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

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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?

The World Health Organization and its partners recognize interprofessional collaboration in education and practice as an innovative strategy that will play an important role in mitigating the global health workforce crisis.

Interprofessional education is a necessary step in preparing a ‘collaborative practice-ready’ health workforce that is better prepared to respond to local health needs.

WHO, Framework for Action on Interprofessional Education & Collaborative Practice, 2010
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.

Sydney Interprofessional Declaration, Global Conference for Interprofessional Education & Collaborative Practice 2010
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
Program Interprofessional Learning Internal Accreditation

What we did

WHO, Framework for Action on Interprofessional Education & Collaborative Practice, 2010
Program Interprofessional Learning Internal Accreditation

What we did

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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)**

<table>
<thead>
<tr>
<th>Interprofessional Learning Threshold Learning Outcome</th>
<th>TITL</th>
<th>Learning Outcomes</th>
<th>Program Course</th>
<th>Learning Activity</th>
<th>Assessment Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 enhance patients, clients and communities to maximize their health and wellbeing.</td>
<td>L09912</td>
<td>1. Understand the roles of various health care practitioners in integrated health care. 2. Describe the roles, responsibilities, practices and expertise of effective members of your own profession and members of other major health professions.</td>
<td>Professional accreditation and recognition lecture</td>
<td>Employability written assignments</td>
<td></td>
</tr>
<tr>
<td>2. Professional Practice in theory and physiology</td>
<td>4604446</td>
<td>1. Explain pathological and physiological bases, and roles of health professionals, in delivering multidisciplinary care to clients across a range of musculoskeletal, neurological and respiratory, metabolic, and others conditions within the APD scope of practice. 2. Identify the range of communication and behavioural change strategies, from an intra and interprofessional perspective (including motivational interviewing, clinical engagement, etc.) related to a client’s current and future position on their APD and treatment trajectory to facilitate mitigation of cognitive, behavioral and other influencing factors. 3. 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 APD scope of practice in inter and interprofessional contexts.</td>
<td>Role simulation – Cardiovascular Disease Case Study; Role Simulation – Neurological Condition Case Study; Pre-simulation – Narrative Care Case Study D-APD data analysis 1;</td>
<td>Pre-simulation quiz (selective responses); post simulation reflection; feedback; program and report portfolio</td>
<td></td>
</tr>
<tr>
<td>3. Exercise Physiology Practicum</td>
<td>4604446</td>
<td>Communicate effectively with other professional and work cohesively as a team.</td>
<td>Clinical Practice – All students will be required to complete a 60-hour minimum. Students are required to log 30 hours to complete the requirements for 2. Clinical practice reflection tasks</td>
<td>Role play board assessment; Clinical practice reflection tasks</td>
<td></td>
</tr>
</tbody>
</table>
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

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References


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

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