



**Interprofessional education in Australia:
curriculum development and capacity building
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The 'Project' – 3 components

- **A National Audit of IPE activity** - funded by Health Workforce Australia
- **The development of a national curriculum framework and an IPE curriculum implementation guide – Curriculum Renewal and Interprofessional Health Education** - funded by the Office for Learning and Teaching
- **A state based IPE consultation and development activity in Western Australia** - funded by WA Health.

Project Team

Led by the University of Technology Sydney.

Project partners are:

- Curtin University
- Griffith University
- Edith Cowan University
- University of Notre Dame Australia,
- University of Queensland,
- University of Sydney,
- University of Western Australia,
- Australasian Interprofessional Practice & Education Network (AIPPEN),
- WA Health
- Participant involvement from Health Workforce Australia.

A national/international Project Reference Group comprising international leaders in IPE from Canada, the USA, the UK, Sweden and Japan are providing input on the international experience.

Project focus

The projects address the urgent need for curriculum renewal in health professional education, in particular, the need to develop a national and systematic approach to interprofessional education (IPE) as a core element of the curriculum across all health professions.

The education 'problem'

- **Health professional practice and education– a uni-professional approach and activity**
- **Effective team work, interprofessional and collaborative practice have been taken for granted – assumed rather than understood as a set of complex competencies/capabilities that need to be developed**
- **IPE has been developed on the margins of curriculum, led by champions, under resourced, opportunistic and fragile**
- **Much development – creative development – is local. We have not developed ways to communicate, share and learn**
- **IPE and IPP is under researched and under conceptualised and in knowledge terms there is much we do not know!**

How to approach what is needed

We are addressing these issues through a focus on a 4 dimensional model (4D) model of curriculum development:

- **D1: identifying future health care practice needs**
- **D2: translating/relating the above into competencies/capabilities and learning outcomes**
- **D3: determining how best to educate for and assess the achievement of these competencies/capabilities**
- **D4: addressing the many educational, cultural and political challenges of local implementation**

Four-Dimensional Curriculum Development Framework

Dimension One: IDENTIFYING FUTURE HEALTH-CARE PRACTICE NEEDS.

This dimension seeks to connect health professionals' practice needs to new and changing workplace demands in all health sectors. Curriculum considerations take into account global health and educational reforms; how these link to the development of knowledges, competencies, capabilities and practices; as well as local institutional delivery conditions.

Dimension Two: DEFINING AND UNDERSTANDING CAPABILITIES.

