Start Growing and Sustaining IPE in ASEAN

23rd August 2019

Siriraj Hospital, Mahidol University, Thailand

@ The 8th ASEAN Medical Deans' Summit

Universiti Brunei Darussalam

Prof. Wanicha Chuenkongkaew

3 Points to share

- **Concept of IPE**
- **1st ASEAN IPE Activities**
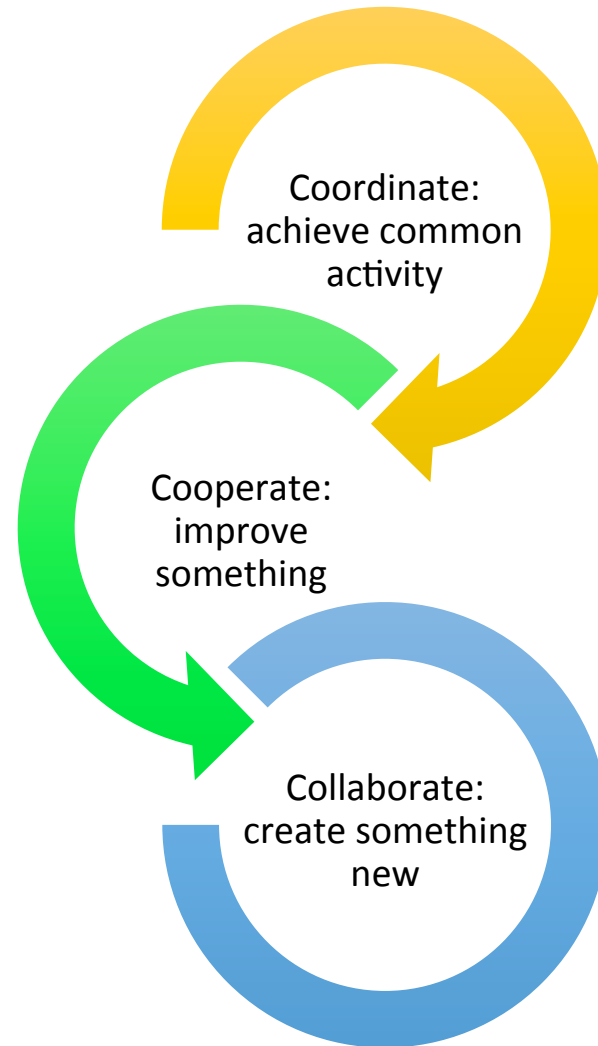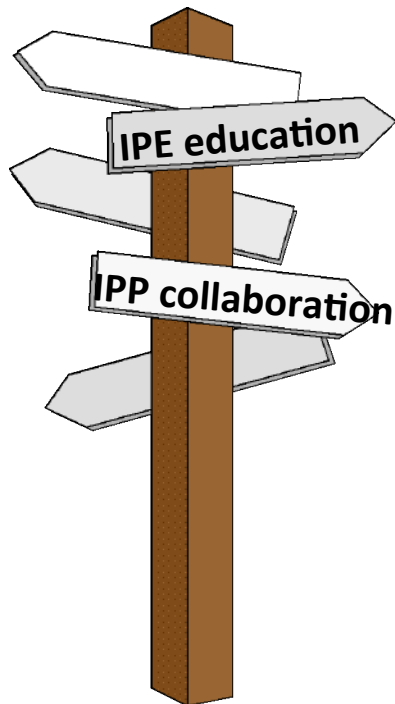- **Role of AMDN and IPE**

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IPE

IPE is a process when students from two or more professional programs that are involved in healthcare learn about, from and with each other.

