



Seminar-Workshop
on Interprofessional
Education (IPE)
Write-up

By: Irishfel Cyrille V. Guanlao

INTERPROFESSIONAL



**Overview
of IPE**

EDUCATION

Global Perspectives on IPE and IPC



The health system worldwide is currently facing shortage problems on the present and future health workforce who are responsible for implementing health services to a growing number of clients acquiring more complex health concerns (WHO, 2010). With this, the WHO created a *Framework of Action towards Interprofessional Education and Collaborative Practice* to provide a clear strategy for health and educational institutions to introduce Interprofessional Education (IPE) among health science students and professionals leading to a more collaborative-practice ready workforce resulting to Interprofessional Collaboration (IPC). IPE occurs when two or more professions (students or professionals) learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO, 2010; Barr & Low, 2013). The successful implementation of IPE results to Interprofessional Collaboration (IPC), which occurs when two or more professionals work together between organizations with individuals, families, groups, and communities (Barr & Low, 2013). The translation of IPE to IPC is a proposed mechanism of action that will enable the global health care system to achieve enhanced health outcomes benefiting clients around the world (WHO, 2010).

Although IPE and IPC are perceived to be strategic in solving present health problems globally, its implementation is seen to be a challenge among health institutions due to its novelty and logistical demands (Gilbert, 2005). Likewise, the success of IPE requires consistent administrative support, which is already seen to be a challenge in itself by educators and policy makers (Lee, et al., 2011).

A global survey led by Rodger and Hoffman (2010) revealed an environmental scan confirming that IPE is being implemented in 41 countries within 14 health professions. The survey had 396 respondents who gave their comprehensive descriptions pertaining to their IPE experiences in terms of instruction and evaluation.