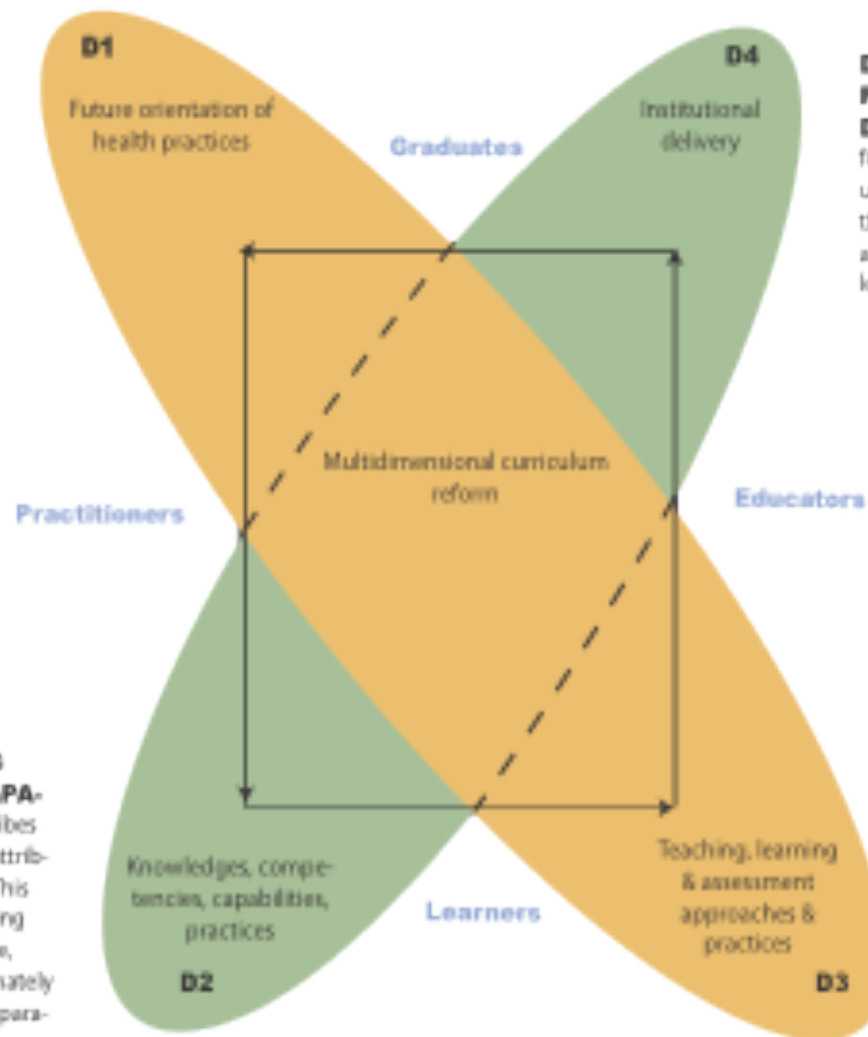
This dimension describes the knowledges, capabilities and attributes health professionals require. This component addresses how changing health services impact on expertise, identities and practice, which ultimately impacts upon the training and preparation of future health professionals.

Dimension Four: SUPPORTING INSTITUTIONAL DELIVERY.

This dimension focuses on the impact of local university structure and culture on the shaping of curriculum design and delivery; such as timetabling, logistics and entry requirements.

Dimension Three: TEACHING, LEARNING & ASSESSMENT.

This dimension pertains to the development of appropriate learning, teaching and assessment experiences, all of which have been guided by the messages inherent within D1 and D2.



Our approach

- **Informing national thinking – an information focus**
- **Communicating what we are learning – a dissemination focus**
- **Building connection and capacity – a networking and consultation focus**
- **Learning from national and international experience – building on what is, a learning focus**
- **Drawing all of the above together in a set of curriculum resources – a design focus**
- **Maintaining a point of reference/development in Australia – AIPPEN et al**

What we have done and where we are at

- We know little about Australian IPE activity – we have just concluded a national survey of all universities involved in health professional education - the first national picture!**
- Consultations with peak bodies in higher education, the professions and government – their views on IPE, and an invitation to work with us**
- Data mining, which involves identifying relevant resources nationally and internationally – we are interested in how different countries are addressing these educational challenges**
- The identification of Australian exemplars – there are many!**

University survey data as at 17/04/12

Here are some initial statistics drawn from the survey. They provide a snapshot of some areas of IPE activity.

- **39** universities were invited to participate
- **28** universities have participated in the survey to date
- **93** IPE activities have been reported on so far. Not surprisingly there is much diversity
- IPE activities have involved students from a wide range of disciplines. However the majority of activities reported on involved students from **Nursing, Medicine, Physiotherapy, Occupational Therapy and Pharmacy** (or some combination of these disciplines)
- IPE activities reported on range in duration, with some activities running for a few hours through to semester-long programs
- Most IPE activities are delivered in an **on campus setting**
- Most IPE activities reported on **are assessed and evaluated**
- The main focus of evaluation of IPE activities is on **student satisfaction/ reaction**

Universities invited to participate

Each university is listed below according to the location of their primary campus (some universities operate in multiple states). To get a complete list of Australian Universities, their campuses and their profile, click the download link below:

