

# Interprofessional Education within the Radiation Oncology Field

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## Session Description

Interprofessional Education (IPE) is a pedagogical approach for academically preparing health professions students to work as cooperative teams for the purpose of improving the overall quality of health care. It also promotes holistic patient-centered care by promoting a collaborative teamwork environment.

The goals of IPE are to:

- improve patient care;
- lower health care cost;
- decrease patients' length of stay;
- and reduce medical errors.<sup>(1)</sup>

## Context within Curriculum<sup>2</sup>

Profession-specific skills should still remain the core component of curricula with IPE integrated across disciplines' learning.



## An Evolving Practice

- The most significant use of IPE has been among colleges or schools and from those in the same profession.
- IPE cultivates opportunities for respect and trust to be nurtured and developed across multiple specialties and team member responsibilities.
- Some accrediting bodies in both the health care industry and those in health care education have added IPE expectations to their standards and guidelines.
- Although more widely adopted in clinical settings, health care management/administration areas are also seeing an increased expectation for IPE related exposure. <sup>(1)</sup>

## Clinicians Perspective on IPE

- Training of healthcare professionals relies heavily on actual clinical experience in the healthcare setting, especially from preceptors that provide specific guidance and mentoring.
- These preceptors traditionally have been the main mentor, training students their own profession, but a new shift is taking place where inter-professional collaborative practice between multiple healthcare providers synchronize care to provide patient-centered, high quality care.
- This type of care in the healthcare setting has proven to improve healthcare outcomes for the patient as well provide a more versatile training environment for students.
- This type of education style in the clinical setting is needed in order to prepare the health professional trainees because it helps students to understand the roles and responsibilities of the different professions as well as build a strong foundation in inter-professional communication and teamwork.
- Hence, the scope of clinical education now expands to include IPE and is being recognized as a viable model for students to learn in and more broadly and clearly understand the inter-workings of the healthcare environment.<sup>(3)</sup>

## IPE in the Classroom

- IPE has been identified as an area where a major gap exists in faculty development.
- A vast majority of faculty surveyed said they had not received any training on IPE.
- Faculty in the study would welcome training and development in IPE to improve their inter-professional knowledge and skills.
- Health system challenges span across all disciplines in healthcare. Therefore, educators must all adopt a team-based, cross-disciplined, and integrative approaches to the education and training of health care professionals.
- Restructuring of curriculum and facilities will allow academic institutions to better meet the challenge of ensuring the well-being of patients and communities.<sup>(4)</sup>

## Administrators Perspectives on IPE

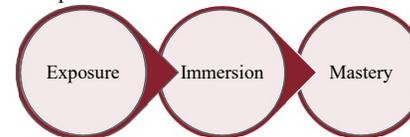
- IPE has shown positive results in error reduction and quality of care.
- National effort to establish IPE opportunities for students in health-related professions.<sup>(4)</sup>
- Supports the Affordable Care Act goals on team-based care.
- Creates a work culture where joint decision making between all members of the healthcare team should be come the norm.
- Leadership support of interprofessional collaboration is vital.<sup>(5)</sup>

## Why IPE is Important in Education

- IPE prepares future clinicians to deliver patient-centered care as members of inter-professional teams.
- IPE and collaborative practice are increasingly linked to improved patient outcomes and patient experience.
- IPE includes management for cost effective and efficient patient care decision making.
- Stakeholders in clinical education recognize their responsibilities to positively impact future patient outcomes through training students for patient-centered and collaborative care.<sup>(6)</sup>

## The UBC Model<sup>7</sup>

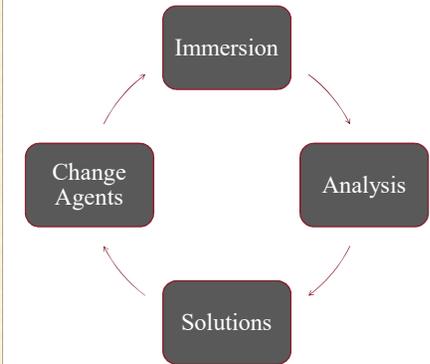
The University of British Columbia (UBC) model was developed to match IPE strategies based on students' level of learning and stage of development.



- Exposure: introduce IPE, gain deeper understanding of own profession and gain appreciation for roles of other professions
- Immersion: learn collaboratively, integrate 'self-reflection' needed for IPE
- Mastery: integrate skills into daily practice, develop advanced critical thinking skills and contribute to interprofessional teams

## The Leicester Model<sup>4</sup>

The University of Leicester model was developed based on adult learning principles and aimed to promote deep thinking.



Interprofessional teams are immersed in a real-life experience, analyze the various perspectives, develop solutions to the problem, and present findings to promote change.

## References

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