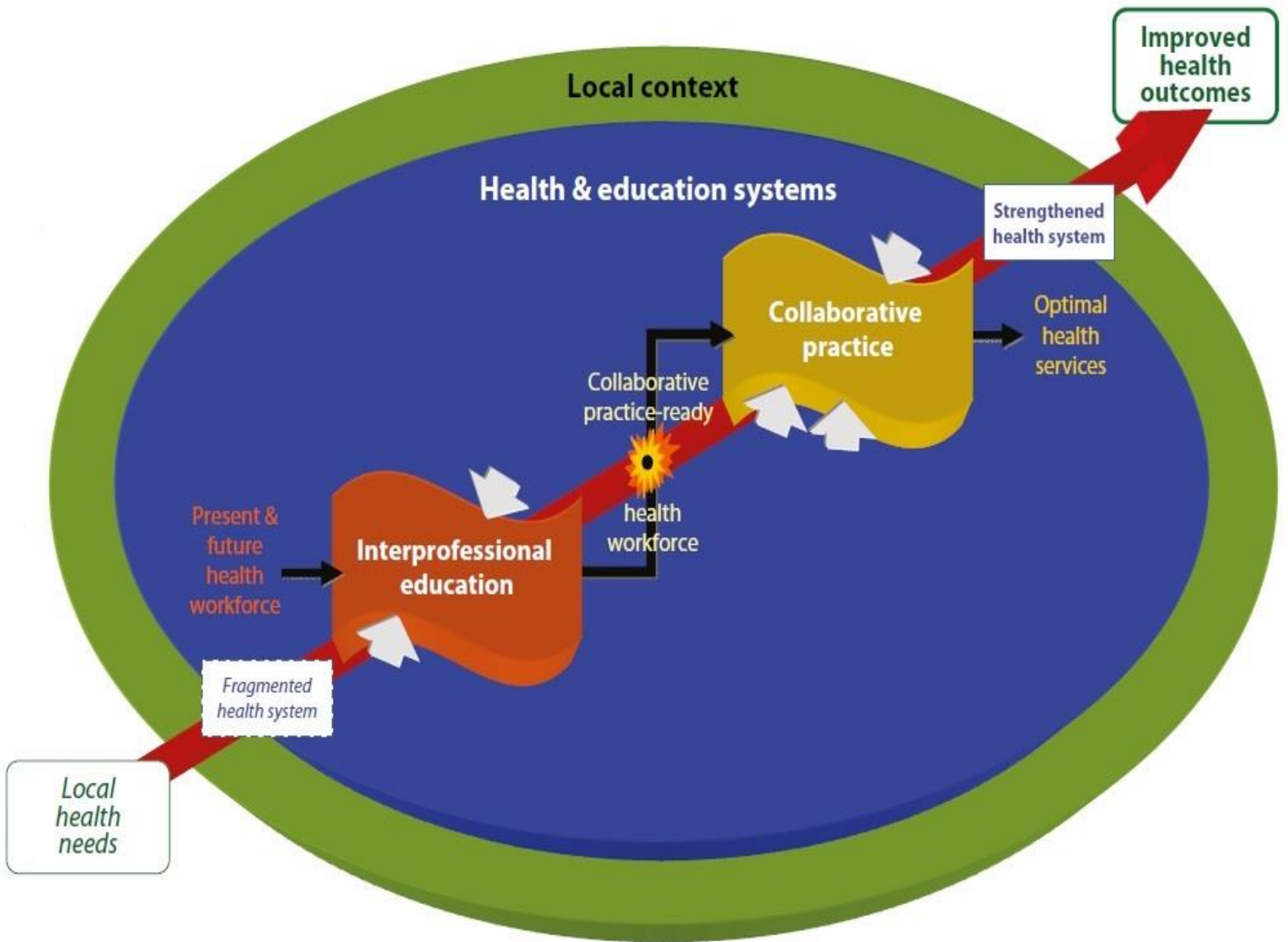


Figure 1. Framework of Action towards Interprofessional Education and Collaborative Practice (WHO, 2010)

Interprofessional Education in the Philippines




The University of the Philippines Manila (UPM) and its Community Health and Development Program (CHDP) presented IPC among five groups of health science students (occupational therapy, physical therapy, speech-language pathology, medicine, and nursing) through the use of family case management to actual patients in San Juan, Batangas in 2013 (Opina-Tan, 2013). The UPM is able to address the shortage of health workers in the community and develop a culture of interprofessional education and collaboration within the university through the CHDP (Guinto, 2014). Earlier, a perception study was conducted in UPM that ascertained the positive perception of Filipino physical therapists towards collaboration with medical doctors (Aguila, Sardan, Uy, Ventura, & Vidamo, 2009). Both these Philippine-based studies focused on describing IPC experiences and perceptions among health students and professionals.

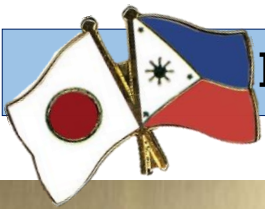
In terms of IPE, a recent study comprehensively described the IPE experiences of Filipino occupational therapists, physical therapists, and speech-language pathologists working in the Philippines (Sy, 2016). The same study also compared the attitudes of this group of rehabilitation science professionals towards IPC in relation to their prior IPE experience, professional background, number of years in practice, and practice setting where they work. In spite the growing number of IPE and IPC-related studies in recent years, there is still a lack of Philippine-based researches that investigate the attitudes towards IPE of a wider group of health science students towards IPE.

Initially, the onset of IPE at AUF was through the advancement of its faculty. Preferred faculty members from the three (3) departments – occupational therapy (n=2), pharmacy (n=1), and physical therapy (n=2), attained international training on IPE at the Gunma University and Niigata University of Health and Welfare (NUHW) (Ogawara, et al., 2010; WHO, 2011, p. 23; Magara, 2012). In the IPE trainings, diverse educational activities were incorporated such as didactics, case-based learning, problem-based learning, group discussions, and field trips.