New South Wales

Charles Sturt University
Macquarie University
Southern Cross University
The University of Newcastle
The University of New England
The University of New South Wales
The University of Sydney
University of Technology Sydney
University of Western Sydney
University of Wollongong

Victoria

Deakin University
La Trobe University
Monash University
RMIT University
Swinburne University of Technology
The University of Melbourne
University of Ballarat
Victoria University

South Australia

Flinders University
The University of Adelaide
University of South Australia

National

Australian Catholic University

Queensland

Bond University
Central Queensland University
Griffith University
James Cook University
Queensland University of Technology
The University of Queensland
University of Southern Queensland
University of the Sunshine Coast

Western Australia

Curtin University of Technology
Edith Cowan University
Murdoch University
The University of Notre Dame Australia
The University of Western Australia

Tasmania

University of Tasmania

Australian Capital Territory

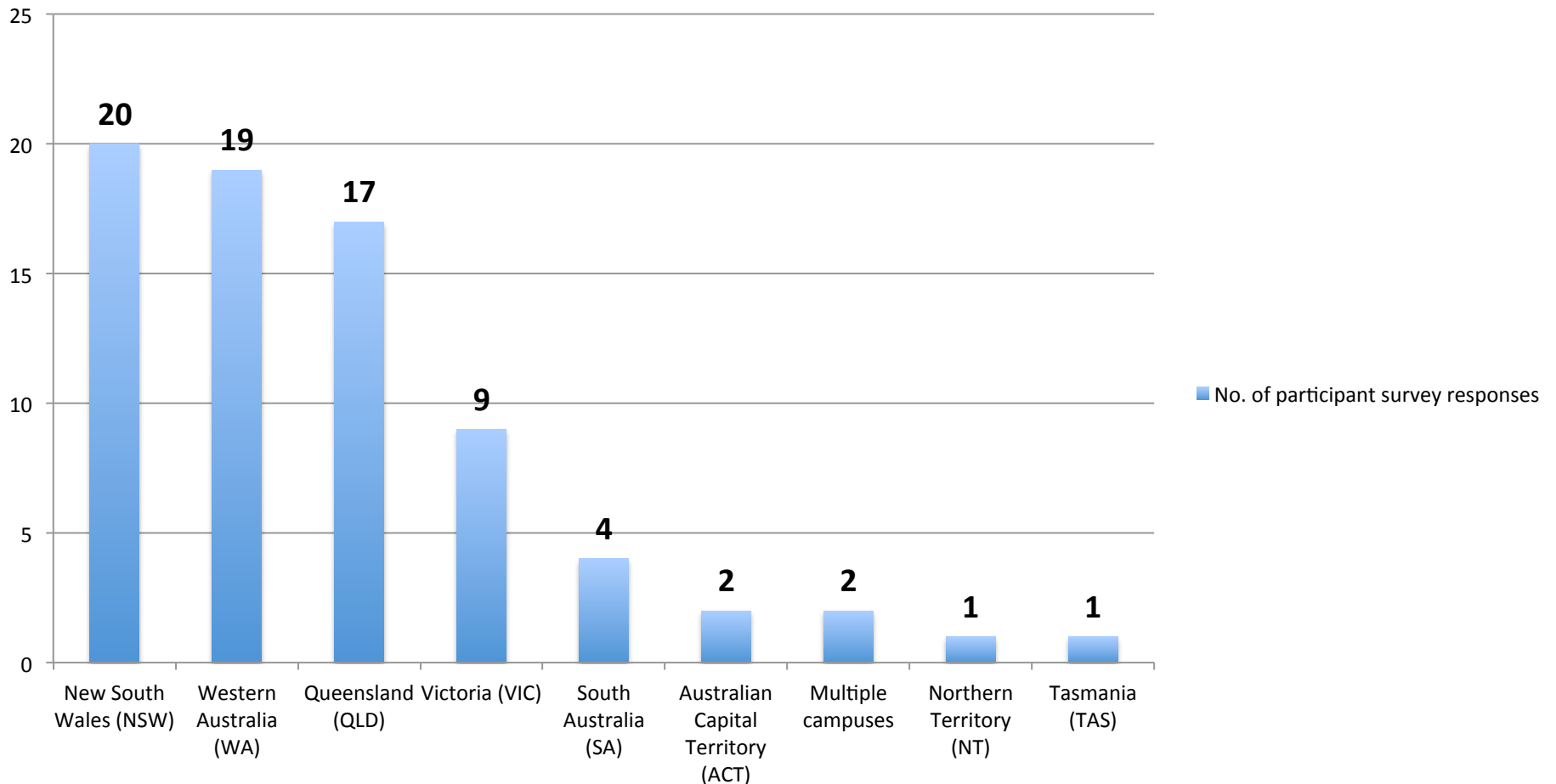
The Australian National University
University of Canberra

