



# Schulich School of Medicine & Dentistry

*Shaping the Future of Health Care*

**Inter-professional Education for Collaborative Patient-Centred  
Practice:  
from the romantic fringe to the mainstream**

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# Outline

- Historical Perspective
- Definitions
- Health Canada IECPCP Project
- Model
- Next Steps

# Definition – Interprofessional

*“occasions when two or more professions learn from and about each other to improve collaboration and the quality of care”  
(CAIPE, 1997 revised)*

# Collaboration

*“an interprofessional process of communication and decision making that enables the separate and shared knowledge and skills of health care providers to synergistically influence the client/patient care provided”*

*(Way & Jones 2000)*

# What is an Interprofessional Health Care Team?

*“medical and health professionals from at least three different disciplines or professions, who share a common purpose and work together collaboratively and interdependently to serve a specific patient/client population and achieve the team’s and organization’s goals and objectives”*  
**OR**

# Health Care Teamwork

*Health care professionals who perceive themselves and other health care professionals as part of a team working collaboratively for patient centred care.*

***“There is no “I” in team!***

# Why do we need Interprofessional Education?

## **Health profession students are educated separately**

- ✓ learn different approaches and philosophies of care
- ✓ professional socialization: autonomy; hierarchical value systems

## **We want to enhance:**

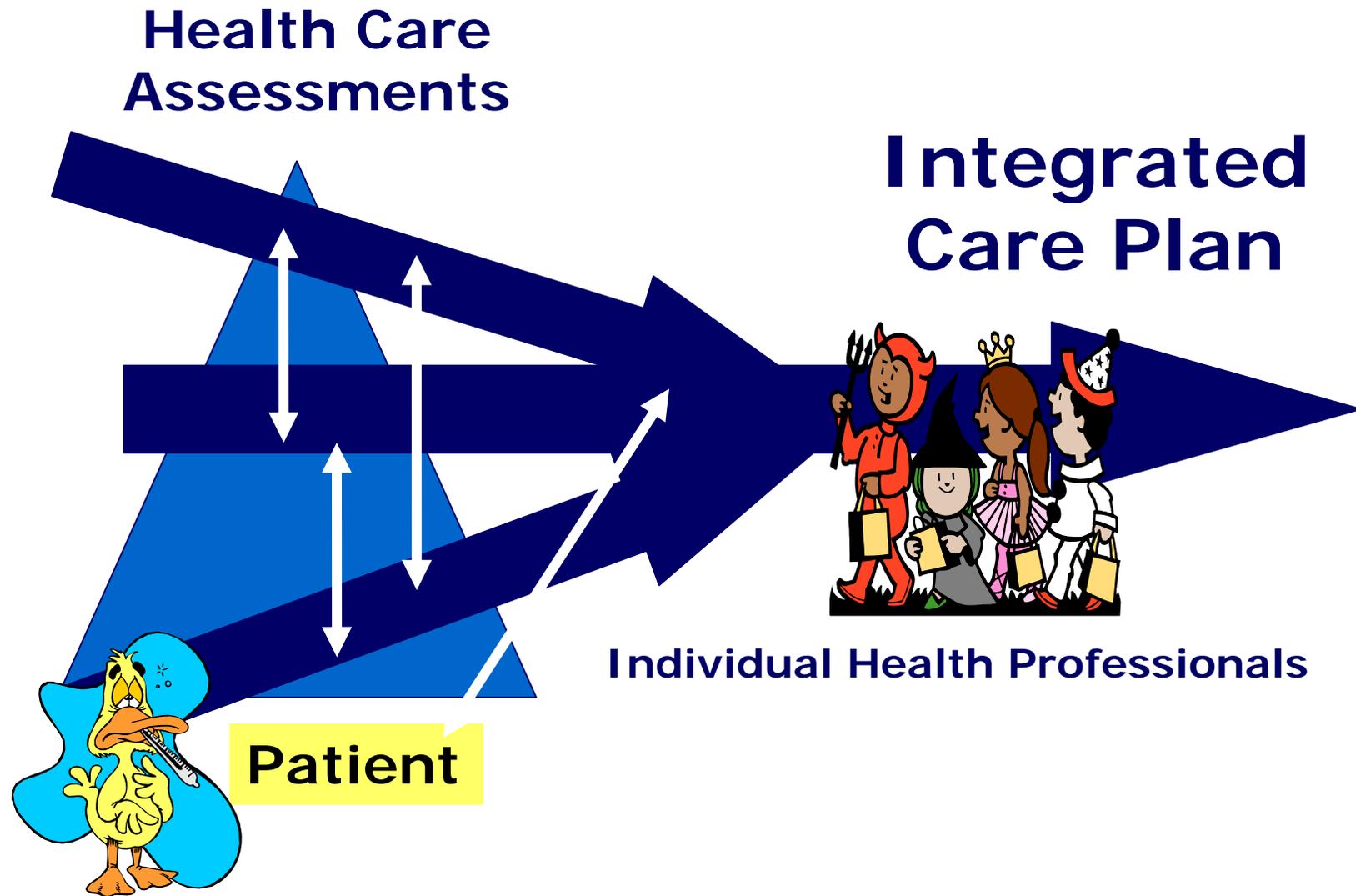
- ✓ Trust & understanding of other's roles
- ✓ value of teamwork; teamwork competencies