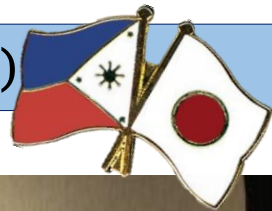
IPE Training Course 2015

Date: 25th Aug – 31th Aug, 2015
Venue: Kusatsu Seminar House

 Centre for Research and Training on Interprofessional Education, Gunma University




IPE Training Course at Gunma University (2015)





IPE Training Course 2015

Date: 25th Aug – 31th Aug, 2015
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 Centre for Research and Training on Interprofessional Education, Gunma University





 **IPE Course Program at Niigata University Health and Welfare (2015)** 





**Interprofessional
Education
Seminar-Workshop
in
Angeles University
Foundation**



AUF Human Resources Development Center

invites faculty members and staff to a Seminar-Workshop entitled



Interprofessional Education: Enacting Outcomes-based Education (OBE) Principles towards Actual Health Care Needs

40 SLOTS ONLY

Inclusive of:

- ▶ Free Food and Drinks
- ▶ Certificate for Continuing Education
- ▶ Interprofessional Fellowship

WHO Certified Interprofessional Education Trainers (Gunma University, Japan)



Roi Charles S. Pineda, MSc, OTR, OTRP
AUF-Department of Occupational Therapy
Lecture 1: Basic Principles in Interprofessional Education and Collaborative Practice

BS Occupational Therapy, cum laude (2009)
University of the Philippines Manila

MSc in Applied Physical Activity (2014)
Katholieke Universiteit Leuven (Belgium)
Univerzita Palackého v Olomouci (Czech Republic)



Michael P. Sy, MHPEd, OTRP
AUF-Department of Occupational Therapy
Lecture 2: Interprofessional Education Process as Applied in the Local Health and Education Systems

BS Occupational Therapy (2009)
University of the Philippines Manila

Master of Health Professions Education (2016)
University of the Philippines Manila
National Teacher Training Center for the Health Professions



Reeva Ann L. Sumulong, MS, RPh
AUF-Department of Pharmacy
Workshop: Orientation to the IPE Workshop Process and Case Studies

BS Pharmacy (2007)
University of the Philippines Manila

MS Chemistry (2014)
Ateneo de Manila University

Certificate of Teaching Program (2015)
Philippine Normal University

IPE Seminar Details



July 29, 2016
(Friday)
08:00 – 12:00



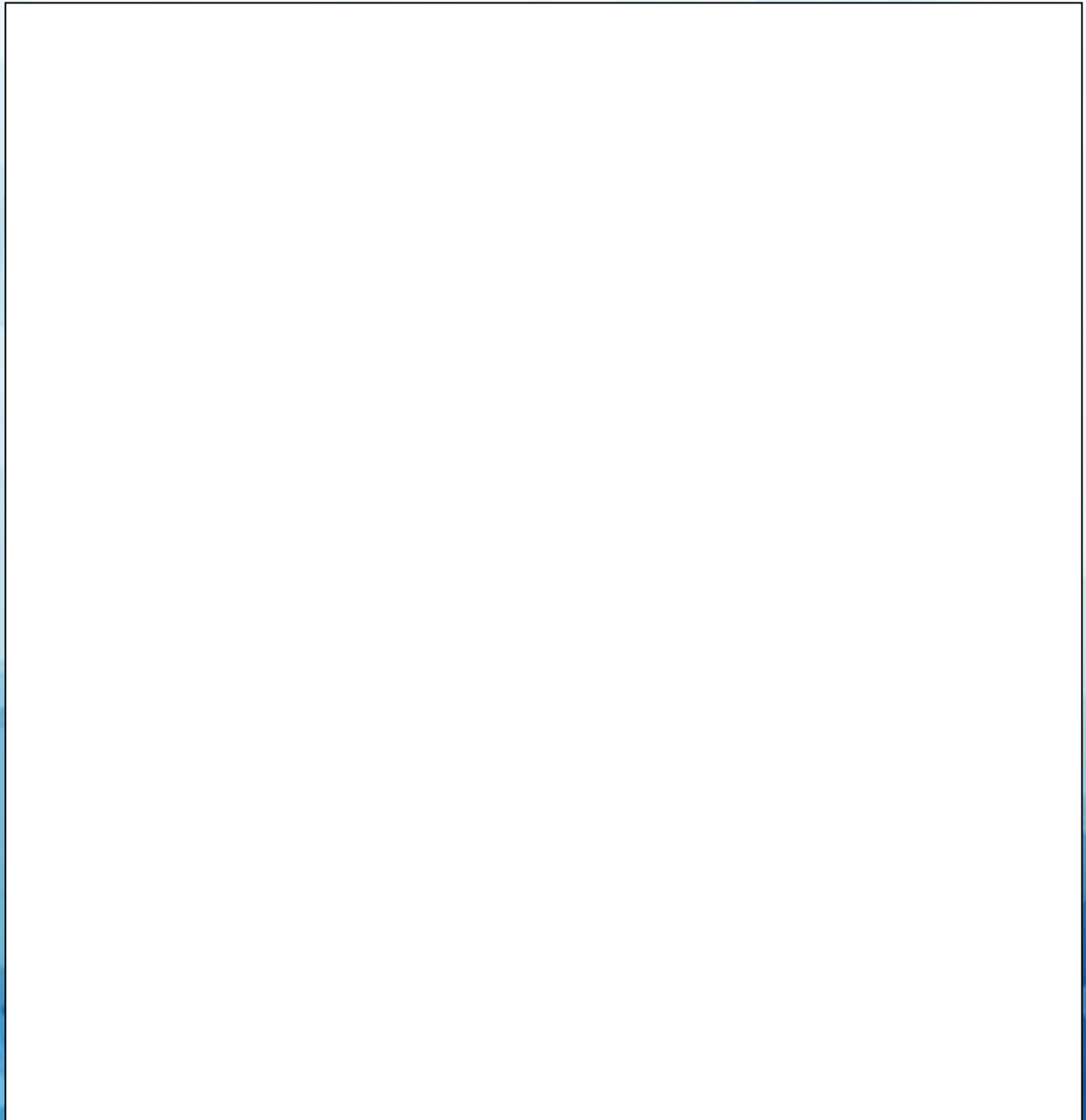
Sports and Cultural
Complex (SCC)
Rooms 108-109