IPE: an educational approach for collaborative health care providers

IPP: a team-based approach to strengthen health systems

WHO (2010) Framework for Action on Interprofessional Education & Collaborative Practice – following the CAIPE definition (2002)

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IPE education

IPP collaboration

Coordinate: achieve common activity

Cooperate: improve something

Collaborate: create something new

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3 Points to share

- **Concept of IPE**
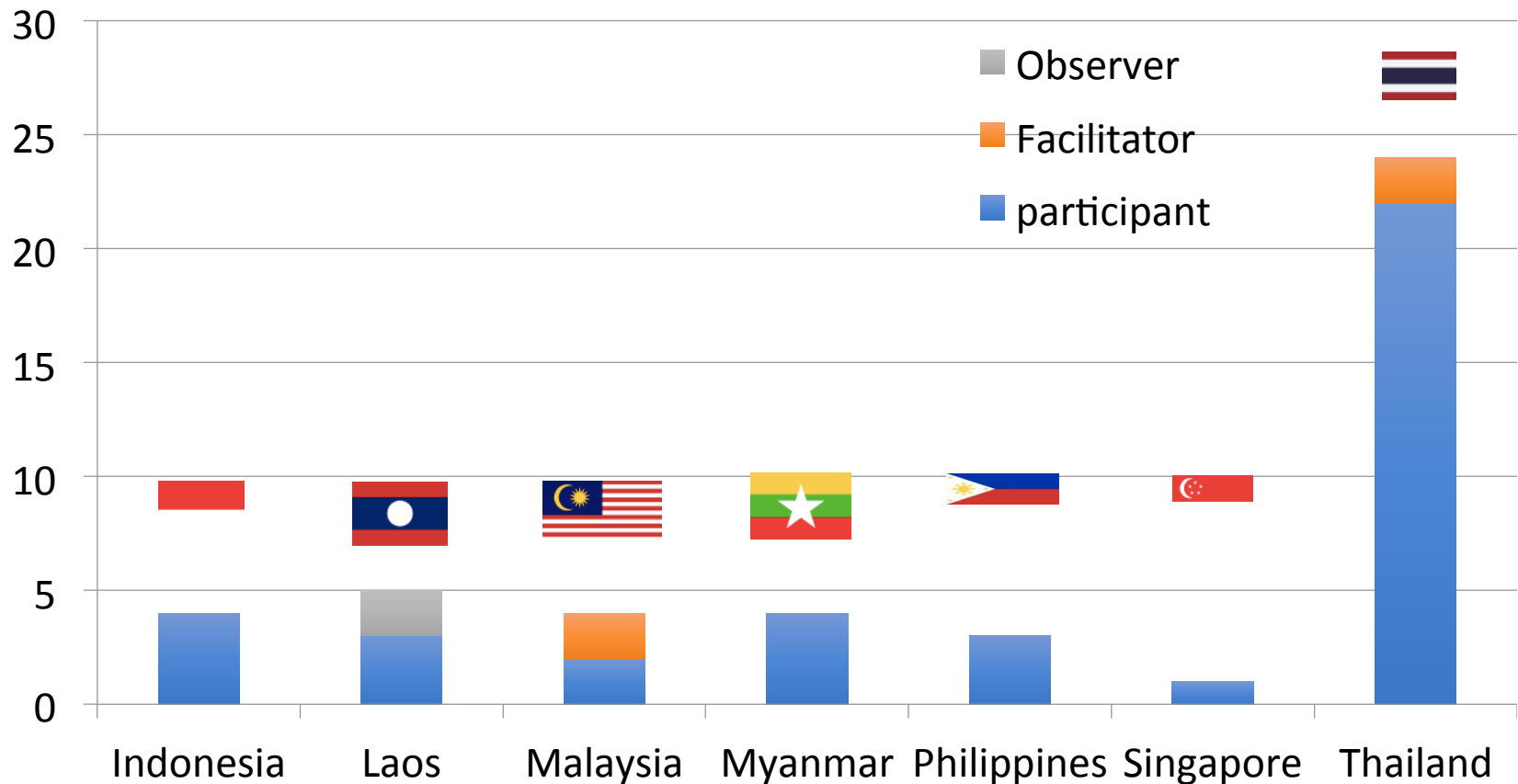- **1st ASEAN IPE Activities**
- **Role of AMDN and IPE**

