

Standardizing interprofessional graduate attributes in university health professional study programs – lessons learnt and opportunities uncovered

Nathan Reeves¹ and Gary D. Rogers²

¹ School of Allied Health Sciences, Griffith University, Gold Coast Campus, Queensland, Australia

² School of Medicine, Griffith University, Gold Coast Campus, Queensland, Australia

Inter-Professional Education

What is it?

Inter-professional education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.

(Centre for the Advancement of Interprofessional Education, 2002)

Why do it?

There is a particular need for healthcare disciplines to embrace interdisciplinary/collaborative learning due to far-reaching changes to current and emerging community healthcare needs.

(Collaborating across boundaries – a framework for an integrated interprofessional curriculum, Office for Learning and Teaching, 2015)

Inter-Professional Education

Why do it?

All users of health and human services shall be **entitled to fully integrated**, interprofessional collaborative health and human services.

Health worker education and training prior to practice shall contain significant core elements ... of interprofessional education. These ... shall contain **practical experiences** ... [and] ... will be **formally assessed**.



Program Interprofessional Learning Internal Accreditation

Where did we start?

Griffith Health Framework for Interprofessional Learning

- Organisational principles
- Scope and application
- Threshold learning outcomes
- Three-phase interprofessional pedagogy
- Curricular and pedagogical standards
- Assessment standard



Health IDEAS

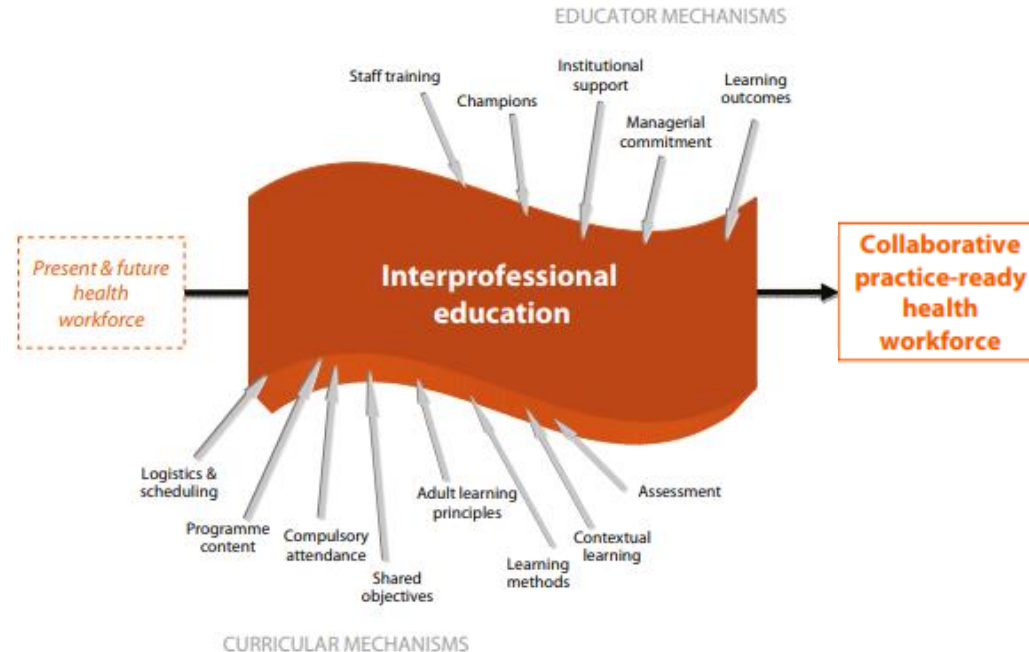
Griffith Health Institute for the Development of Education And Scholarship

**Griffith Health Framework for
Interprofessional Learning**



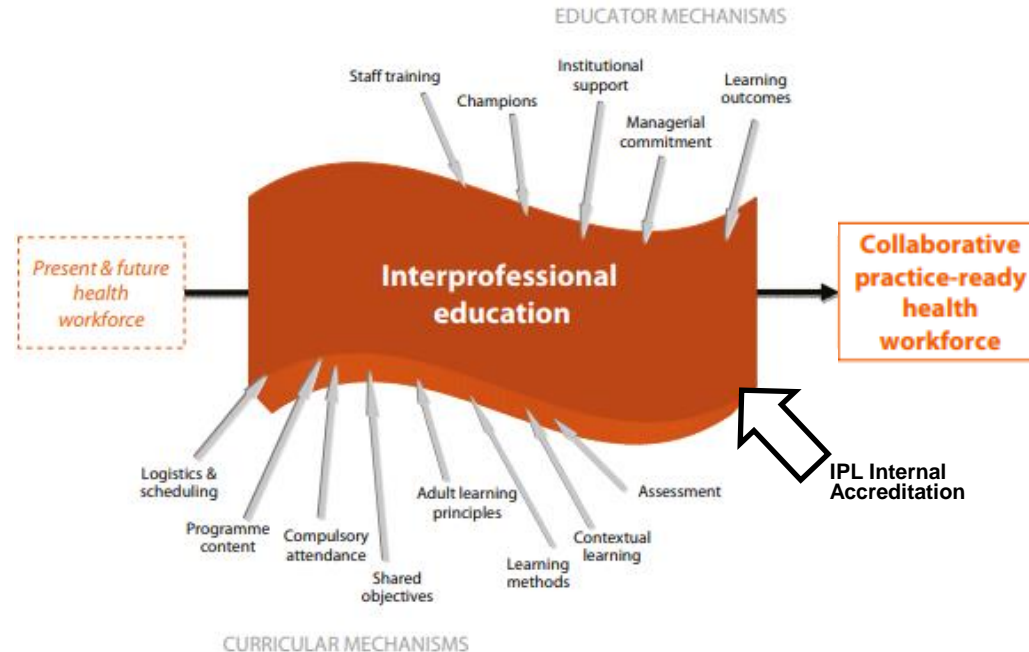
Program Interprofessional Learning Internal Accreditation