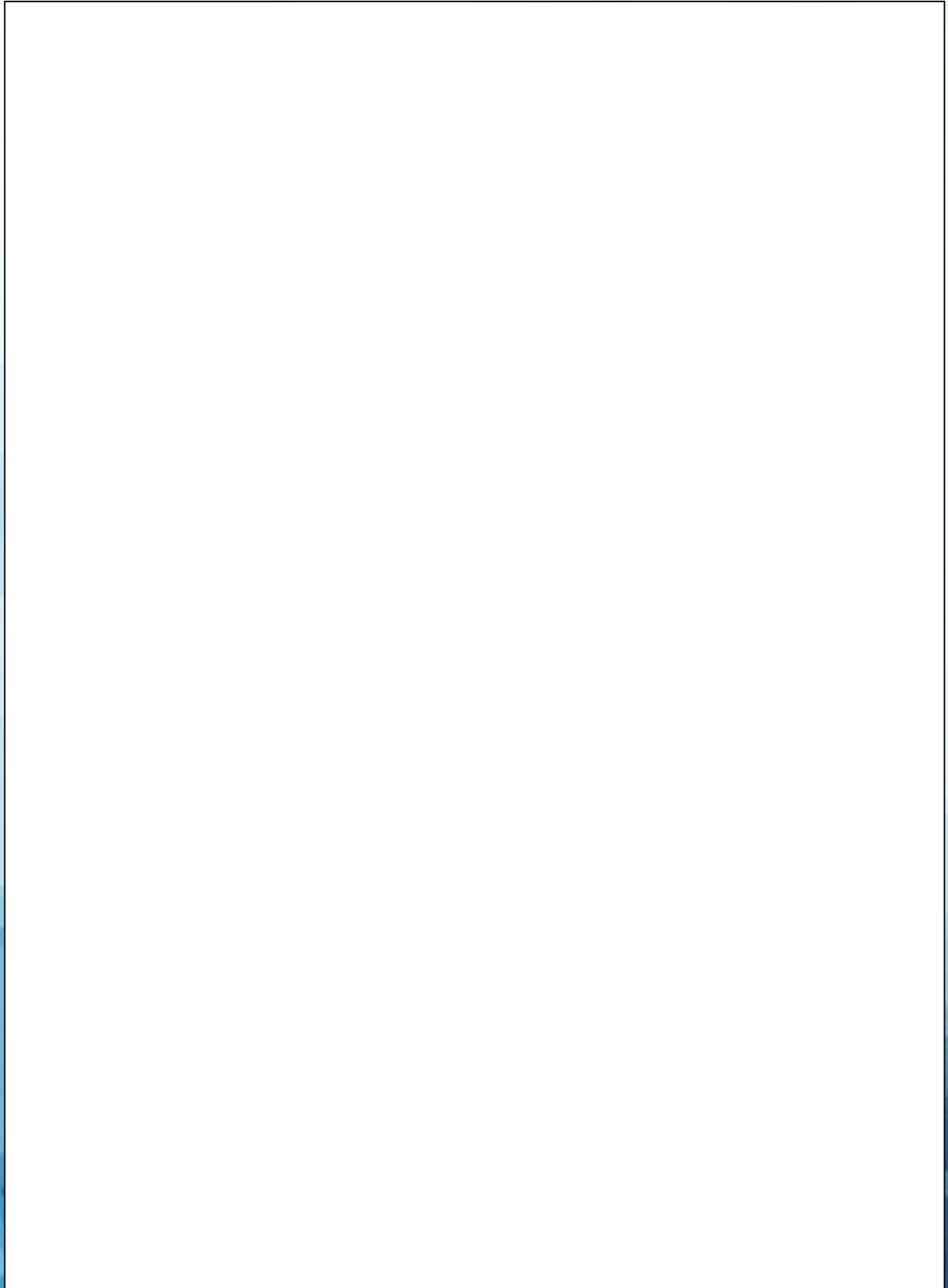


2 Lectures
3 Case Studies
1 Workshop

For more information and slot reservation, kindly contact (6345) 625-2888 loc 714 or hrdc@auf.edu.ph

Who Started IPE in AUF?





FACULTY MEMBERS WHO ARE TRAINED ON IPE AT GUNMA UNIVERSITY (Sy, Pineda, Sumulong) WITH THE HRDC



COMMUNITY BASED REHABILITATION in PORAC (2015)

OCCUPATIONAL
THERAPY IN THE
COMMUNITY. ❤️



AUF BJOT & BJPT CBR OCULAR VISIT



GYNERA

Purpose/ Objective of IPE Seminar-Workshop



The objectives of the seminar are the following:

1. Discuss the link between IPE and IPC mechanisms.
2. Justify the impact of IPE towards IPC based on a national survey among OTs, PTs, and SLPs.
3. Integrate principles of OBE and IPE as applied in making instructional and curricular designs.
4. Describe the IPE Training offered in Gunma University (Japan), WHO-CC for IPE Training and Research.

The objectives of the workshop are the following:

1. Apply the principles of Interprofessional Education (IPE) and Interprofessional Collaboration (IPC).
2. Describe the role of each health profession present in the health care team (given a case).
3. Draft a team-based management or intervention plan using the principles of IPE and IPC through the KJ Method given an interprofessional case vignette.



Basic Principles: Interprofessional Education and Collaborative Practice

Roi Charles S. Pineda, MSc, OTR, OTRP
CIC and Instructor, Department of Occupational Therapy
WHO-CC Certified Interprofessional Education Trainer
Angelo State University Foundation

SCC Rm 105 • 29 July 2016



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Interprofessional Education Process as Applied in the Local Context

Michael P. Sy, MHPed, OTRP
Program Chair, Department of Occupational Therapy
WHO-CC Certified Interprofessional Education Trainer
Angelo State University Foundation

SCC Rm 105 • 29 July 2016



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Interprofessional Education Introduction to the Workshop Process

Reeva Ann L. Sumulong, MS, RPh
Instructor, Department of Pharmacy
WHO-CC Certified Interprofessional Education Trainer
Angelo State University Foundation

SCC Rm 105 • 29 July 2016



magicreevy@gmail.com

Flow of IPE Seminar-Workshop



The program initiated with the Registration of the guests and participants for the Seminar –Workshop on Interprofessional Education at exactly 8am. The registration was superseded by the invocation from the AVP, then after was the singing of the Philippine National Anthem.



Dr. Archimedes T David, Vice President for Academic Affairs was designated with the Welcome Remarks, then came next was Ms Anne Rose L. Reyes HRDC Director the task for the Introduction of the Resource Speakers.

