

UNIVERSITY OF THE PHILIPPINES MANILA

Community Health and Development Program



Interprofessional
Education (IPE) in the
Community Setting
among UP Manila
students



University of the Philippines - COMMUNITY HEALTH AND DEVELOPMENT PROGRAM (UP CHDP)

Established in 2007





- UP Manila unit that is mandated to **enter into partnerships with municipalities** to set up and maintain **community-based health programs that will benefit both parties.**
- Provides site for the student immersion programs of all UP Manila academic units and two (2) colleges of **UP Diliman.**





Objectives

1. To provide **learning opportunities** for both the faculty and students of the University of the Philippines in the principles and practice of **community health and development**.
2. To **assist communities** attain increasing capacities in their own health care and development through the **Primary Health Care approach**.



Schedule of Rotation of UP Students in CHDP, AY 2009-2010

COLLEGES	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
ALLIED MEDICAL PROFESSIONS												
BIOLOGY												
DENTISTRY												
MEDICINE												
NURSING												
NUTRITION												
PHARMACY												
PUBLIC HEALTH												
SOCIAL WORK												
FAMILY & COMMUNITY MEDICINE												
PEDIATRICS												

Average Number of Student or Trainees of UP Manila Colleges/Departments Per Month of Rotation

Allied Medical – 18
 Nursing – 40
 Social Work - 3

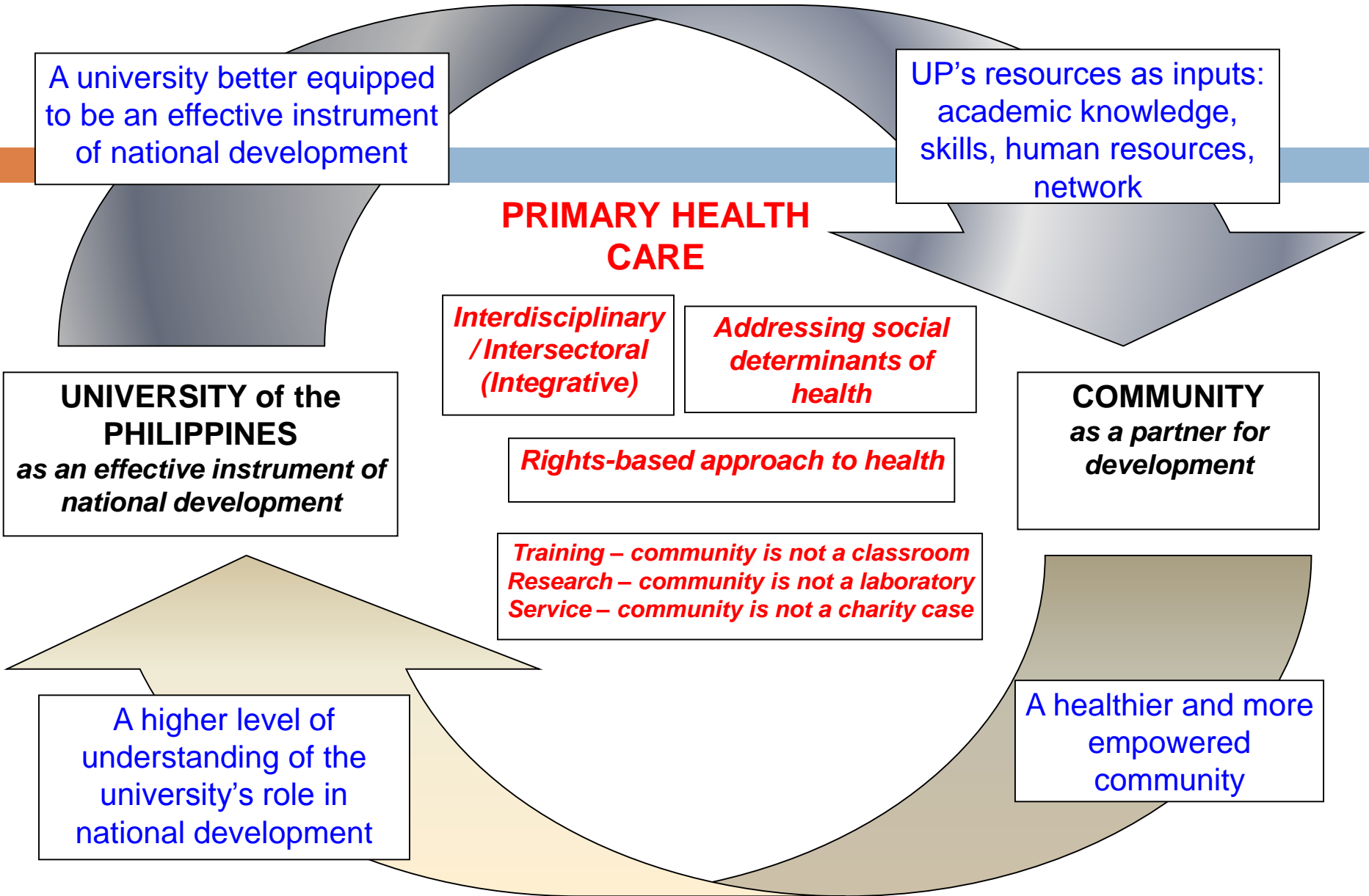
Biology – 25
 Nutrition – 20
 Family Medicine* – 2

