

DEVELOPING A COMPREHENSIVE INTERPROFESSIONAL EDUCATION (IPE) CURRICULUM FOR HEALTH AND SOCIAL CARE IN NEWFOUNDLAND AND LABRADOR: THE “PROVINCIAL IPE PROJECT” UPDATE

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ABSTRACT: Oral Presentation

Purpose: Interprofessional education (IPE), defined as individuals from two or more health or social care professions “learn[ing] with, from and about each other” (1), enables learners to develop effective collaboration skills and is increasingly understood as critical for medical and other health and social care professions (2). Memorial’s current IPE program evaluation indicates that early stage IPE training positively affects our learners’ attitudes regarding interprofessional care, team skills, and adverse event disclosure.

The Provincial IPE Project is in the process of creating a province-wide, cross-sectoral, pre- to post- licensure IPE curriculum blueprint and evaluation framework. This project will address the acknowledged gaps in IPE training by providing a comprehensive approach to IPE learning across the continuum of health/social care professional development.

The project objectives are to:

1. Develop partnerships and conduct IPE needs/capacity assessments with identified partners across sectors in which health and social professionals learn and work.
2. Develop pre- and post-licensure IPE curriculum and evaluation plans that meet the needs of identified partners.

Memorial’s Centre for Collaborative Health Professional Education (CCHPE) is leading this project in conjunction with academic, government, RHA, and community partners with the ultimate goal of improving safe, patient-centred care through enhanced IPE education across the learning continuum: from undergraduate health and social care learners through continuing education for professionals in practice.

Methods: This mixed methods project includes extensive consultations, key stakeholder interviews, telephone and online surveys, and a comprehensive literature review on best practices in IPE curricular development and evaluation.

Results: This presentation will focus on the IPE needs/capacity assessment results and our process for translating the assessment into a provincial IPE curriculum and evaluation framework.

Conclusion: The Provincial IPE Project has been successful in stakeholder engagement in the consultation and needs assessment data collection processes. Consistent with the increased focus on the value of a robust primary health care system, there is agreement that a provincial IPE program is urgently needed and may be a solution to challenges of the province’s current economic constraints. Ultimately there is recognition that the Provincial IPE Project will result in enhanced education, training, and therefore more comprehensive, effective, patient-centred care.