"As educators, it is inevitable for us to collaborate for our students, communities, and humanity."



The program was divided into 4, Parts 1 and 2 were fixated on the lecture, the first part of the lecture which commenced at 8:40am, was a 20-minute Lecture on the Basic Principles in Interprofessional Education and Collaborative Practice, by Roi Charles S. Pineda, MSc, OTR, OTRP Faculty Member of the Department of Occupational Therapy.



"Do we really need to go to several HPs and doctors before we finally know what is really wrong with our health? Do you really want to pay so much money and not get the satisfaction you want from the health care delivery you receive?"

The second part of the Lecture was by Michael P. Sy, MHPed, OTRP, Program Chair, Department of Occupational Therapy the 30-minute lecture was about the Interprofessional Education Process as Applied in the Local Context.

"We need to teach our students knowledge, skills, and attitudes that can be readily translated into their future practice. Interprofessional education is an approach that can ensure a future filled with health professionals who will provide quality health care for you and your families."



Part 3 was a 20-minute Orientation to the IPE Workshop Process by Reeva Ann L. Sumulong, MS RPh a Faculty Member of the Department of Pharmacy, shortly came next was Part 4 which was the 1hour Workshop process.



IPE Seminar- Workshop Participants

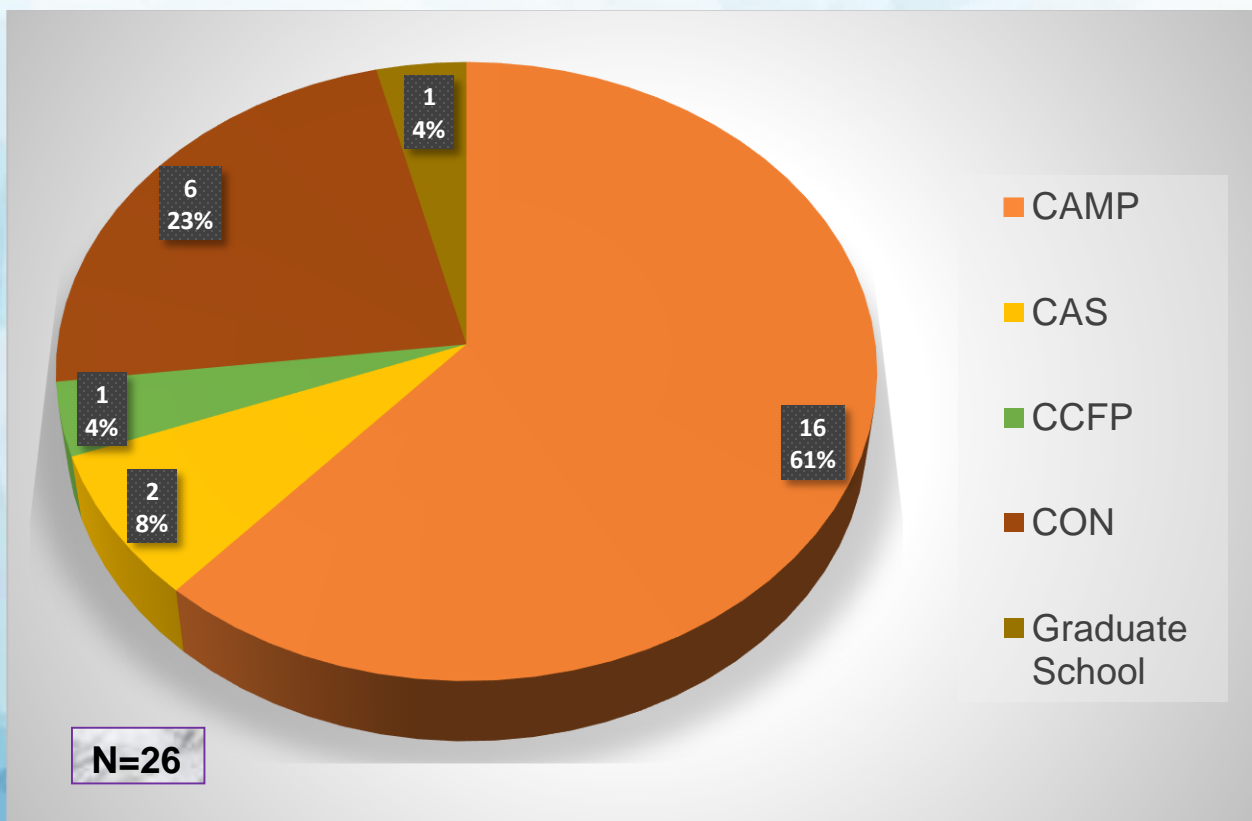


Figure 2. Frequency Distribution of Participants for the IPESW based on College/Unit.

