



The role of professional bodies in planning an interprofessional education and collaborative practice undergraduate curriculum

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Introduction

Collaborative-ready practitioners



Statutory/Regulating
embedding **IPECP** into curriculum.

Professional
bodies,



Interprofessional education

- **Interprofessional education (IPE):** “When students from two or more professions **learn about, from and with each other** to enable effective collaboration and improve health outcomes” (WHO, 2010).
- **Interprofessional collaborative practice (IPCP):** “When multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest **quality of care**” (WHO, 2010).

Please note: difference between IPE and IPECP:

IPE education component

IPECP application of IPE during clinical practice.

Why is IPECP so relevant now?

- **Healthcare needs:** complicated conditions requiring a team of healthcare professionals.
- **Healthcare worker shortage:** work smarter not harder. Focus on **quality**.
- **Reconceptualization** of healthcare professions education in South Africa.



Important considerations

“Framework for Action on Interprofessional Education and Collaborative Practice” (WHO, 2010).



Important considerations

Interprofessional education of health profession students **promoting, recognising and prioritising teamwork.** Frenk et al. (2012)

IPECP embedded in health professions education as formal part of the curricula. Stone (2010)



Interprofessional Education Networks



AfrIPEN to advocate for, collaborate on, promote and share good practice of IPECP in Sub-Saharan Africa.

