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Attaining and Verifying the Interprofessional Capabilities Learners will Need for a Changing World

Abstract:

Interprofessional education occurs when ‘members or students of two or more professions learn with, from and about each other to improve collaboration and the quality of care and services’ (Centre for the Advancement of Interprofessional Education [CAIPE], 2016). It aims to ensure that health professional graduates have the capabilities required for collaborative interprofessional practice (IPCP), which is becoming increasingly critical to the effective care and prevention of the complex health problems that face individuals and communities into the future.

There is broad agreement about the common set of capabilities that health professional graduates require in order to engage in effective IPCP but much less consensus about how learners may be assisted to attain these capabilities across their pre-registration health professional programs. Griffith University in Queensland, Australia, has a large and diverse health faculty where almost 10,000 students undertake a comprehensive range of health professional degrees. It has developed a *programmatic* approach to IPE and a three-phase pedagogy that sequences a range of activities appropriate to learners’ level of development at different points along their programs. Under this methodology, the major interprofessional learning (IPL) occurs through students from different professions participating together as a interprofessional collaborative team in a simulated setting, around the middle of their pre-registration learning. These activities fully comply with the CAIPE definition of IPE cited above but are costly and logistically challenging to implement. Under a programmatic approach, the learning from these highest-level activities can be augmented through the provision of less complex preparatory activities earlier in programs and consolidated through the use of individually-completed ‘capstone’ activities prior to graduation. This presentation will survey the development and implementation of the Griffith IPL framework and offer insights on how best to deliver programmatic IPE across a range of settings.

Appropriate assessment of IPL outcomes is essential both to verify for the community that they have been attained and to convey to learners that this area of learning is valued by the institution. In 2016, a global consultative process was undertaken to derive an international consensus statement on interprofessional assessment, which was published earlier this year. The presentation will consider the findings of this process and describe the methodologies available to educators for assessing IPL.