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The 1st ASEAN Interprofessional Education (IPE) Workshop 2018
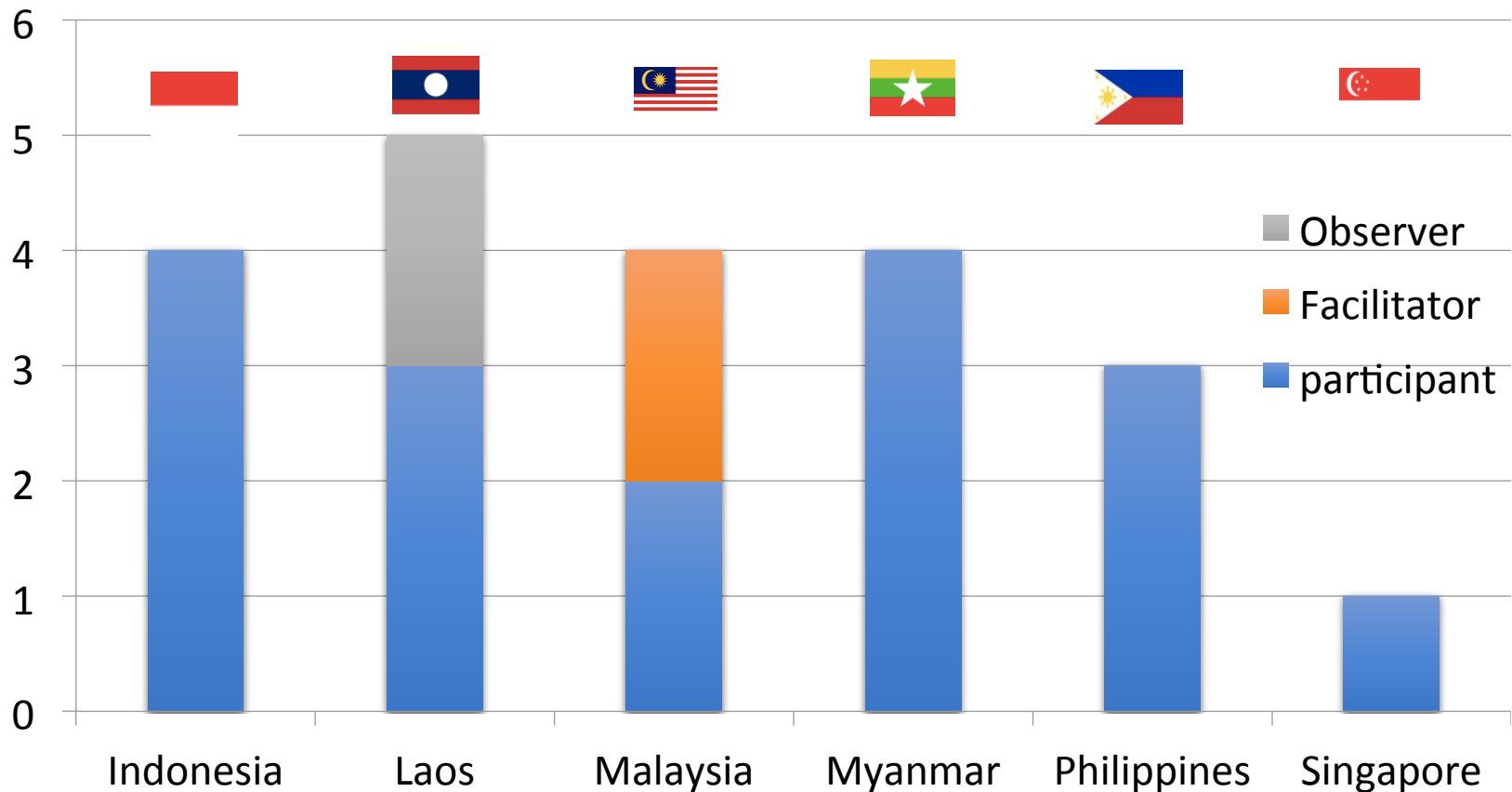
General Information

Total participants: 39, Facilitator: 4 Rapporteur: 3 Observer : 2

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SESSION I Setting the stage

: To conceptualize and formulate an IPE

SESSION II Curriculum Development

: To develop an IPE for all health science students

SESSION III: Assessment of Interprofessional Learning Outcomes

: To appropriately assess and improve the learning outcome

SESSION IV: Evaluation of IPE

: To learn and share experiences on IPE evaluation

SESSION V: Opportunities & Challenges
: To learn and share how to overcome the barriers

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IPE Practice in NUS

- NUS established a steering committee,

- NUS IPE curriculum 2 parts: ICC core curriculum and IEA enrichment activity.

