



CENTER FOR INTER-PROFESSIONAL EDUCATION AND PRACTICE (CIPEP)
GE-IPE 101 Syllabus 2021-2022

A. BASIC DETAILS:

COURSE CODE: GE-IPE 101
COURSE TITLE: Interprofessional Education
CREDIT UNITS: 3 units
NUMBER OF HOURS: 3 units lecture

**OTHER DETAILS WILL INCLUDE
THOSE REQUIRED IN OVCA FORM
136: Syllabus**

COURSE DESCRIPTIONS:

Rationale: In the current health care system, health care professionals practice in “silos” and are not formally trained to work in collaborative practices. This results to unwillingness to work with other health professionals due to socialization processes, stereotypes, role identification, and professional beliefs (Oandasan, et.al., 2005). To address such issues in the health care system, the World Health Organization (WHO) developed a Framework on Interprofessional Education which explains that health and health care are damaged by a lack of communication and collaboration and that IPE’s introduction in both pre-licensure and post-licensure contexts is one of the major strategies to ensure improvement in collaboration among health care providers (El Awaisi, Anderson, Barr, Wilby, Wilbur, et.al., 2016). The lack of IPE and IPC can bring about lack of communication among health care professionals, decrease optimal health outcome (increase in clinical errors), decrease in patient satisfaction, and an increase in health cost (WHO, 2010).

Description: This course deals with the introduction and rationale of Interprofessional Education as described in the WHO framework and the development of the skills and competencies required to operate effectively in multidisciplinary teams. It also deals with providing students with first-hand experiences on dealing with cases and scenarios requiring shared knowledge and working with students of the other health care disciplines





COURSE OUTCOMES:

1. Recognize the importance of interprofessional education as applied in the health care setting.
2. Recognize the importance of teamwork and understanding of one’s roles, responsibilities, and expertise and those of other types of health workers in the delivery of effective health care.
3. Demonstrate understanding of the stereotypical views of other health workers and acknowledge the importance of other discipline’s views in the clinical practice setting.
4. Exhibit good communication skills in expressing one’s opinions competently to others and in listening to team members when working collaboratively with other professionals.
5. Display ability to reflect critically on one’s own relationship within a team when working with other professionals.

COURSE OUTLINE:

WEEK	LEARNING OUTCOMES	COURSE CONTENT	TEACHING-LEARNING ACTIVITIES	ASSESSMENT
1-2	<ul style="list-style-type: none"> o Discuss the basic principles of IPE and IPC. o Describe the WHO framework and how it is used to address the issues of the health care system. o Discuss the different mechanisms for development of IPE. o Recognize the different global organizations promoting IPE. 	Unit 1: Overview of Interprofessional Education <ul style="list-style-type: none"> - Definition of Terms - WHO Framework for Interprofessional Education - Mechanisms for the Development of IPE - Worldwide initiatives in IPE 	Suggested Teaching-Learning Activities: <ul style="list-style-type: none"> - Student sharing on a discussion forum - Use of video links - Online discussion - Video presentation output - Group drawing or illustration 	Suggested Assessment Methods: <ul style="list-style-type: none"> - Class participation (sharing of insights) - Reflection journal






<p>3-5</p>	<ul style="list-style-type: none"> ○ Apply principles of ethics in interprofessional practice ○ Demonstrate effective communication skills in dealing with patients of diverse values, beliefs, backgrounds, and expectations 	<p>Unit 2: Competencies in Interprofessional Education (Values and Ethics and Communication Skills)</p> <ul style="list-style-type: none"> - Communication skills in a multi-cultural context - Professional values and ethics - Professional incompetence and misconduct - Cultural competence 	<p>Suggested Teaching-Learning Activities:</p> <ul style="list-style-type: none"> - Use of video links - Online discussions <p>Specific Teaching Learning Activity (prior to the first synchronous session)</p> <ul style="list-style-type: none"> - Asynchronous session (assigning the IPE modules to the students; individual preparation) - Brainstorming sessions with other students and IPE instructor on the questions in the assigned IPE module <p>Synchronous session:</p> <ul style="list-style-type: none"> - Group activity with students of other programs (Module 1: Values and Ethics and Communication skills) - NOTE: IPE Module 1 Synchronous Activity with other programs (Week 4: September 11, 2021) 	<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> - Reflection journal - Group activity (IPE module) - Participation during the IPE module group activity - Case discussion type of exam/Written exam
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PRELIMINARY EXAMINATION (6th week)

