setting (hospital, Public health services and other clinical setting): Under developing
Inter-Professional Strategies

- Leadership through supportive management practices
- Need to champion, contextualise and commit to inter-professional education and practices
- Change the culture of the workplace
- Change the attitudes of health workers about hierarchical practices
- Eliminate barriers to collaborative practices by revising and updating appropriate legislation, curricula and clinical practice approaches
IPE Transformative Education and practices

• Students, faculty and recipients of care must work together changing programs
• Develop curricula based on competencies driven by population needs
• Design, admission and criteria for students in different programs should reflect market and population needs
• Use innovative, experiential and futuristic instructional approaches
• Develop different, more congruent strategies to evaluate students in inter-professional programs (Meleis 2011)
IPE Transformative Education and practices

• Promote new types of professionalism that reflects IPE and roles

• Establish joint planning mechanisms that engage different professions in planning curricula, students, learner experiences and evaluation

• Develop mechanisms for accreditations that reflect and honour inter-professionalism both education and hospital

• Educate for discovery, critical thinking, teamwork and team leadership while utilizing and translating best practice (Meleis 2011)
Teamwork Strategies

Develop Task force University and Hospital (Inter faculty Collaboration (IFC) team Universitas of Indonesia):

1. Set UP committee
   - Academic teams
   - Health care teams
   - Hospital contractor - To set up the IPE need
   - Student teams
Strategies...

2. Develop Program Planning: training, education, and research
   – Dissemination of information regarding IPE/IPCP/W
   – Workshop Creating Modules
   – Workshop Creating Clinical guideline various work in clinical setting
   – Workshop utilization skill laboratory in hospital
   – Workshop Implementing IPE/IPCP/w program in Hospital
   – Conduct research and publication regarding IPE/IPCP/W
   – Benchmarking Japan, UK, Australia regarding IPE/IPCP/W
   – Monitoring and evaluation
3. Regular meeting Interfaculty, academic hospital team and Contractor

– Develop Curricula and practice based on IPE/IPCP/W (more than 700 student; Medical doctor, Pharmacy, nurse, Public health, & dental)
– Matching time schedule; we have deferens time in every faculty
  • Starting in different level of semester
– Selecting Clinical Practice that involve all faculty member
– Selecting Clinical Setting at hospital
Systematic steps of practices are organized over all school years.

<table>
<thead>
<tr>
<th>1st-year</th>
<th>Basic PBL tutorials* on team-based medicine</th>
<th>Clinical practice for 1st year students</th>
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<tbody>
<tr>
<td>2nd-3rd year</td>
<td>PBL tutorials* on clinical scenarios</td>
<td></td>
</tr>
<tr>
<td>3rd-4th year</td>
<td>PBL tutorials* on ward practice simulations</td>
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<tr>
<td>3rd-5th year</td>
<td>school collaborative practice at hospital ward</td>
<td></td>
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<tr>
<td>4th-6th year</td>
<td>School collaborative advanced hospital practice</td>
<td>School collaborative community medicine practice</td>
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Note: Depending on school, the year to hold each training practice differs.

* PBL tutorial (Problem Based Learning): Under the guidance of teachers, students learn to solve problems in groups by discussing assigned issues.
4. Develop hospital setting based on IPE/IPC
   • Thinking room space: more than usual
   • Thinking the name that accommodate all professional team
   • Thinking facilities requirement including documentation set that can use all professional team
Create a Learning Environment in field practice setting

• Improve the learning environment that all team member can learn together as group.
  – More space: discussion room, patients room care, etc.
• Put Name in general not specific
  – Nurse station  Health team station
  – Doctor room  Health team room
Learning Environment

Increase student interaction

Increase Lecture/Facilitator Capacity and interaction

Improve group dynamics

Embrace and resolve conflict
Challenges

- Prepare students with knowledge, attitudes and skills of interprofessional practice which lead to:
  - Interprofessional patient/client-centered care
  - Optimal individual patient health outcomes
  - Improvements in community level (population) health
  - Effective and efficient delivery of health care services
  - Advocacy for improvement of health and health services
Barriers to IPE & IPC

- Implementation of IPE is complex:
  - Structural constrains
  - Lack of existing inter-professional implementation
  - Long-term & sustainable planning & implementation
  - Evaluation tools not well-established
  - A lack of cultural competence
  - Communication difficult because no universal language
  - Privileging the health professional needs over those of the patient
  - Continuing to privilege one health disciple over another
  - Health professional education is not aligned with health system reform
  - Innovations in IPE/IPCP must correspond to health system innovations
  - Essential investment of time, energy & resources for implementing IPE/IPCP and innovative teaching & learning strategies are lacking (Meleis 2016)
In summery IPE

• IPE/IPCP must start early
• Theoretical and clinical components: Addressed National Health Issue
• Subjects must be valued and assessed
• Emphasis on teamwork encouraged and individualism discouraged
• Non threatening learning environment
• Instances of conflict embraced and respectfully resolved
• Committed academics
• Committed health professional in hospital
Thank you