# Why do we need Interprofessional Education?

*“In view of ...changing trends, corresponding changes must be made in the way health care providers are educated and trained. If health care providers are expected to work together and share expertise in a team environment, it makes sense that their education and training should prepare them for this type of working arrangement”*

(Romanow, 2002)

# Collaborative Practice



# Health Council

*“... Health Care Delivery models of the future clearly envisions teams of health care providers working together to meet patient needs...”*

## **Health Council of Canada Inaugural Report, 2005**

# *IECPCP* Objectives

- Increase number of educators prepared to teach from an IECPCP perspective
- Increased the number educated for IECPCP
- Demonstrate the benefits and dissemination of best practices
- Facilitate interprofessional collaborative care in the both the education and practice settings

***NEW WAY OF DOING BUSINESS***

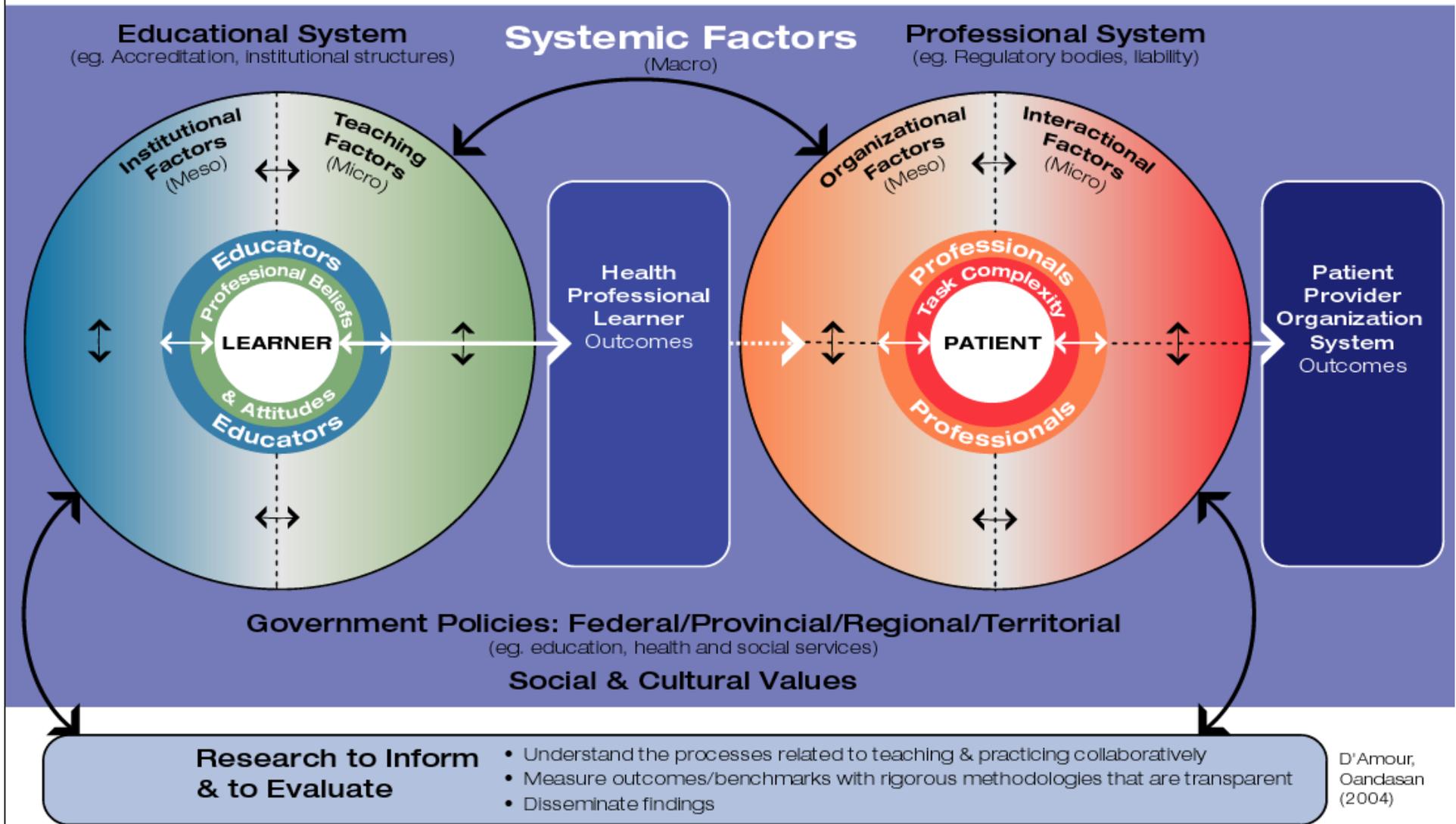
# Interprofessional Education for Collaborative Patient-centred Practice: An Evolving Framework