Northern Territory

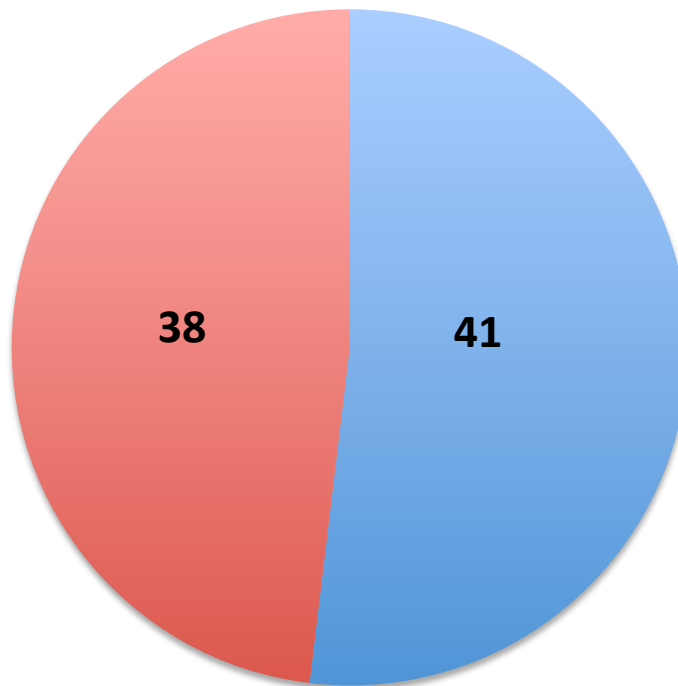
Charles Darwin University

Source: <http://www.universitiesaustralia.edu.au/>

No. of participant survey responses by state