Figure 2 reveals that College of Allied Medical Professions (CAMP) sent the highest number of participants with 16 members followed by the College of Nursing (CON) with 6 members, next is College of Arts and Science (CAS) with 2 members, lastly Graduate School (GS) and Center for Christian Formation and Praxis (CCFP) both with 1 member each. Although included in the invitations, the School of Medicine did not send any participant to attend the IPESW.

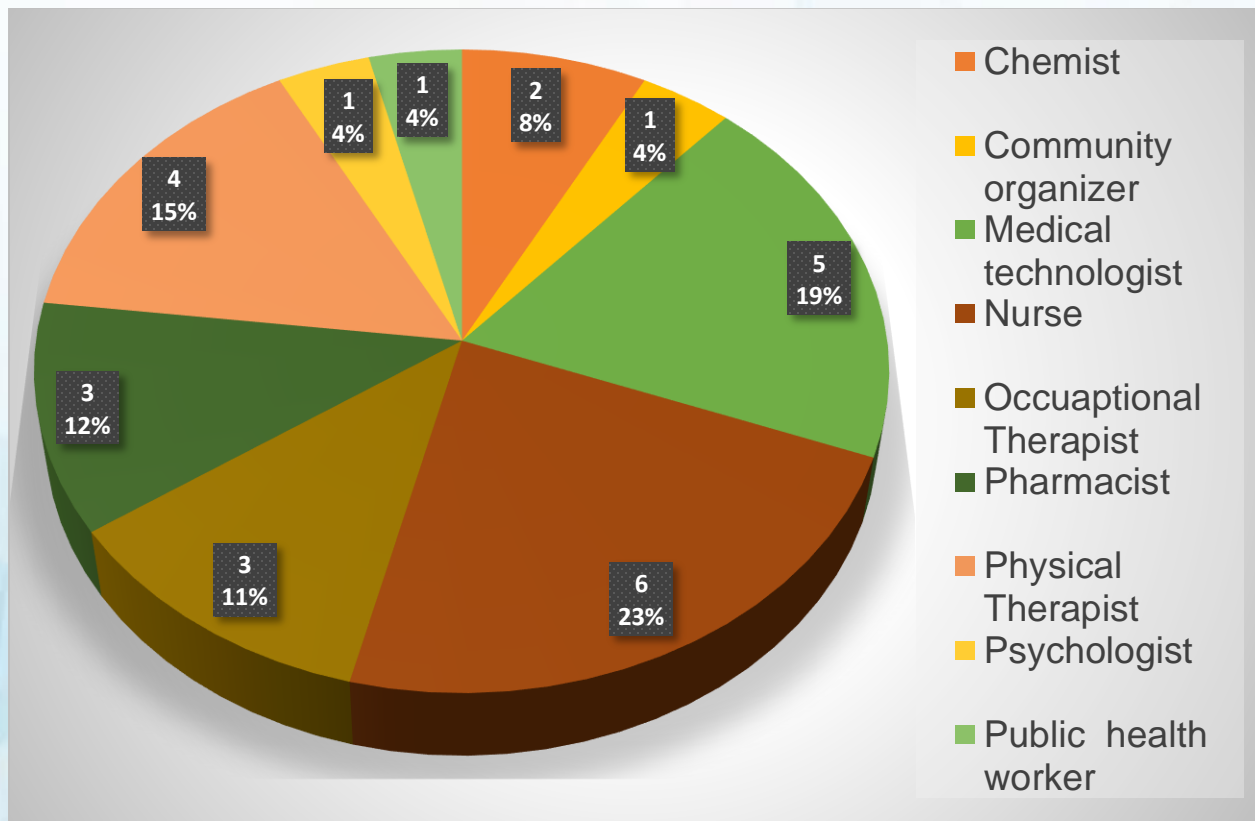


Figure 3. Frequency Distribution of Participants for the IPESW based on their Profession.

