

Inter-professional Education: Current Rationale, Resources, and Relevance

Inter-professional Education (IPE) is regarded by the World Health Organization, the Institute of Medicine, and the Prevention Education Resource Center as a potential means to reduce medical errors and improve the health care system.⁽¹⁻³⁾ The Institute of Medicine's landmark work *To Err is Human*, estimated that 98,000 people die each year due primarily to poor systems design, lack of teamwork, and distrust among health care professionals.⁽⁴⁾ Canadian leaders believe that inter-professional collaboration leads to improved delivery of healthcare as well as improved effective and efficient use of resources.⁽⁵⁻⁶⁾

IPE has been described as any form of health training in which team learning is the emphasis among students of various health professions. As in any team structure, individuals are aware of their unique role to contribute to the team's success. A recent clinical trial contributes evidence that patient care outcomes are improved in a team intervention compared to a lone professional.⁷

Various medical schools have taken the initiative to incorporate meaningful inter-professional experiences into their curricula, which vary by their unique contexts. However, frameworks for success have been shared in the academic community. Below is a compilation of resources that have been published in the journal published by the Association of American Medical Colleges, *Academic Medicine*:

- Changing the Future of Health Professions: Embedding Inter-professional Education Within an Academic Center (2010)⁸
 - Medical University of South Carolina (MUSC) shares its experience with weaving IPE experiences throughout its education, showcasing their history and development.
 - The framework presented could be generalized to other institutions in order to build IPE as a core component of education.
- Making Inter-professional Education Work: The Strategic Roles of the Academy (2008)⁹
 - Information gathered in 2007 about five Canadian IPE programs is used to consider what elements at an institution produce a successful program. Barriers and challenges are also addressed.
 - Could be used to improve an existing IPE program or improve IPE incorporation into the core of an institution's education.
- CLARION: A Novel Inter-professional Approach to Health Care Education (2006)¹⁰
 - CLARION is a student-run organization at the University of Minnesota, founded in 2001. Stands for Clinician/ADMINISTRATOR RELATIONSHIP IMPROVEMENT ORGANIZATION.
 - Medicine, Nursing, Pharmacy, and Public Health students come together at the organization's capstone event, the "Inter-professional Case Competition"
 - They share their experiences in developing their mission statement, rationale, and evaluations. A great resource for students who wish to design highly effective programs at their own institutions.

The development of inter-professional and leadership qualities is necessary for success in a changing medical environment. This document serves to provide a current collection of resources that can assist a representative of the OSR to make meaningful changes in IPE at their home institutions.

Resources:

¹ Institute of Medicine. Health Professions Education: A Bridge to Quality. Washington, DC: National Academy Press; 2003.

² World Health Organization. Working Together for Health: The World Health Report 2006. Geneva, Switzerland: World Health Organization; 2006.

³ Prevention Education Resource Center. Interprofessional education. Available at: <http://www.teachprevention.org/interprofessional.php>. Accessed February 3, 2010.

⁴ Institute of Medicine. To Err is Human: Building a Safer Health System. Washington, DC: National Academy Press, 2000.

⁵ Scott C, Thurston W. The influence of social context on partnerships in Canadian health systems. *Gen Work Organ*. 2004;11:481– 505.

⁶ McNair RM. The case for educating health care students in professionalism as the core content of interprofessional education. *Med Educ*. 2005;39:456–464.

⁷ Janson SL, Cooke M, McGrath KW, Kroon LA, Robinson S, Baron RB. Improving Chronic Care of Type 2 Diabetes Using Teams of Interprofessional Learners. 2009; 84 (11): 1540-8

⁸ Blue AV, Mitcham M, Smith T, Raymond J, Greenberg R. Changing the Future of Health Professions: Embedding Interprofessional Education Within an Academic Center. *Academic Medicine*. 2010; 85:1290-1295

⁹ Ho K, Jarvis-Selinger S, Borduas F, Blye F, Hall P, Handfield-Jones R, et al. Making Interprofessional Education Work: The Strategic Roles of the Academy. *Academic Medicine*. 2008; 83:934-940

¹⁰ Johnson AW, Potthoff SJ, Carranza L, Swenson H, Platt CR, Rathbun JR. CLARION: A Novel Interprofessional Approach to Health Care Education. *Academic Medicine*. 2006; 81:252-256