What we did



Program Interprofessional Learning Internal Accreditation

What we did



Program Interprofessional Learning Internal Accreditation

What we did

Template

- Curricular and pedagogical standards (1-12)
 - » Standard 1: The program includes interprofessional learning activities from all three pedagogical Phases of the *Framework*, which are located at points in the learning pathway appropriate to students' stage of professional development and must be completed successfully prior to graduation
 - » Standard 2: The program's interprofessional learning activities are based on sound pedagogical practices, for which there is evidence of effectiveness in optimizing the learning of adults
 - » Standard 5: The program's interprofessional learning activities all have clear learning outcomes that are summatively assessed
 - The program includes cognitive learning assessment of the student's health professions literacy
 - The program includes observational assessment of the student's performance in an interprofessional team in a simulated or real practice environment

Program Interprofessional Learning Internal Accreditation

What we did

Template

- Threshold Learning Outcomes Matrix (1-12)

Interprofessional Learning Threshold Learning Outcome		Program Course			
Number	TLO	Title	Learning Outcome	Learning Activity	Assessment Activity
1	Articulate the purpose for effective interprofessional practice in relation to optimizing the quality, effectiveness and person-centredness of health and social services, in order to enable patients, clients and communities to maximize their health and wellbeing	1205MED Health Challenges for the 21 st Century	5. Understand the roles of various health care practitioners in integrative health care; 6. Describe the roles, responsibilities, practices and expertise of effective members of your own profession and members of other major health professions	Professional accreditation and recognition lecture	Employability written assignment
		4605AHS Professional Practice in Exercise Physiology III	1. Explain pathological and pathophysiological bases, and roles of health professionals, in delivering multidisciplinary care to clients across a range of musculoskeletal, neurological, cardiorespiratory, metabolic, and others conditions within the AEP scope of practice; 3. Employ the range of communication and behavioural change strategies, from an intra and interprofessional perspective (including motivational interviewing, clinical engagement, etc.) relative to a client's current and future position on their illness and treatment trajectory to facilitate mitigation of cognitive, behavioural and other influencing factors; 4. Demonstrate professional conduct and evidence-based practice in the assessment, treatment and management of a client's needs across a range of musculoskeletal, neurological, cardiorespiratory, metabolic, and others conditions within the AEP scope of practice in inter and intraprofessional contexts	IPL Simulation – Cardiovascular Disease Case Study; IPL Simulation – Metabolic Condition Case Study; IPL Simulation – Palliative Care Case Study; D-IPL Docs; VARS; CLEIMS 3	Pre simulation quiz (selected responses); Post simulation reflection; Exercise program and report portfolio
		4606AHS Exercise Physiology Practicum	3. Communicate effectively with other professionals and work cohesively as a team	Clinical Practicum - All students will be required at a minimum to complete a cardiopulmonary/metabolic and neuromuscular/musculoskeletal practicum. For each placement students are required to log 140 hours as per the requirements for ESSA. Additionally students are required to accumulate 80 hours of "other" health related activities. Each placement will span for 6 weeks across a variety of health settings including hospitals, community centres, private practices and sporting facilities. Students are required to attend placement full time.	Workplace based assessment; Clinical practice reflection tasks

Program Interprofessional Learning Internal Accreditation

What we found

Accreditation review panel

- Accreditation provided sufficient flexibility to accommodate a diverse range of IPE in study program across the health faculty
- Enough rigor to ensure that study programs meet internal and external minimum IPE standards
- Provide programs the opportunity to reflect on IPE design and implementation

Bachelor of Clinical Exercise Physiology

- Completing the accreditation encouraged a phased pedagogical and programmatic approach to IPE

Masters of Speech Pathology

- Accreditation process helped to map IPE activities across the program which was beneficial for external accreditation requirements

Program Interprofessional Learning Internal Accreditation

What next

Role out the accreditation across all programs in the Griffith Health stable

Revise and refine accreditation template

Review and update IPL standards and threshold learning outcomes

Implement annual reporting for accredited programs

Share IPE offerings across the health group to support continuous improvement

Disseminate findings of GU experience nationally/internationally in an effort to:

- Influence a broader adoption of IPL accreditation in educational institutions
- Elevate the importance of IPL/IPCP in health profession regulatory bodies

Acknowledgements

IPSBLAC (Interprofessional and simulation based learning advisory committee)

<https://www.griffith.edu.au/griffith-health/learning-and-teaching/health-ideas/interprofessional-simulation-based-learning/interprofessional-and-simulation-based-learning-advisory-committee>

Dr Ronelle Hewetson, Lecturer – Speech Pathology

References

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Collaborating across boundaries – a framework for an integrated interprofessional curriculum, Office for Learning and Teaching, 2015

Questions



Nathan Reeves n.reeves@griffith.edu.au