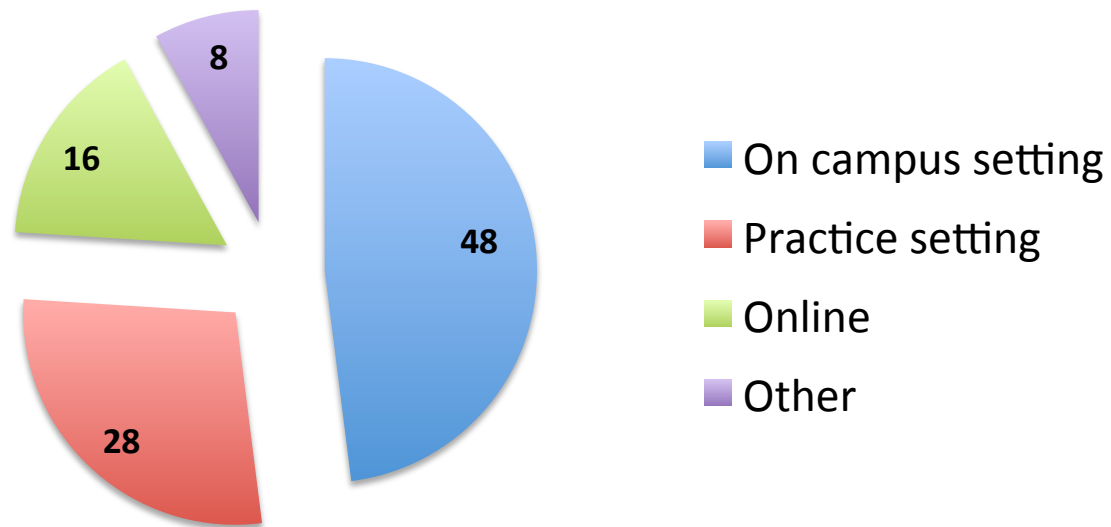


Type of IPE activity

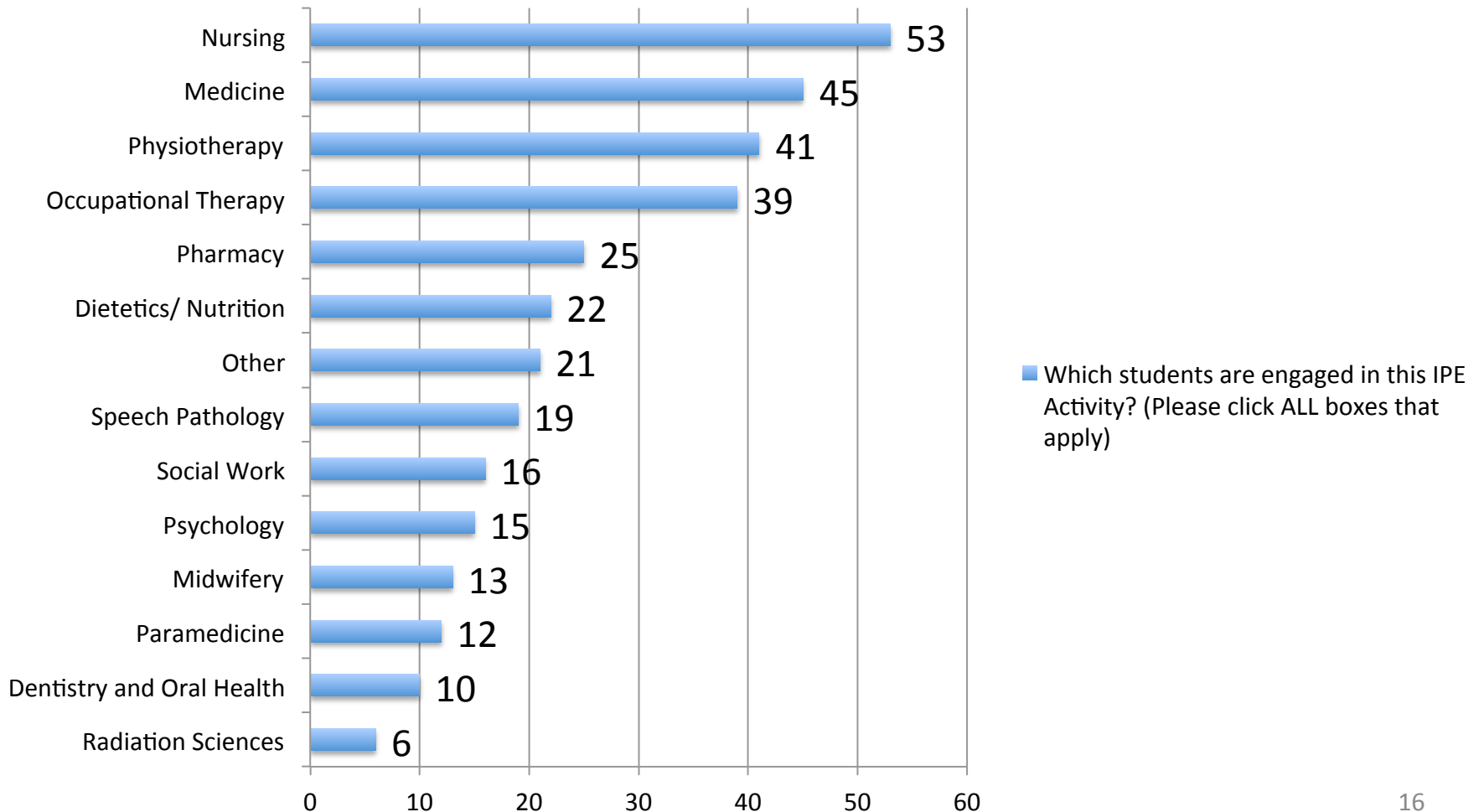


- Discrete course, module, unit or activity