14/05/04

Interprofessional Education  
to Enhance **Learner** Outcomes

< Interdependent >

Collaborative Practice  
to Enhance **Patient Care** Outcomes





Need to train health professionals to practice collaboratively

Need Teaching Settings with health professionals that practice collaboratively

# Collaborative Practice Model

## Patient/Provider/ Organizational/System Outcomes

### PATIENT

- \* Clinical outcomes
- \* Quality of care
- \* Satisfaction

### PROVIDER

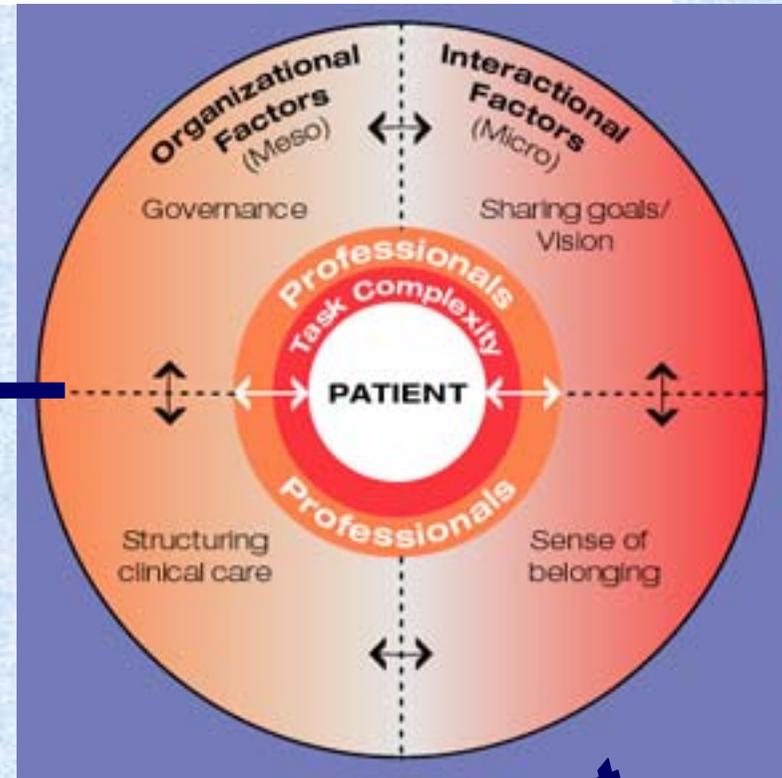
