WHO Study Group on Interprofessional Education and Collaborative Practice: A Symposium

Jean Yan, John Gilbert, Steven Hoffman, Sylvia Rodger and Yuichi Ishikawa

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Outline

• Setting the Scene (Yan)
• WHO Study Group on IPE and CP (Hoffman)
• Working Group Reports (Rodger, Ishikawa and Gilbert)
• Importance and Potential Impact (Gilbert)
• Questions (You!)
Global Health Workforce Challenge

- Worldwide shortage of 4.3 million health workers!

World Health Assembly Resolution 59.23

Rapid scaling-up of health workforce production through various strategies including the use of “innovative approaches to teaching in industrialized and developing countries”

WHO’s IPE Journey

1978: Primary Health Care, HFA


IPE: Country action

IPE embedded in WHO Programs


2006: WHA Resolution 59.23 Rapid Scaling –up of Health Worker Production

2007: WHO Study Group on IPE and CP

2008: Renewed PHC: 30th Anniversary of PHC
Launching the WHO Study Group on Interprofessional Education and Collaborative Practice
WHO Study Group on IPE and Collaborative Practice

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Partnering Organizations

1. UK Centre for the Advancement of Interprofessional Education (CAIPE)
2. Canadian Interprofessional Health Collaboration (CIHC)
3. Canada’s National Health Sciences Students’ Association (NaHSSA)
4. European Interprofessional Education Network (EIPEN)
5. Nordic Interprofessional Network (NIPNet)
6. Journal of Interprofessional Care (JIC)
7. The Network: Towards Unity for Health
8. Australasian Inter Professional Practice and Education Network (AIPPEN)
Terms of Reference

1. To review and evaluate outcomes of 1988 report of the WHO Study Group on Multiprofessional Education of Health Personnel (WHO, 1988);

2. To assess current state of research evidence on interprofessional education and collaborative practice, synthesize it within an international context, and identify the gaps that must still be addressed;
Terms of Reference

3. To conduct an international environmental scan to uncover successes, barriers, and enabling factors, and identify the best practices currently known in this area;

4. To develop a conceptual framework that would identify the key issues that must be considered and addressed;
Terms of Reference

5. To identify, evaluate and synthesize evidence on the facilitators, incentives and levers for action; and

6. To evaluate the efforts and contributions of this WHO Study Group.
WHO Symposium

Announcement in JIC (Dec 2007)

WHO Study Group on IPE and Collaborative Practice

Jean Yan, RN, PhD, John H. V. Gilbert, PhD, and Steven J. Hoffman, BSc

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The urgency for action to enhance human resources for health internationally was recently highlighted by the World Health Report 2006: Taking Action Together for Health which revealed an estimated worldwide shortage of almost 4.3 million doctors, nurses, and support workers. The 50th World Health Assembly recognized this crisis and adopted a resolution in 2004 calling for a rapid scaling-up of health workforce production through various strategies including the use of “innovative approaches to teaching in industrialized and developing countries.”

As one innovative strategy to help tackle the global health workforce challenge, we are pleased to announce the launch of the World Health Organization (WHO) Study Group on Interprofessional Education and Collaborative Practice. Working in collaboration with the International Association for Interprofessional Education and Collaborative Practice (InECoP), this initiative builds upon the considerable progress that has been achieved in this area since WHO first identified interprofessional education as an important component of primary health care in 1978 and issued its technical report on this subject in 1985. Not only will the WHO Study Group conduct a much-needed international evidence scan and an assessment of the current state of research in this area, but it will also identify, evaluate, and corroborate the evidence on potential facilitators, incentives, and levers for action that could be adopted as part of a global strategy for interprofessional education and collaborative practice (Exhibit 1). This work will form the basis for follow-up efforts and ensure that future activities are rooted in the best evidence possible.

Co- Chairs: Jean Yan, RN, PhD, Department of Human Resources for Health, World Health Organization, Geneva, Switzerland, and John H. V. Gilbert, PhD, College of Health Disciplines, University of British Columbia, Vancouver, Canada.
Short-Term Timeline

• Feb 2007 – Preliminary Discussions at WHO HQ
• Mar 2007 – Talks with InterEd / Recruitment of Co-Chairs
• April 2007 – Selection of Membership / Theme Leaders
• Sept 2007 – Co-Chairs / Theme Leaders Meeting
• June 2008 – WHO Study Group Meeting

• Summer 2008 – Complete Initial Working Group Projects
• Aug 2008 – Working Group Reports
• Sept 2008 – Draft Report
• Oct 2008 – Final Report and Policy Brief
• Jan 2009 – Submission to WHO’s Executive Board
Final Report

• A Framework for Action
  – Making the Case for IPE and CP
  – Policy guidance related to IPE, CP and SLSS
• Influence national health policymaking
• Developed and developing countries
• Series of appendices
• Complementary communication tools, guidelines and policy briefs
Challenges

• Limited resources (financial and secretariat)
• Stretched across 19 time zones!
• Language barriers
• Reliance upon email and teleconferencing
Enabling Mechanisms

• Dedication / generosity of Study Group Members
• Renewed focus on “health professions” at WHO HQ
• Partnering Organizations
• International Association for Interprofessional Education and Collaborative Practice (InterEd)
Welcome

InterEd is a response to the expressed need of exponents of interprofessional education and collaborative practice worldwide for a collective voice and a forum for mutual exchange. Conceived in Vancouver, Canada, in 2004 during the second All Together Better Health conference, the proposal attracted added support and momentum in Toronto in 2005 from international delegates attending a North American interprofessional conference ...