- Activity integrated into a course or module

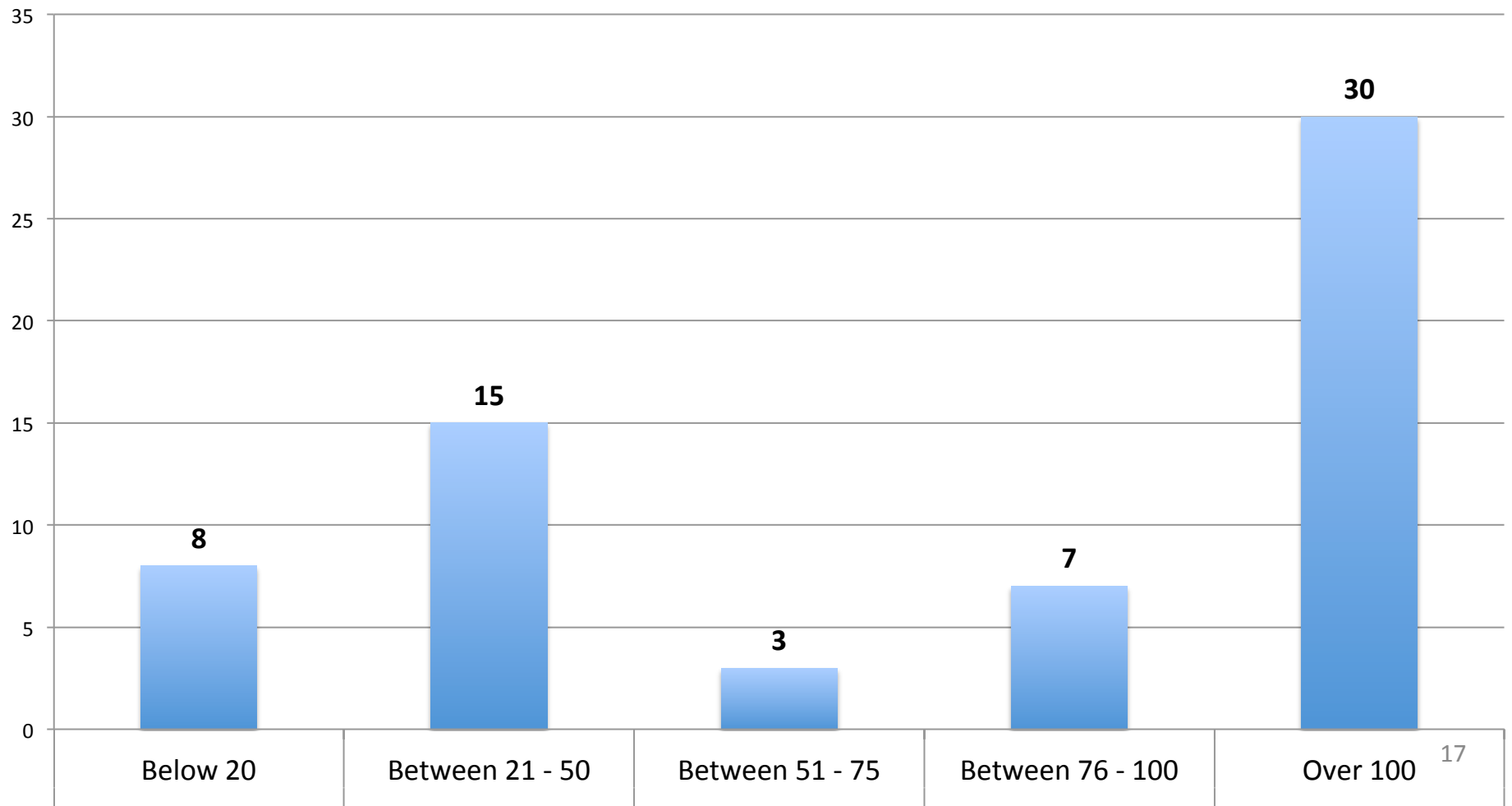
Where is the IPE Activity offered? (Please click ALL boxes that apply)



