

Title: Embedding Inter-Professional Education in to health worker education and training curricula

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What problem was addressed: Despite Inter-Professional Education(IPE) being an important educational approach to the development of a “collaborative practice-ready” health workforce, the existing Health Professionals Education in Ethiopia are not yet systematically designed and delivered to achieve a collaborative practice ready for the health workforce which in turn optimizes health-services. It is merely multi-disciplinary -just coexistence of several disciplines work side-by-side but separately without substantial interaction, consultation and without shared responsibility and decision-making. As the result, fragmentation of care rather than providing comprehensive services due to a lack of awareness, understanding and respect of the roles or knowledge of other health professionals. Therefore, the need to embed effective IPE into the existing health professional training as a credible strategy for learning to work together for better health.

What was done: Creating common vision and understanding of the benefits of introducing IPL curriculum across all faculties and designing and developing the IPE curriculum using a clinical model to fit into their own program (existing team training program) .The models Involves placing two or more professions from different backgrounds in the same but in a selected clinical learning environment that allow students to jointly plan and work on a common set of problems with shared responsibilities and decision making and understand others’ roles and responsibilities to enable effective collaboration and improve health outcomes. In addition, faculty instructors prepared for their roles in delivering and evaluating inter-professional education.

What was learned: Many health workers believe themselves to be practicing collaboratively, simply because they work together with other health workers. But IPE does not mean that working in groups with other health workers work side-by-side but separately and independently without substantial interaction, consultation and communication and without shared responsibility and decision making. IPE however, occurs when two or more professions from different backgrounds Learn about, from and with each other to enable effective collaboration and improve health outcomes. Achieving effective IPE requires a shared vision and understanding across all faculties, supportive institutional policies and managerial commitment, carefully designed inter-professional learning curriculum, preparation of instructors for their roles in delivering and evaluating IPE.

Furthermore, a need to ensure inter-professional initiatives are properly delivered and evaluated in keeping with internationally recognized best practice.

Reference:

WHO. Framework for Action on Inter-Professional Education & Collaborative Practice, 2010