Dentistry – 12
 Pharmacy – 30/60
 Pediatrics* - 2

Medicine – 30
 Public Health – 80



Our IPE Journey



CHDP CONCEPTUAL FRAMEWORK

Outcomes of Poor Collaboration Among Different UP Units During CHDP Rotation Based on Results of the CHDP Centerpiece Project, 2008-2009

Community-related

- increase in work load of BHWs
- lengthening of the working hours of the BHWs
- lack of coordination with the community's local health team
- discontinuation of community projects due to poor endorsement
- poor follow-up of patients due to poor endorsement
- refusal of patients to services because of disorganized provision

Academe-related

- competition between the students from the different colleges for the community leaders' time
- difficulty in completion of curricular requirements
- misunderstanding among the students regarding referral of patients due to lack of referral guidelines, lack of understanding of each other's schedules and roles in the community
- difficulty for program staff and faculty in supervising students' activities



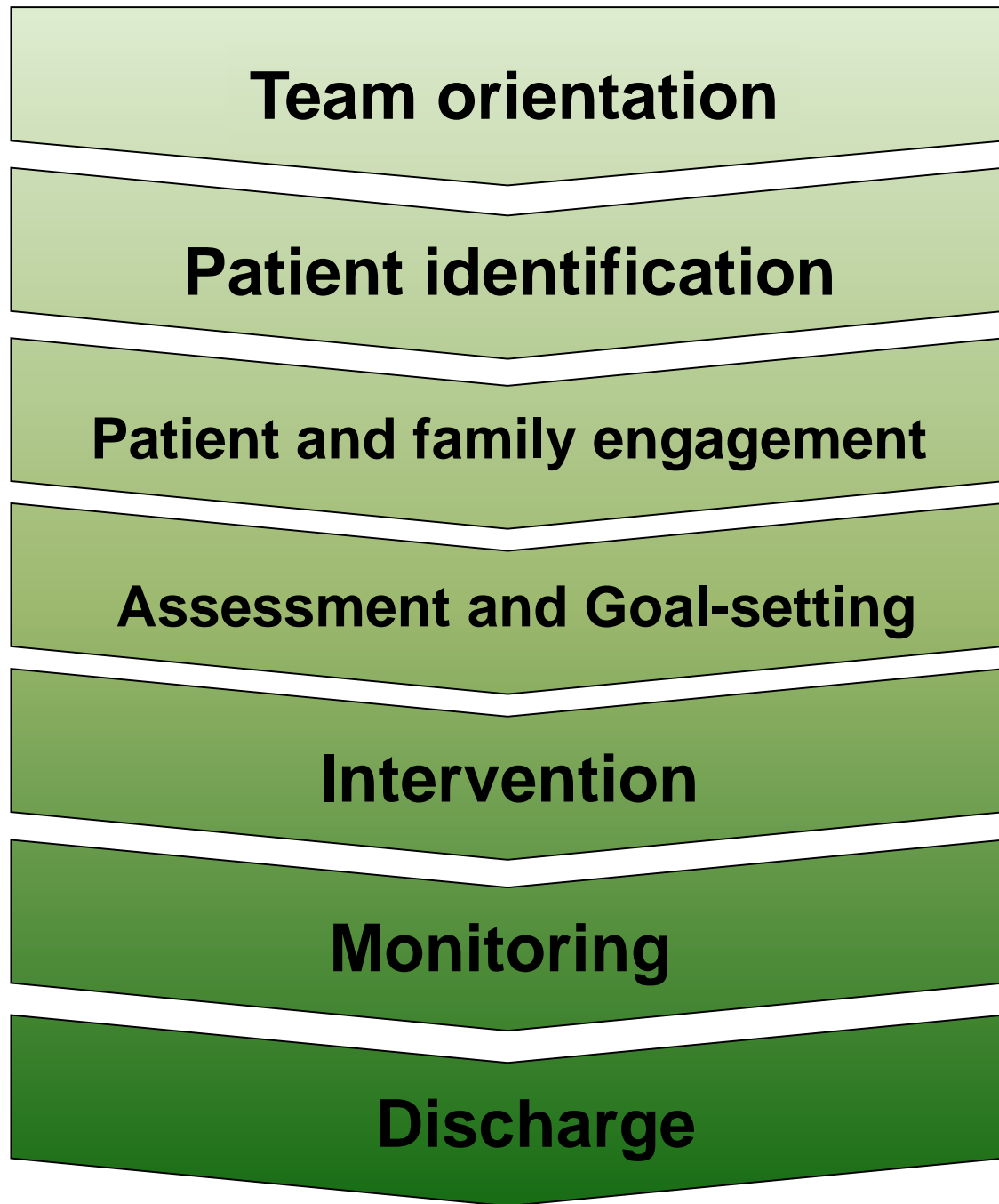
Interprofessional Education

Interprofessional Education

“Occasions when students from two or more professions *learn with, from and about* each other to improve the quality of care for patients, families and communities” (CAIPE)



UP CHDP
Family Case
Management
(AY 2009)



CHDP Interprofessional Care for Patients, Families and Communities

Patient, family, community with complex needs

Interprofessional team

- Faculty practitioners
- Senior students
- Local health team

Protected

IPE schedule

- Group dynamics
- Case discussions

Interprofessional presentation



Medical interns

Nursing interns

Speech pathology intern

Physical therapy intern



Home visit with Village Health Workers



Interprofessional presentation



Group activities with students

What have the students thought about their IPE experience?

- | | |
|---|--|
| <ul style="list-style-type: none">• Learned about teamwork• Opportunity to know what other professions are like (especially the local health workers)• Appreciation of own profession | <ul style="list-style-type: none">• Provided an experience different from the hierarchical relationship in the hospital setting• Active involvement of the patient and family• Holistic approach to management |
|---|--|

Students' Feedback after the IPE Experience

□ Understanding roles