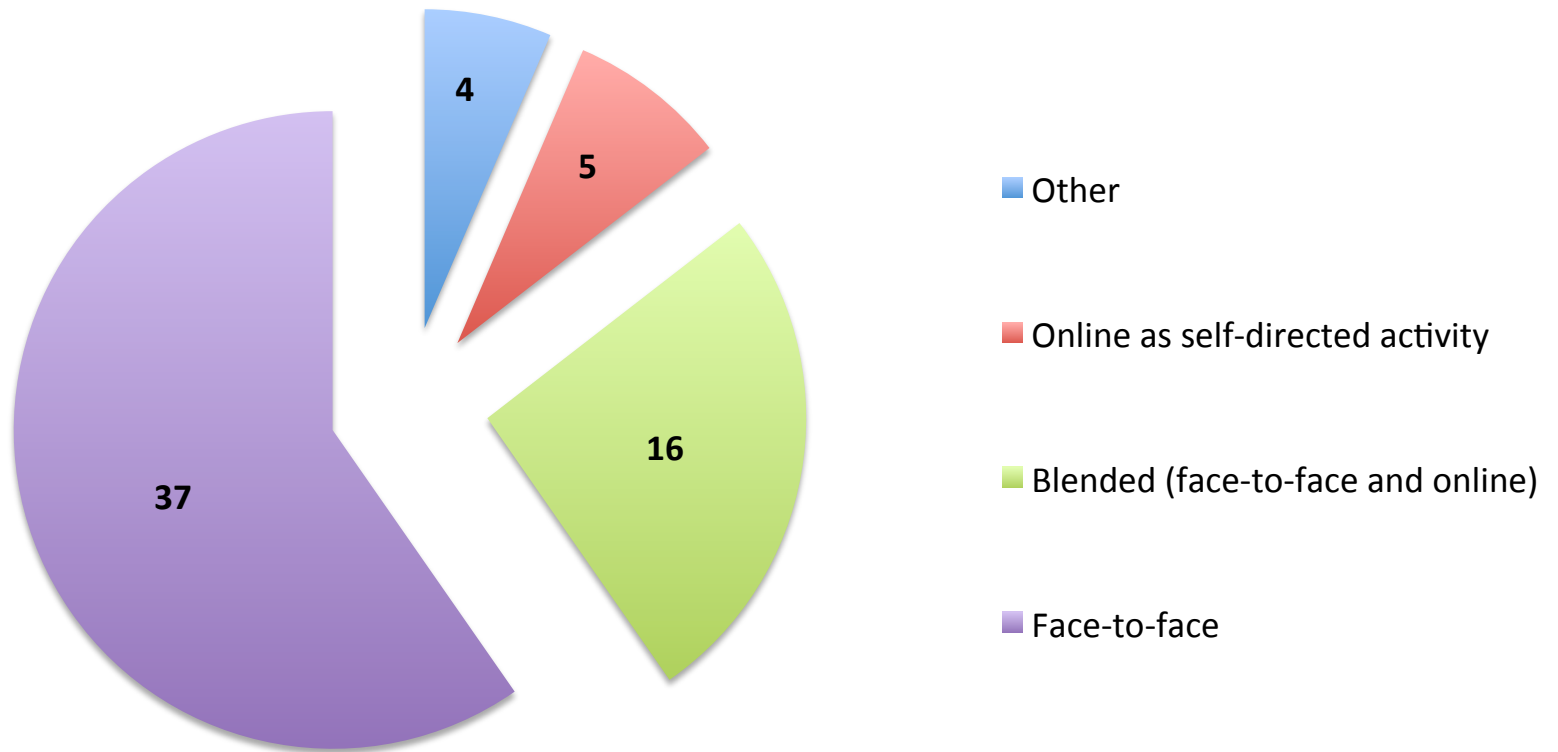
Which students are engaged in this IPE Activity? (Please click ALL boxes that apply)