- \* Satisfaction
- \* Well-being

### ORGANIZATION

- \* Efficiency
- \* Innovation

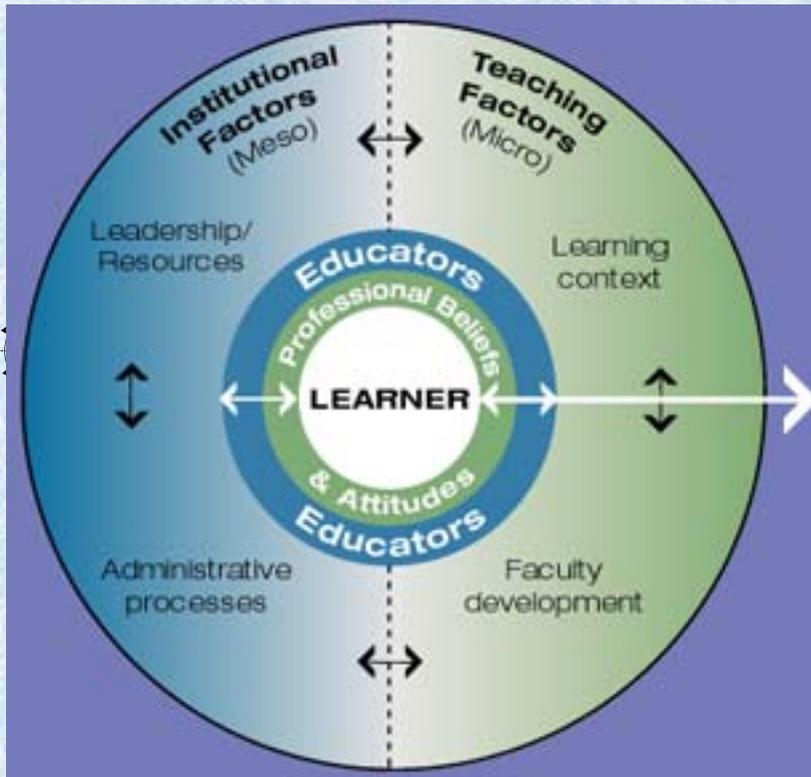
### SYSTEM

- \* Cost effectiveness
- \* Responsiveness



**Patient  
Task Complexity**

# Interprofessional Education Process & Outcomes



## Health Professional Learner Competencies

### KNOWLEDGE

- Roles

### SKILLS/BEHAVIORS

- \*communication \* reflection

### ATTITUDES

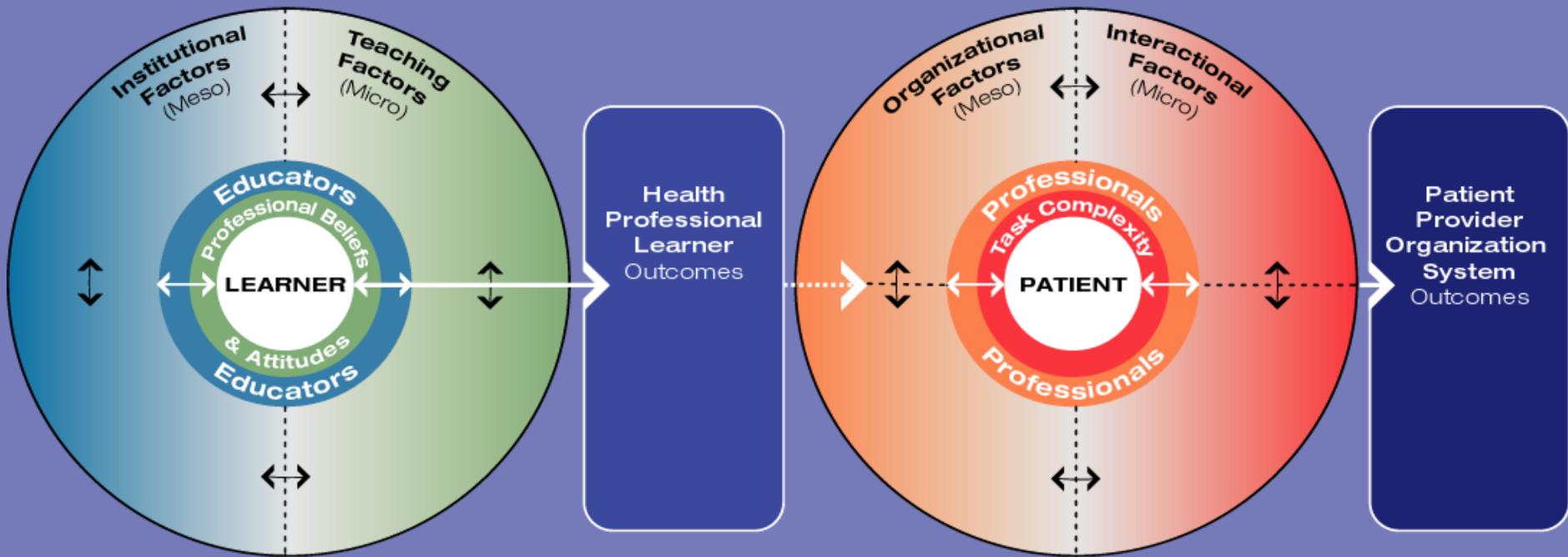
- \*mutual respect \* open to trust \*willing to collaborate