- To develop team work skills in the ICC core curriculum, faculty members find a gap in a hospital and then have students work together to fill the gap

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University of Philippines Manila

- IPE has been conducted through a community-based health program CHDP).

- IPE activities: Family case management program, Students led projects, University-funded faculty development program, National service training program

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University of Malaya

- IPE is integrated into the curriculum.
- An IPE module named PILL (prescribing initiatives in lifelong learning) consists of 3 blocks; a workshop for medical and pharmacy students to discuss clinical cases, dealing with primary care medicine, & using an online module

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The first train the trainer course with scenario and simulation-based practice and "Teamwork in the operating room"

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IPE Model: Japan

- School of Health Science and School of Medicine: MD, Nurse, Lab science, PT and OT students

- 2 IP Program   1.At 1st year learner Holistic Medicine/
    Teamwork studies, and value IP
    work (lecture-based)

    2. At 3rd /4th year learner: Simulated IP training

    To know actual collaboration among profession and being part of health care team

- A debrief day, Evaluation process: pre and post IP program and alumni after being qualified (1-10 years)

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SESSION IV: Evaluation of IPE

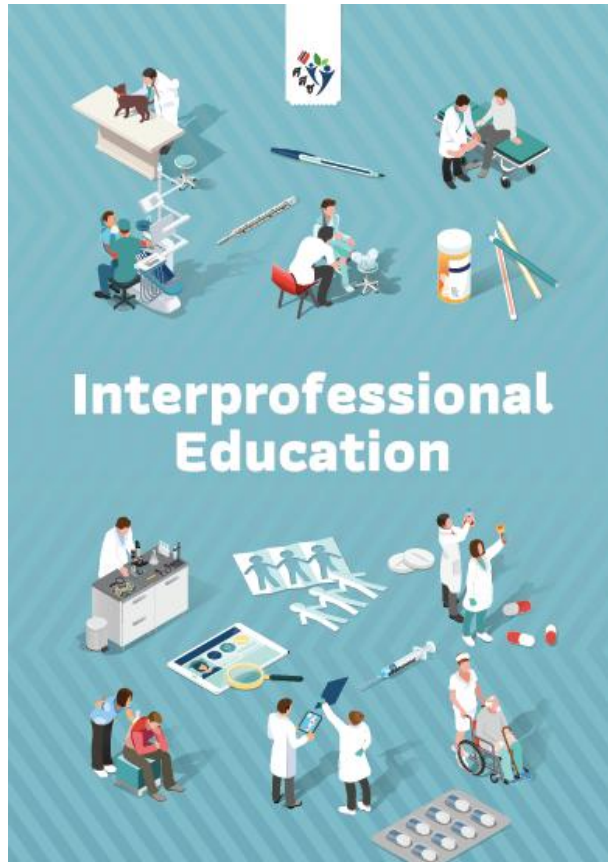| Q1: Why do we have to assess IPE	Q2: How do we assess IPE learning outcomes?
-To monitor the progress of the program -To get feedback for improvement on communication skills, competencies, teaching methods -To identify the gap -To improve facilitation skills - Documentation and report	- Survey and questionnaire from trainee and Stakeholder - Rubrics : Leadership , Communication, teamwork - Direct observation; Check list, interaction, activities - Reflection - Peer evaluation
1.Assess the whether the teacher that achieve the course outcome 2.Assess whether the student have learner or competences	1.Teacher's perspective 2.Check list Reflective writing Formative/summative assessment
Who/what to assess: 1.Learner/student 2.Course/Program 3.Patient satisfaction	1.Learning outcome achievement 2.Survey i.e. attitude , performance 3.Feeling of the patient

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SIIPE Competency: Conceptual Framework