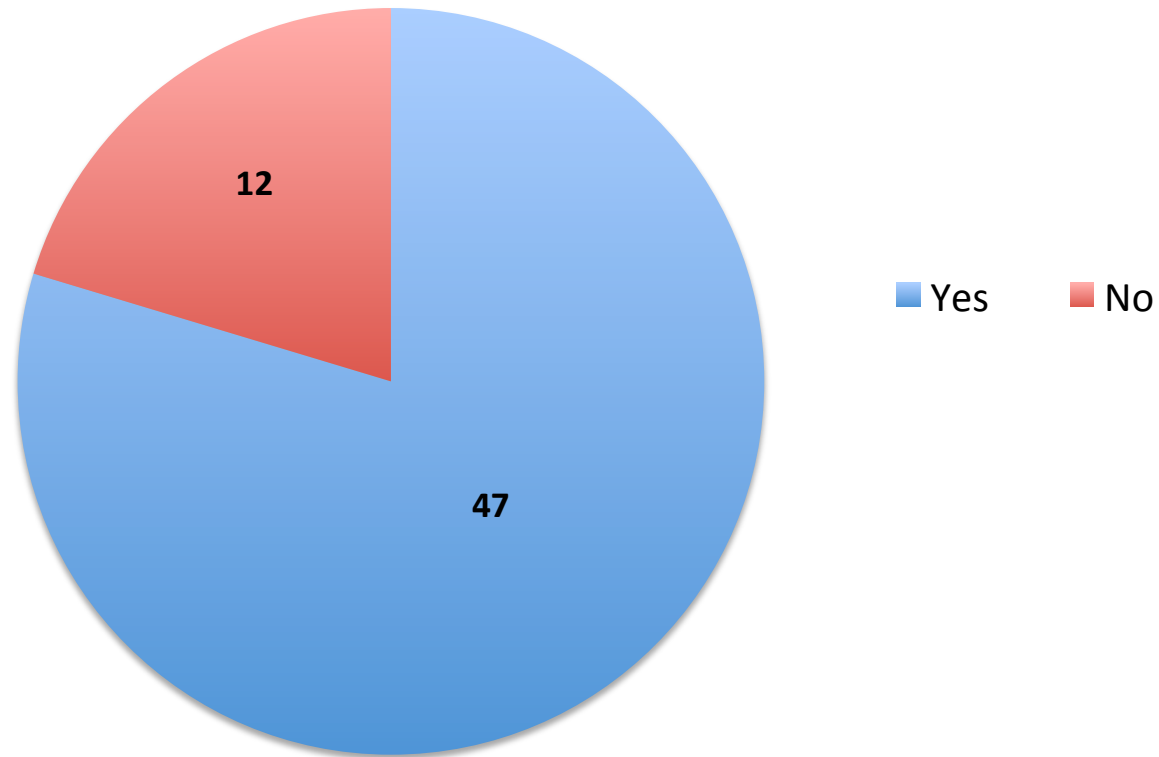
Approximately how many students were enrolled in the IPE Activity?



How is the IPE Activity delivered?



Are learning outcomes specified for this IPE Activity?



**Are capabilities (called competencies in some instances) specified
for this IPE Activity?**