ANNOUNCEMENTS

August 29, 2007 - InterEd Goes Live ... read more >

We hope that you like our new and improved website. It is your opportunity to share information, get involved in InterEd and to start up lively debates about what really matters.

LATEST NEWS

August 7, 2007
IPE Down Under.

August 7, 2007
Undergraduate IPE comes to Oulu

June 26, 2007
All Together Better Health Conference III, 2006 April

More News >

UPCOMING EVENTS

All Together Better Health IV
International Conference in Sweden, June 2008

The 2007 Network: TUFH Conference will be held in Kampala, Uganda from September 15 to 20, 2007.

Collaboration Across Borders Conference in Minneapolis, USA, October 24 - 26 2007

More Events >
Achievements

• Work Products
  – Learning Outcomes Paper
  – IECP Glossary
  – IPE International Scan
  – Draft Definition of CP
  – Series of CP Case Studies
  – Progress Reports for Each Working Group

• Meeting and Gatherings
  – *Many* teleconferences – Co-Chairs, Leaders and Working Groups
  – Theme Leaders’ Meeting at WHO HQ, Geneva, Sept 2008
  – Full WHO Study Group Meeting, Stockholm, June 2008
Working Group Updates
IPE Working Group

• Starting point was BEME Systematic Review of IPE
• Identified major gaps
• Areas of Work
  1. International Environmental Scan (Sylvia Rodger/S.Hoffman)
  2. IPE Glossary (Marilyn Hammick)
  3. IPE Learning Outcomes (Jill Thistlethwaite/Monica Moran)
  4. Faculty/Staff Development (Madeline Schmitt/Lesley Hughes)
IPE International Environmental Scan

- International scan completed (n=396)
- Participants from 20+ countries
- Under-representation from developing countries (8%)
- Ongoing analysis (quantitative/qualitative)
- Following-up on examples of assessment
- IPE is alive and well, but not always assessed/evaluated
- Perceive significant learning, practice and policy benefits

- Contact: Sylvia Rodger (s.rodger@uq.edu.au)
IPE Glossary

• Need for a common language
• Developed based on published research literature and expert input from WHO Study Group members
• Items still missing…
• Draft glossary available for your feedback!

• Contact: Marilyn Hammick (mhammick@gmail.com)
IPE Learning Outcomes

• Literature review undertaken
• Clarification of terms
  – E.g., outcomes, objectives, competencies and capabilities
• Need for explicit outcome-led approach to IPE
• Feedback sought at ATBH IV Workshop

• Contact: Monica Moran (m.moran@uq.edu.au)
IPE Faculty/Staff Development

- Literature review of published and gray literature
- Received limited attention in published research
- Underlying pedagogy is not well understood or valued

- **Contact:** Madeline Schmitt
  (madeline_schmitt@urmc.rochester.edu)
CP Draft Definition

• Collaborative practice is the provision of comprehensive health and human services by multiple health workers and others who work together with patients/clients, their families, and extended caregivers to deliver quality care and services within and across settings.

• Health workers are "all people engaged in actions whose primary intent is to enhance health“ (World Health Organization, 2006)

• Contact: Yuichi Ishikawa (yishikaw@kobe-u.ac.jp)
CP Case Studies

• Series of case studies on CP in primary health care
• 2 or 3 from each of WHO’s six regions
  – Americas
  – Africa
  – Eastern Mediterranean
  – Europe
  – South-East Asia
  – Western Pacific
• Highlight how CP works and its potential outcomes
• Synthesize experiences in light of the evidence base

• Contact: Louise Nasmith (louise.nasmith@ubc.ca)
SLSS Context of Change

- Changing nature of service demand shaped by demographic trends and population needs
- Changing healthcare behaviour
- Changing involvement of communities and individuals
- Growing demand and finite resources
- Evolving appropriate service delivery models
System-Level Supportive Structures

• Opportunities to learn and work together
  – Policy issues
    • E.g., driving team-based practice; leadership; incentives; staff development

• HR strategies: encourage the development of IPE as part of workforce preparation

• Infrastructures for lifelong learning in both education and practice settings

• Other structural issues
  – E.g., legislation, regulation, accreditation, remuneration, compensation
Questions?

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