

## Case Study Higher Education

University Medical Center /  
Interprofessional  
Education

# Developing an Interprofessional Education (IPE) Framework

## BACKGROUND

International interest in the development of IPE as a learning and clinical practice tool to improve patient care is growing

IPE is still an emerging trend in health education in the Middle East. While some initiatives were reported, IPE is not yet an integral part of healthcare curricula in the region

Most academic accreditation bodies in the United States and internationally require the delivery of IPE and collaborative practice in health-related curricula (Zorek & Raehl, 2013)

## EXECUTIVE SUMMARY

### Client Challenges

The Board of Trustees of an accredited University approved the establishment of new schools of medicine and nursing with the condition that multidisciplinary learning activities had to be implemented. Accordingly, the University decided to initiate and develop IPE for its 5 health and social care programs (medicine, pharmacy, nursing, nutrition and social work).

- Three of the 5 professional programs involved were new, yet all programs had distinct curricula and different time, schedule and course plans
- There were significant differences in students' characteristics, learning needs, knowledge levels, and approaches to care
- Stereotyping of professions by faculty, students, and institutions in the Middle East was identified as a challenge to overcome

### Our Solution

- Formed an IPE Workgroup of 13 faculty from the schools of nursing, pharmacy, medicine, and arts and sciences
- Incorporated IPE in the University strategic plan and established an IPE budget
- Created direct and indirect learner assessment strategies

### Our Intervention's Impact

#### Academic and Schools

##### - Student satisfaction and readiness for interprofessional practice

- Participation in the IPE Steps increased student scores on the three readiness for interprofessional learning scales (Teamwork and Collaboration, Professional Identity, and Patient Centeredness) and unified them across majors and genders
- Learning assessment scores met the performance standards for all IPE outcomes
- The 1100 students who participated in IPE were highly satisfied with the learning experience

#### Dissemination

- The University sponsored a regional conference, "Advancing Patient Care through Interprofessional Collaboration"
- The University offered simulation workshops to introduce participants to specific strategies for fostering teamwork in patient care

- **University became the pioneer of IPE in the country**
- **Participation in the IPE Steps increased student scores on the three readiness for interprofessional learning scales**

**For more information:**

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## IN FOCUS

### Key Client Challenge

There was an urgent need to implement IPE at the University.

### Our Solution

#### Management and Governance

##### - *Workgroup Formation*

- An IPE Workgroup of 13 faculty from the schools of nursing, pharmacy, medicine, and arts and sciences (nutrition and social work programs) was formed in 2010 to work on a strategy to implement IPE at the university
- The workgroup:
  - Identified resources and commitments necessary to facilitate IPE
  - Examined best practices in IPE curriculum planning and design
  - Defined its mission, objectives and learning outcomes
  - Embarked on the journey to excellence

##### - *Leadership/management of IPE at the University*

- Implemented a multidisciplinary shared governance structure
- Formed subcommittee within the workgroup to deal with specific aspects such as didactic IPE, IPE assessment, practice IPE, and conference planning
- Incorporated IPE in the University strategic plan and established an IPE budget

#### Educational and Professional Development

##### - *Didactic IPE program*

- The workgroup established a full-fledged didactic IPE Program. It consists of a series of five half-day learning modules offered throughout the curriculum of all health and social care students
- Students from different professions are grouped together by program level (entry, intermediate or advanced) based on their amount of clinical experience and familiarity with interdisciplinary practice
- Each module includes breakout sessions in which students from different professions are clustered into small teams, each of 8-12 students
- Students earn an IPE Certificate once they complete the didactic IPE program

##### - *Practice IPE program*

- Launched in 2016, the Practice IPE Program aimed to bring IPE out of the classroom, by providing students with hands-on experience and benefiting the community
- Faculty members led activities involving students from two or more health and social care majors. Examples of activities include community awareness campaigns and health fairs (e.g. energy drinks and diet pills, osteoporosis, diabetes...), interprofessional case presentations, and clinical simulation

##### - *Assessment and Evaluation*

- Created direct and indirect learner assessment strategies
- Students and faculty are asked to complete evaluations for their IPE learning activities using validated instruments. Data generated from these assessments guide the future direction of the IPE program

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