

INTRODUCTION TO MULTI-PROFESSIONAL EDUCATION (MPE) AND INTER-PROFESSIONAL EDUCATION (IPE)

1. Definition:

- MPE
 - The World Health Organization in its report entitled
 - “Learning together to work together for health”
 - Stated that the educational experience shared by members of different Health professions should be called Multi-Professional Education.
- Uni-Professional Education
 - Students of a single profession learning together
- IPE
 - Occasions when 2 or more professions learn with, from and about each other to improve collaboration and the quality of care
 - Example 1: IPE in an acute clinical placement
 - This program described an inter-professional placement in a pediatric ward within a large teaching hospital in UK.
 - The placement was developed for 90 junior medical students and 90 senior nursing students.
 - It aimed to enhance students’ understanding of one another’s role and responsibilities and to nurture respect for each other’s professional contributions.
 - The students’ ward based learning experience were discussed and reflected upon seminar discussions.
 - Questionnaire survey revealed that the students gained in knowledge of one another and in their clinical skills.
 - Example of implementation:

- IPE as a minority component in Uni-professional curricula: collaborative practice in mental health
- This module for social workers and mental health nurses studying for their initial degrees has been developed through 2 year project. It bring students together for the first time.
- It is based on the premise that mental health services demands good team working, coordination and information exchange.
- There is evidence that these crucial features of an effective mental health service have been absent in a number of failures of community care.
- This module is compulsory for 3rd year students on the Diploma in nursing studies and optional for 2nd year students on Master's in social work.

2. Rationale for MPE/ IPE

- Evidence suggest that collaborative learning leads to collaborative care
- More cost-effective
- Mutual support
- Team work
- Communication skill
- Trust building
- Integrating specialist and holistic care

3. Barriers to MPE/IPE

- Attitudinal factors
 - Territorial attitude
 - Low priority in sharing resources
 - Role and relationship of various professions are surprisingly unclear

- Little awareness or insight into their everyday working relationship
- Organizational factors
 - Physical separation and distance between schools
 - Lack of professional interaction and shared learning
- Political factors
 - Perceived difference in professional status
 - Predetermined relationship (e.g. leadership) when the profession meet to work together
 - The resources deployed not collectively determine
 - No political will to provide budget to sustain program