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# Competencies

**There is a need for a continuum of learning in IPE that recognizes that all health professional learners must be competent in being collaborators for patient centred care.**

**“SHARED COLLABORATOR COMPETENCIES”**



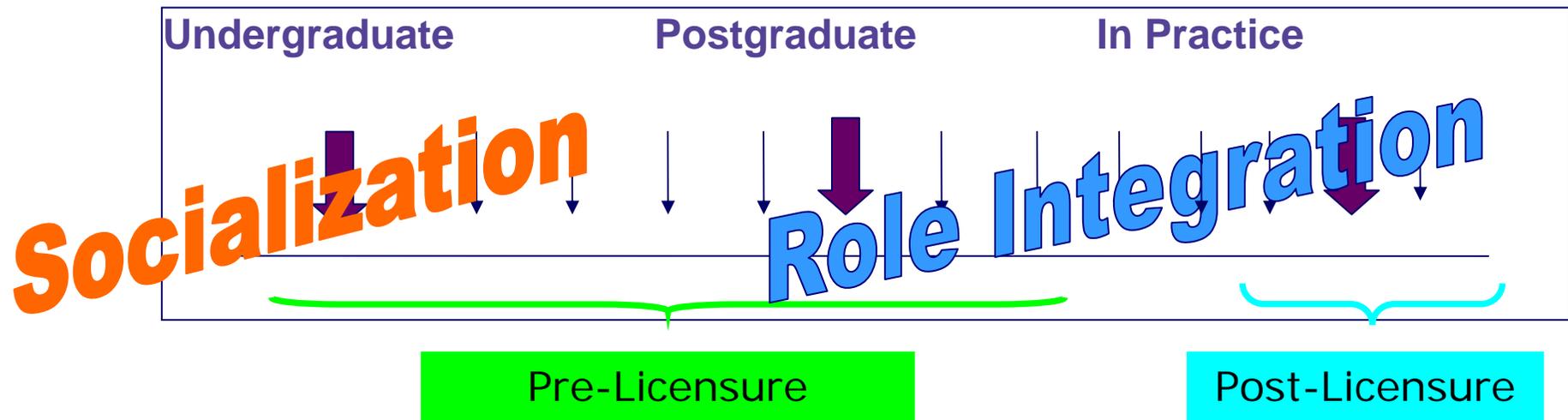
# Phases/Stages of Education

## **Early in training (within first 2 years)**

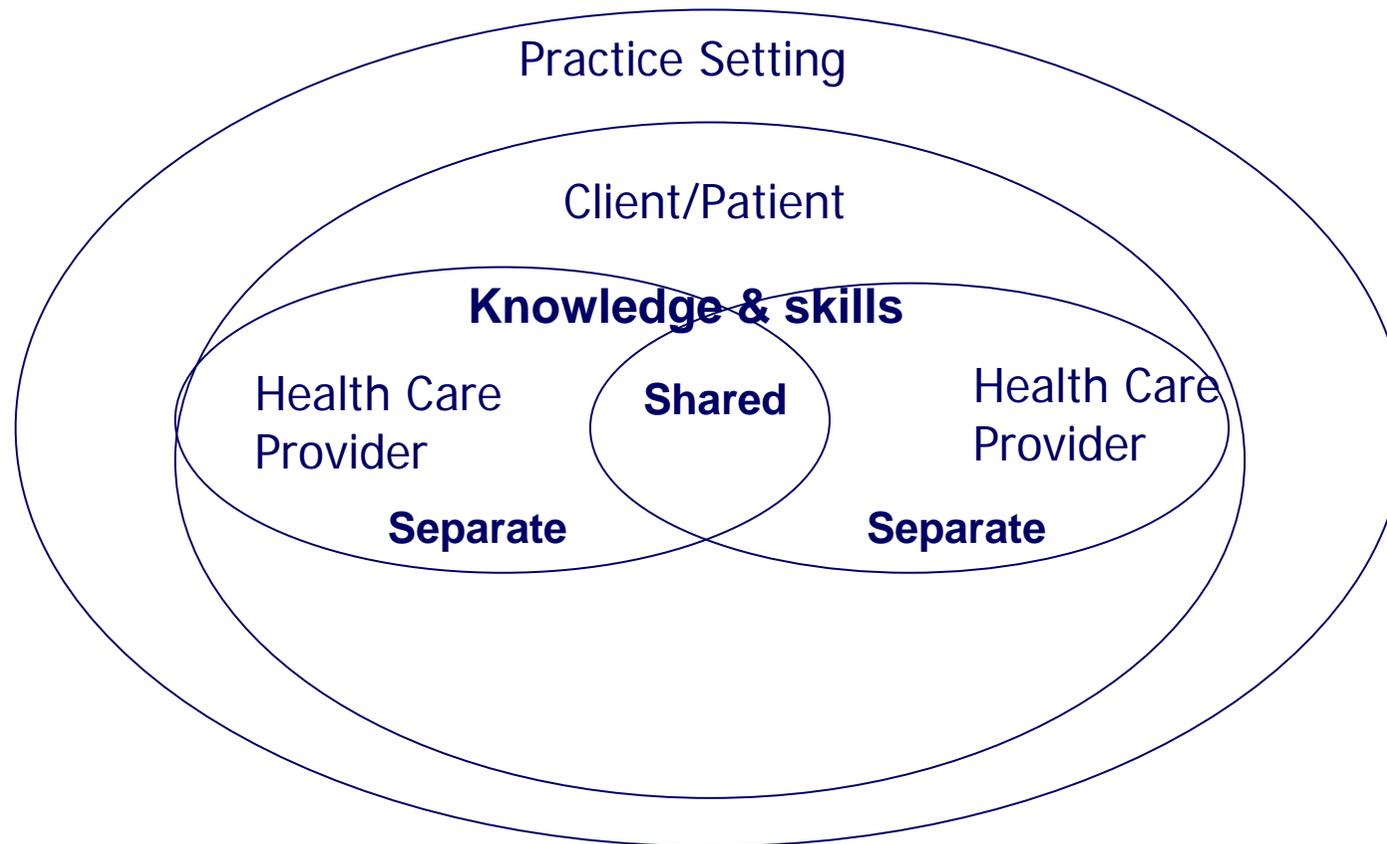
- Experiences of shared learning may better facilitate interdisciplinary collaboration  
**(Horak et al, 1998)**

## **Later in training:**

- individuals must first be secure in his/her competency before can function as a team member **(Petrie, 1976)**



# Fully Using Providers' Knowledge and Skills



# Seven Essential Elements of Collaboration

Co-operation

Assertiveness

Responsibility/

Accountability

Autonomy

Communication

Co-ordination

Mutual Trust & Respect

that support the development and subsequent strengthening of team work.