Ethics & Shared Values	Roles & Responsibilities (R&R)	Learning & Reflection	Team work & Leadership	Interprofessional Communication
Determine and do what professions judge to be right Create an environment of mutual respect and trust	Understand member's contribution to the team and learn member's desire for the success Use member's knowledge and experience to determine the patients' needs	Be aware of and describe member's own thinking in a way that allows member to close the gap between what they know and what they need to learn	Create team building and dynamics of relationship to work collaboratively with others in achieving common goal to plan and deliver health care	Open and listen respectfully to member's divergent opinions

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Learning approaches:
- Scenario case study, narrative-based learning (patient safety);
- Simulation-based learning;
- Ward-based learning (patient care);
- Workplace-based learning (community setting).

www.healthprofessionals21thailand.org

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Challenges on Implementation of IPE

- IPE is now doing quite practical but needs to make more systematic analysis to evaluate the outcome and create policy dialogues for sustainability.

- The evaluation for attitudes towards IP health care teams in undergraduate students before, during, after training, and after graduation is key priority for an effective IPE program.

- IPE needs willingness of faculty members, support from institutions' executives and good collaboration.

- It is mandatory to integrate IPE into each academic unit's curriculum.

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IPE Implementation

- To move at policy level is not easy but is crucial, at least the management to receive no opposition on the movement by doing the research to prove better health care services by IPE.

- The tactics are to move forward through the existing authentic learning using good lesson learn and soft power rather than vertical hard power.

- The real lessons can motivate the people on the possible of doing things new and be shared no matters to wait until the lesson is completed.

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The key steps for practice '4C'

- clarify common goal;

- cultivate potential people;

- create possible actions;

- collaborate with no conflict.

Global Network on IPE

Canadian Interprofessional Health Collaborative

Centre For The Advancement of IPE (UK)

Nordic Interprofessional Network

Japan Interprofessional Network

American Interprofessional Health Collaborative

European IPE Network in Health & Social Care

AIPPEN Australiasian IPP and IPE Network

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- **Concept of IPE**
- **1ˢᵗ ASEAN IPE Activities**
- **Role of AMDN and IPE**

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ASEAN Dean Medical Network

Initiative agreement:

1. To establish an initiative of a medical school network

2. The network will be developed by taking into account of:-
- International excellence in medical education
- Global and competitive advance in biomedical research

3. The activities are among others:
- Development of standardized curricula for medical and allied health professional schools

- Collaborative network in biomedical research

- Academic exchange programs for students and faculty.

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ASEAN Dean Medical Network

- 'Medical Ed to **Health Professional** Education'

- Biomedical research to **Health system and Social oriented** research

- 'Hospital Based Service/Management' to '**Health System Based** IPE/IPP'

- ASEAN to **Global** Network

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Impossible

I'm possible

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มหาวิทยาลัยมหิดล
คณะแพทยศาสตร์
ศิริราชพยาบาล

Prof. John Gilbert
University of British Columbia

Thank you

- Prof. John H.V. Gilbert

- Prof. Bumsuk Lee

- Prof. Prasit Watanapa, and Deans, ASEAN Medical Schools Network

- Prof. Suwannee Suraseranivongse, Prof. Jamunarani Vadivelu

- Facilitators, Rapporteur, participants, observers

- SIIR team. Department of Undergraduate, Postgraduate Education and Student Affair

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'Thank you'
'Terima Kasih',
'cảm ơn'
'Kyay Zuu Tin Par Tal' ကျေးဇူးတင်ပါတယ်
'aw-koon ch'ran'(អរគុណច្រើន)
'Maraming salamat po'

'ขอบคุณ'

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- 1. Do you get involved in IPE?
  1. Yes
  2. No
  3. Not sure

  2. Do you get involved in extracurricular IPE?
  1. Yes
  2. No
  3. Not sure

  3. Do you get involved in intracurricular IPE?
  1. Yes
  2. No
  3. Not sure

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https://sites.google.com/a/mahidol.edu/voter_v1/home

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IPE

Health & Education Systems

Improved health outcomes

Present & future health workforces

Local health needs

Fragmented health system

Inter professional education

CP-ready

Health workforce

Collab-orative practice

Strengthened health system

Optimal health services

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