Method

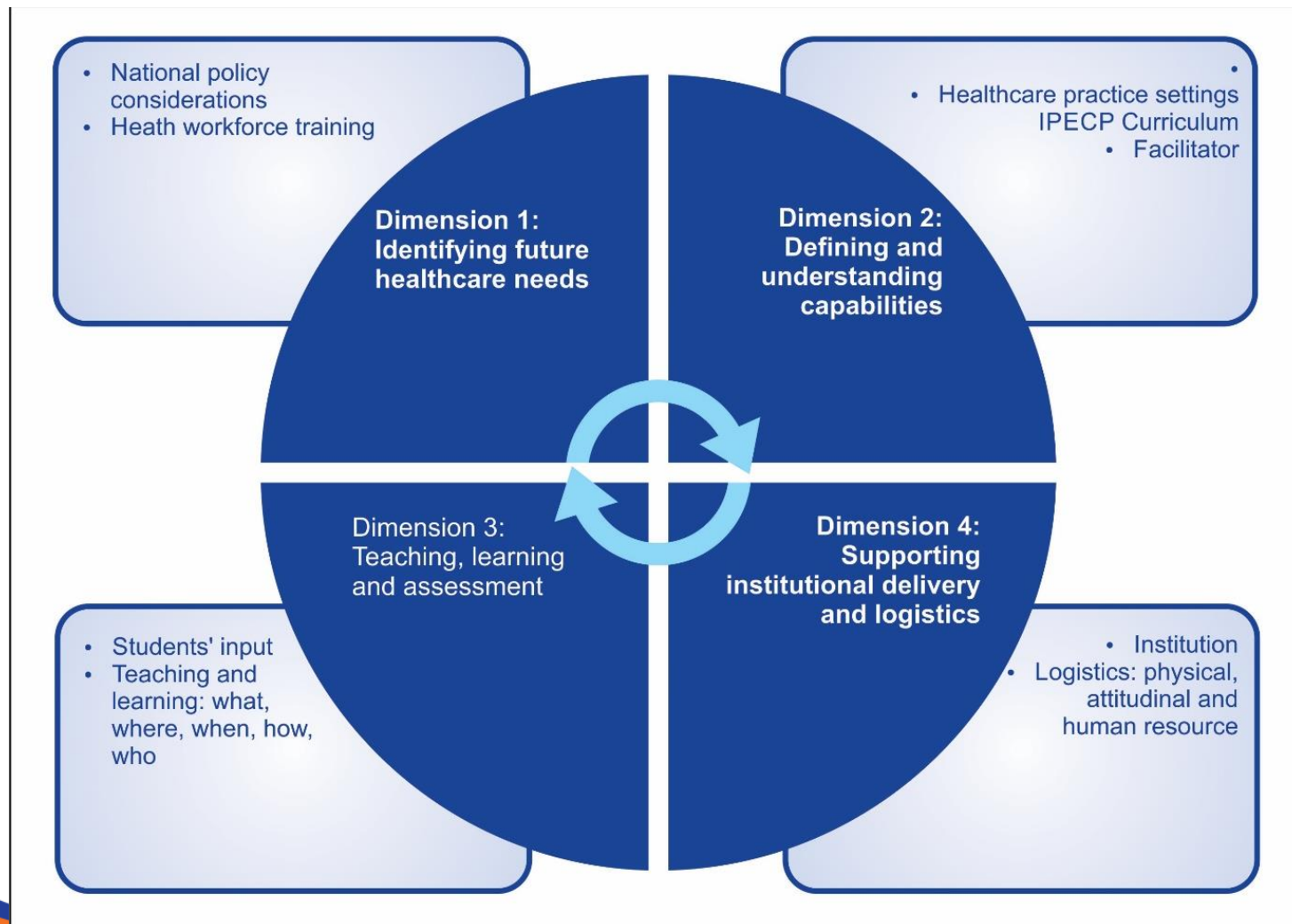


A scoping review Joanna Briggs

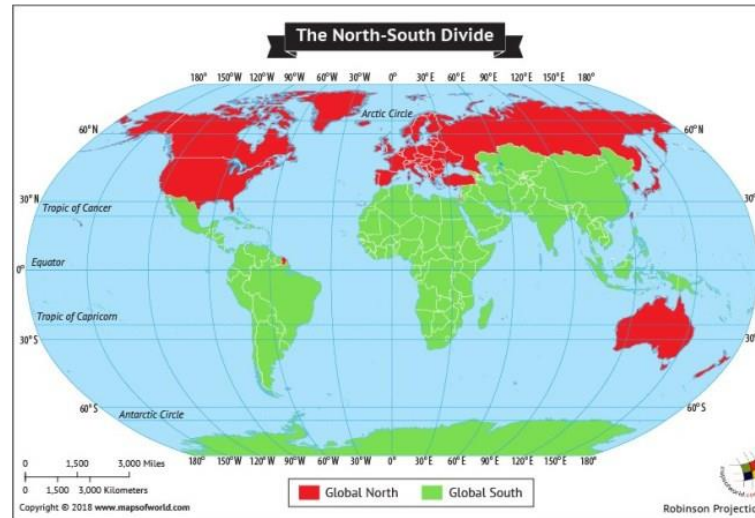
Seven databases were searched.

Four Dimensional Curriculum Framework. Lee et al. 2013

Four Dimensional Curriculum Framework



Results



Global North dominate findings:

National IPECP initiatives and Core Competency Guidelines are in place

Professional organisations play a leadership role

Results

Health and education policies

- **Internationally** e.g. WHO framework
- **Nationally: Health policies** e.g. professions' regulatory bodies e.g. HPCSA; **Education policies** - ASSAF document, 2018
- **Locally** e.g. university mission and vision.

ASSAF report

Academy of Science of South Africa
Reconceptualization Health Professions Education

Recommendation 8: a multi-stakeholder, national working group is needed to

- **develop and guide**
- **identify experts to represent**
- **engage stakeholder**
- **delineate IPECP competency framework and an IPECP curriculum.**

Implications for practice

HPCSA expectations act as a **facilitator**.

Spans many professions with **different regulatory bodies** e.g. HPCSA, Pharmacy Council and Nursing Council.

Professional Boards expectations differ.

Role of HPCSA

- Establish a **working group** to guide IPECP implementation through stakeholder analysis and plans for stakeholder engagement and buy-in.
- Agree on **IPECP core competencies** for South Africa.
- **Align expectations** of different professional boards on IPECP.

Conclusion

The **role of the HPCSA** in embedding IPECP in curriculum **is vital**.

A **nationally coordinated approach** including a national research programme (Alinier et al, 2014, Mathews et al, 2011) and national leadership (Steketee et al., 2014) **yields results**.

References

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Thank You

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