(Baggs, Weiss, Norsen, Way, Jones, Busing)

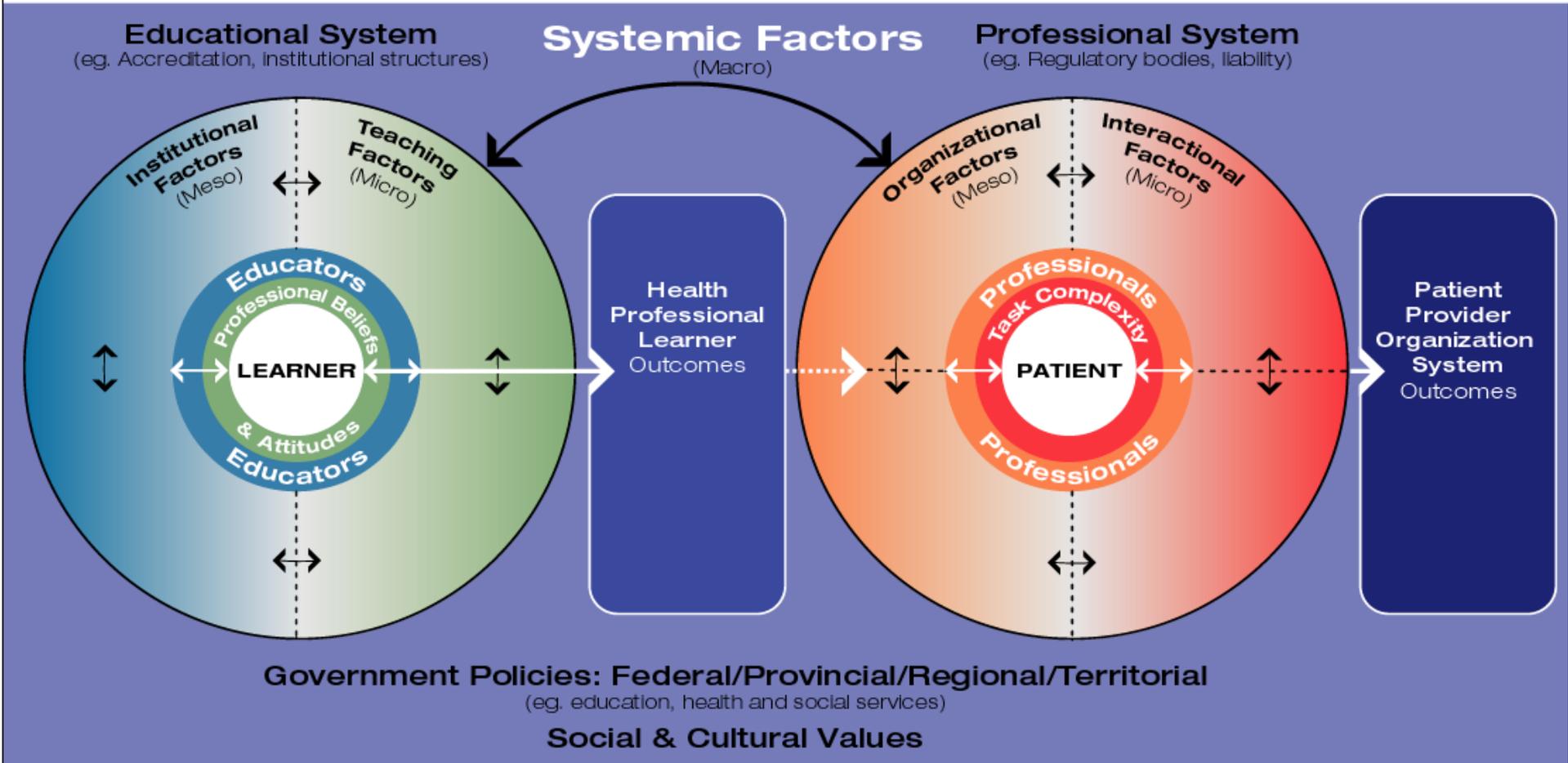
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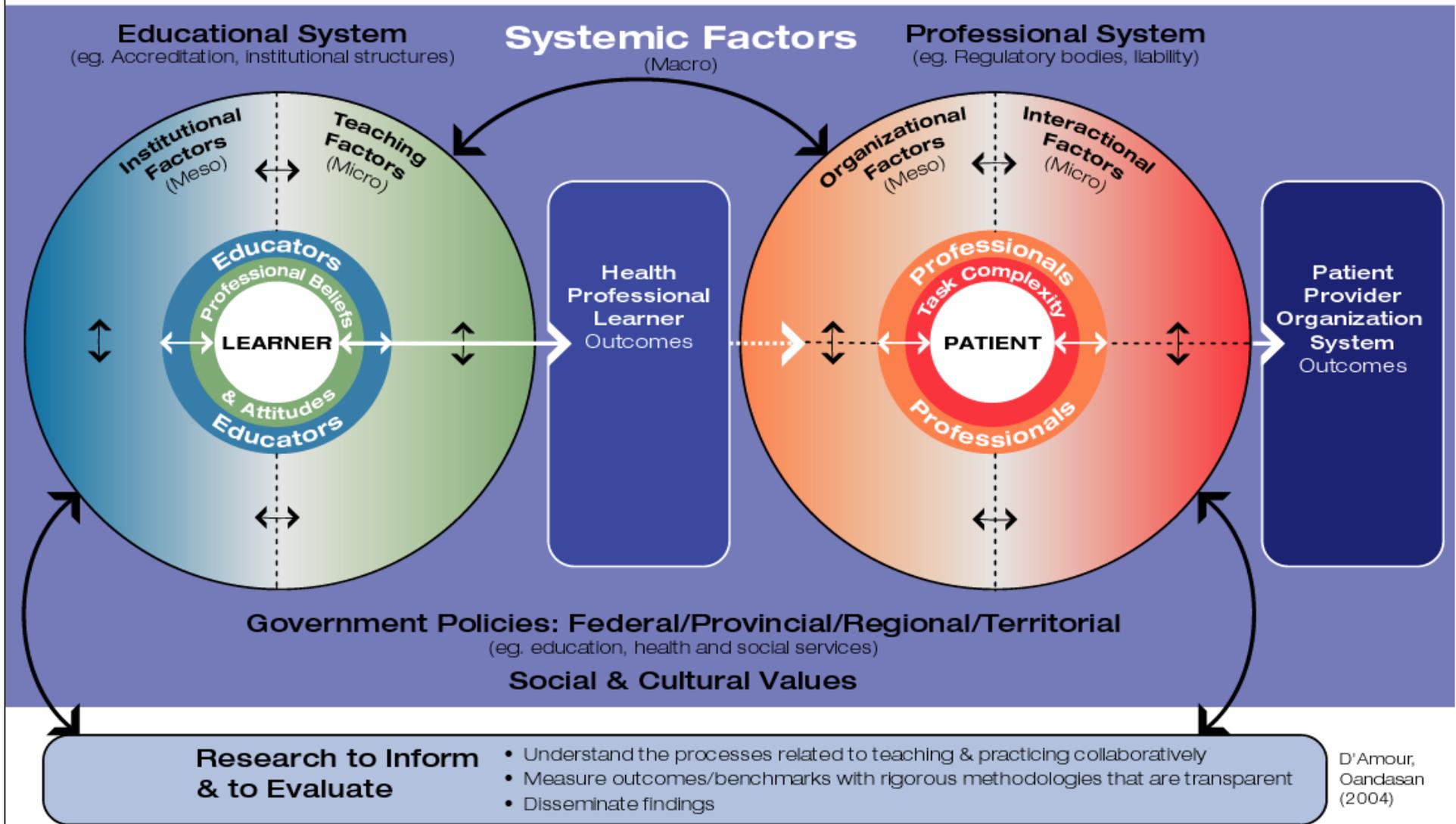
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# Where is IECPCP going?

## **11 Learning Projects**

- + addition of 8-10 from Cycle 2

## **Complementary Projects:**

- Accreditation, Dissemination, Legislation/Regulation, Liability, Academic Barriers, Patient Involvement, Leadership, Clinical Placements

## **National Expert Committee**

## **Dialogue and Discourse**

# Barriers

- **Time**
- **Money/Rewards**
- **Competing Curricular Demands**
- **Logistical**
- **Lack of trust/respect “Hidden Curriculum”**
- **Professional Identity**

# Need:

- **Evidence**
- **Competency-based IPE**
- **Champions**
- **Administrative Leadership**
- **Faculty development/rewards**
- **“Receptor Sites” in practice**



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