- *“I was able to not only learn about the **other professions** but also understand the importance of **my profession** and its contribution to a team.”*
- *“reinforced my conviction of **my actual roles** in the health care team specifically in the **community setting** “*

Students' Feedback after the IPE Experience

□ Teamwork

- *“chance to work with **other members** of the health care team towards the **same goal**”*
- *“learning from other professions and **how to work with them**”*
- *“learning teamwork and **developing trust** with others as we work”*

What did the patients and their families say about the experience?

- Noted improvement of status of patient
- They were provided with access to experts
- They were provided holistic and coordinated care
- They were given the opportunity to be aware of local resources
- They have hope for a better quality of life

What did the Rural Health Unit staff and Barangay Health Workers think about the experience ?

- Were able to appreciate the roles and team dynamics among the different health professions (especially the therapists)
- They had increased knowledge and skills on patient management after being part of the team
- Augmentation of health resources available for the patients / community
- Increased awareness of available resources for the patients / community

Summary

LESSONS LEARNED

- IPE results to positive student experiences
- It requires political will, commitment and support from the university
- Relatively young concept in the Philippines and makes students, faculty and health practitioners excited

CHALLENGES

- Capacity-building of more IPE facilitators
- Mainstreaming IPE in the university's and the Philippine health professions education curriculum
- Mainstreaming collaborative practice in the Philippines



Other IPE Activities

National Service Training Program

Introduction to Interprofessional Collaboration



- Elements of collaboration
- Finding shared experiences
- Social determinants of health



Student-led Projects – Mind Meld



Jorem Labao (Public Health), Marvin Mangulabnan (Medicine), Jhao Odeen (Allied Medical Professions), Genmar Pasion (Pharmacy), Felis Sanchez (Nursing)

MIND MELD 2016 CHAMPIONS



University-funded Faculty Development Program on Interprofessional Education, 2017



**Prof. John Gilbert,
University of British Columbia**



Thank you very much!
Maraming Salamat Po!

