

# Interprofessional learning in health education: fostering better patient outcomes through targeted collaboration teaching

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# Definition of IPC

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Centre for the Advancement of Interprofessional Education (CAIPE):

*"Interprofessional education involves educators and learners from 2 or more health professions and their foundational disciplines who jointly create and foster a collaborative learning environment. The goal of these efforts is to develop knowledge, skills and attitudes that result in interprofessional team behaviors and competence"*

General expectation that professionals work together as an effective team.

To increase the knowledge of IPL and to give understanding of interpersonal skills.

It has been shown that IPL provides more efficient working teams.

Truly effective care requires interprofessional collaboration.

# Core competencies (IPEC)

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Values/ethics for Interprofessional practice

Roles and responsibilities

Interprofessional communication

Teams and teamwork

# Values/ethics for Interprofessional practice

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- To maintain a **climate of mutual respect** and **shared values**.
- Gain respect of **dignity** and **privacy** of patients.
- Embrace the **cultural diversity** and **individual differences**.
- Develop **trusting relationships** with patients, families and other team members.

# Roles and responsibilities

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- Understanding their **own role** and **role of other professions**.
- **Recognizing** their limitations in skills, knowledge and abilities.

# Interprofessional communication

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- Communicating with patients, families and professionals.
- It supports a team approach to the promotion and maintenance of health.
  - Listening actively,
  - Encouraging ideas and opinions,
  - Using effective communication tools,
  - Using respectful language.

# Teams and teamwork

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- Students perform in different team roles.
- Patient- or population-centred problem solving.
- **Learning to perform on teams in different team roles.**

# Other perspectives

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Quality and safe healthcare.

Patient-oriented care.

*„Collaboration does not simply mean handing the patient chart to the next provider“*

Interprofessional collaboration vs. operating in silos → prevents learning from the strengths of others.



# Interprofessional collaboration (IPC)

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- Optimal approach.
- Participation of different profiles.
- Strategy to improve quality service.

*„The IPE Curriculum is based on a core competency framework that encompasses a learning continuum, moving towards the goal of optimizing the provision of interprofessional collaborative care.“*

# Interprofessional Education Curriculum

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- Administration.
- Curricular activities.
- Facilities.
- Interactive learning:
  - collaborative,
  - experimental,
  - egalitarian and
  - reflective activities.

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- Principles of.
    - I. responsibility,
    - II. accountability,
    - III. coordination,
    - IV. communication and
    - V. mutual trust and respect.
  - Practice learning.
  - Simulation → interprofessional curriculum.
  - IPE learning opportunities.
  - Hidden curriculum.
  - Learning methods.
  - Case-based learning in classroom.
  - Learning with interaction.



# ŠIPK

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- VPMed: *development of technologically supported learning for comprehension of interprofessional collaboration*
- Needs of healthcare providers.
- Various profiles of medical workers.
- Collaboration is the key in today's modern medical treatment of a patient.
- Virtual patient with diabetes.