Figure 3 shows that nurses had the most number of attendees with 6 members, followed by the medical technologists with 5, physical therapists with 4, occupational therapists with 3, pharmacists with 3, chemists with 2, and one for each of the following profession: community organizer, psychologist, and public health worker.





Conclusion



Lessons learned from the IPE SW



"I thought that nurses would know how to counsel patients having DM2, but after listening to the perspectives of other professionals, I realized that there are people who are more expert in that area of practice and from there, I learned how to respect their insights and value their contributions."

- Jessie C. Nogoy, Jr., RN (CON)

"This is a really good exercise for us health professionals. I realized after the case study that, after all, we really cannot say that we are better than other HPs, rather we have to realize that we need each other. Hoping that more seminars and exercises like this can be realized in the university and in the health institutions in Pampanga."

- Dr. Elmer D. Bondoc, RN (CON)



Closing Remarks

IPE SW



"We are proud that the instigators of this IPE Seminar-Workshop came from the College of Allied Medical Professions. I think we need to start identifying courses among programs where IPE can be injected bit by bit."

- Dr. Annalyn T. Navarro, RMT (CAMP)

"This is a really nice idea that we can use in AUF for our teaching processes. Definitely, we will have something like this soon for our graduate students. Let us push the administration further to make this happen at the curricular and institutional levels."

- Dr. Carmela S. Dizon (Graduate School)



Feedback for IPE SW

By: Catherine B. Bognot
Head, TTP
(HRDC)



The seminar-workshop entitles “Interprofessional Education: Enacting Outcome-based Education Principles towards Actual Health Care Needs” was conducted as part of the return service from three (3) faculty members/Chair from the College of Allied and Medical Professions. These employees attended the *International Training on Interprofessional Education* held in Gunma University, Japan last August 2015. The seminar’s objective was to introduce the conceptual bases of Interprofessional Education (IPE) in the university and inject within the curricula for a more outcomes-based approach in teaching and learning.

Using a 4-point rating scale evaluation, the activity received positive feedback from its participants. The seminar’s objectives received a 3.90 rating. The first speaker, Mr. Roi Charles S. Pineda obtained a 3.92 rating while the second speaker, Mr. Michael P. Sy attained a 3.95 rating. The workshop facilitator Ms. Reeva Ann L. Sumulong received a rating of 3.72. Thus an average rating of 3.86 was achieved in favor of the speakers and facilitator. In general, the activity obtained a 3.88 rating.

Comments revealed that the most liked part during activity was the workshop using case studies. Through this particular activity the participants were able to collaborate with other participants and apply the principles of Interprofessional Education. Moreover, the lecture were appreciated because they were brief and concise. Additional comments showed that the participants practically liked everything in the activity because of the usefulness of the topic and the activity truly gave the participants a worthwhile learning experience. On the other hand, the least liked part was the limited time allotment for the seminar. The activity exceeded the 4-hour time allocation and ended past mealtime. Some recommendations and suggestions from the participants include: the School of Medicine being the lead in the healthcare administration should have sent representatives and; key persons from different colleges like the deans or chairs could have been invited to attend such activity.

Future directions for IPE



There are two factions who are currently in the process of their thesis, concerning IPE. One group of which is dealing with the readiness of Health Science students of AUF, meanwhile the other group is in regard to the educators of AUF. It is but rational to strengthen and uphold to the people to execute a research study and a more scrutinize exploration on IPE in the Philippines, since it may help boost and enhance the medical profession in our country.

Deliberately, IPE is being introduced at AUF, in fact it has earlier initiated last year wherein the PT and OT students collaborated in their CBR. Both planned, created a program derived on the needs of their chosen community.

Furthermore, competent faculty members trained in IPE are planning to conduct and organize IPE Seminar-workshop as this seminar and this time concentrating on the student to be participants.