Teaching & Scholarship News

University of Regina | Faculty of Nursing

This issue:
Interprofessional education & interprofessional practice

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This issue is written by

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Teaching and Scholarship News *is a monthly newsletter that helps you stay updated on current topics and trends in nursing education.*

In the first edition of Teaching & Scholarship News, written by Laurie Clune, we examine the shifting focus from interprofessional education (IPE) to interprofessional practice (IPP) and interprofessional collaboration (IPC).

What does the CRNS say about IPE, IPP, and IPC?

RN - Knowledge-Based Practice The registered nurse practices using evidence-informed knowledge, skills, and judgment from diverse sources of knowledge and ways of knowing. The registered nurse upholds this standard by:

- Applying a knowledge base from nursing in the practice of registered nursing.
- Applying knowledge from other disciplines through interprofessional **collaboration and decision-making** in the best interest of the client.
- Applying knowledge from nursing and other disciplines concerning current and emerging health care issues. RN-Practice-Standards-2019.pdf (crns.ca)

NP - Demonstrate leadership that contributes to high-quality health care system. Build partnerships with **inter- and intra-professional and intersectoral teams,** individuals, communities, and organizations to achieve common goals and shared vision.

Intersectoral collaboration is the joint action taken by health and other government sectors, as well as representatives from private, voluntary, and non-profit groups, to improve the health of populations. Intersectoral action takes different forms such as cooperative initiatives, alliances, coalitions, or partnerships (Government of Canada and Public Health Agency of Canada, 2016). nurse-practitioner-entry-level-competencies.pdf (crns.ca)

What's new in interprofessional education (IPE)?

Khalili, H., Lackie, K., Langlois, S., da Silva Souza, C. M., & Wetzlmair, L. C. (2024). The status of interprofessional education (IPE) at regional and global levels – update from 2022 global IPE situational analysis. *Journal of Interprofessional Care*, *38*(2), 388–393. https://doi.org/10.1080/13561820.2023.2287023

IPE is successfully implemented when:

- There is institutional and individual support and commitment to IPE.
- There is integration and recognition of IPE in curricula and faculty development.
- IPE is valued by accreditation and regulatory bodies.
- Evidence informed IPE and assessments are available.

Barriers to the successful implementation of IPE:

- Underfunding and undervaluing of IPE initiatives.
- A lack of administrative support for initiative development implementation and evaluation.
- Neglected recognition of IPE activities for academic promotion.
- Insufficient numbers of IPE champions or role models for both faculty and students.

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A SHIFTING FOCUS TOWARDS INTERPROFESSIONAL COLLABORATION AND PRACTICE

O'Leary, N. (2019). 'Bumping along': a qualitative metasynthesis of challenges to interprofessional placements. . *Med Educ*, *53*, 903–915. https://doi.org/ https://doi.org/10.1111/medu.13891

This article examines not only IPE but also IPP (interprofessional practice). IPP is a praxis experience where two or more professions come together at a clinical site to deliver care. In placements, students apply the principles of IPE learned in theory classes as they work within the interdisciplinary team. The value of IPP is threefold: 1) collaboration skills are developed; 2) praxis occurs in informal ways; and 3) interprofessional development is encouraged. The challenges of IPP are: 1) negotiating and planning for practice settings where students can work together; 2) poor IPP experiences can adversely impact an understanding of other professions and negatively impact future collaborations; and 3) a better understanding of the actual impact of IPP has on interprofessional practice and decision making is required.

Nagel, D.A., Penner, J.L., Halas, G. *et al.* Exploring experiential learning within interprofessional practice education initiatives for pre-licensure healthcare students: a scoping review. *BMC Med Educ* 24, 139 (2024). https://doi.org/10.1186/s12909-024-05114-w

In Canada, interprofessional collaborative team-based approaches to care are necessary for health care reform and better delivery. These approaches promote safer, integrated, coordinated, and holistic client care. Effective Interprofessional practice (IPP) has positively impacted client health outcomes through enhanced coordination of care and optimization of health service delivery.

While academic institutions incorporate interprofessional education (IPE) and interprofessional collaborations (IPC) as part of the theoretical preparation of students, more attention is necessary to integrating IPP into experiential learning approaches. Some promising frameworks for integrating IPE learning in experiential ways include Leicester's Model of Interprofessional Education, Kolb's experiential learning theory (KELT), and Wenger's Communities of Practice model. Creating learning activities and interprofessional experiences based on these approaches is promising. In the future, an emphasis on evaluating student expe-

Resources:

Interprofessional Collaboration - Canadian Nurses Association (cna-aiic.ca)

Interprofessional Education (aacnnursing.org)

Canadian Interprofessional Health Collaborative (CIHC) framework | Office of Interprofessional Education - McGill University

Evidence for IPE/IPP Bing Videos

Supporting nursing intraprofessional collaboration: A framework designed by nurses for nurses (youtube.com)

Are you interested in writing an issue of Scholarship News? Do you have a topic you would like to learn more about?
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