<p>7-12</p>	<ul style="list-style-type: none"> ○ Identify the rights and duties of pharmacist towards the public, colleagues, and other allied medical professions. ○ Demonstrate leadership skills through proper work management and creating innovative and timely solutions. ○ Demonstrate skills in working harmoniously with professional partners, patients, and other individuals in areas related to medicines ○ Facilitate activities towards addressing priority health concerns of the community 	<p>Unit 2: Competencies in Interprofessional Education (Roles and Responsibilities and Teamwork)</p> <ul style="list-style-type: none"> - Decision making - Relationship building - Leadership, Conflict Management, and Negotiation - KJ Method/KJ Technique (Affinity Diagram by Jiro Kawakita) - (Insert topic/topics specific for the discipline to highlight roles and responsibilities) 	<p>Suggested Teaching-Learning Activities:</p> <ul style="list-style-type: none"> - Use of video links - Online discussions <p>Specific Teaching Learning Activity (prior to the first synchronous session)</p> <ul style="list-style-type: none"> - Asynchronous session (assigning the IPE modules to the students; individual preparation) - Brainstorming sessions with other students and IPE instructor on the questions in the assigned IPE module <p>Synchronous session:</p> <ul style="list-style-type: none"> - Group activity with students of other programs (Module 2: Roles and Responsibilities - NOTE: IPE Module 2 and 3 Synchronous Activity with other programs (Week 10 and 11: October 23, 2021 and October 30, 2021, respectively) 	
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MIDTERM EXAMINATION (13th week)

<p>14-17</p>	<ul style="list-style-type: none"> ○ Apply concepts of Interprofessional Education in facilitating case discussions with other health care professionals. 	<p>Case Vignette</p> <ul style="list-style-type: none"> - Enhancing the competencies of a (specific profession) in a Health Care Team - The (profession) and the Health Care Team 	<p>Specific Teaching Learning Activity (prior to the first synchronous session)</p> <ul style="list-style-type: none"> - Asynchronous session (assigning the IPE modules to the students; individual preparation) - Brainstorming sessions with other students and IPE instructor on the questions in the assigned IPE module <p>Synchronous session:</p> <ul style="list-style-type: none"> - Group activity with students of other programs (Module 4: Research) - NOTE: IPE Module 4 Synchronous Activity with other programs (Week 14: November 20, 2021) <p>Synchronous session:</p> <ul style="list-style-type: none"> - IPE Contest for DLSMHSI students - Date: Week 16 December 4, 2021 	<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> - Reflection journal - Group activity (IPE module) - Participation during the IPE module group activity and IPE contest - Case discussion type of exam/Written exam
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MEDICAL AND HEALTH SCIENCES INSTITUTE

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ACADEMICS
CENTER FOR INTER-PROFESSIONAL EDUCATION
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FINAL EXAMINATION (18th week)

IMPORTANT DATES:

September 11, 2021: 1st synchronous IPE activity with other programs (Module 1: Ethics and Values and Communication Skills)

October 23, 2021: 2nd synchronous IPE activity with other programs (Module 2: Roles and Responsibilities)

October 30, 2021: 3rd synchronous IPE activity with other programs (Module 3: Teams and Teamwork)

November 20, 2021: 4th synchronous IPE activity with other programs (Module 4: Research in Interprofessional Education)

December 4, 2021: IPE Contest for DLSMHSI students

REFERENCES: (Note: Additional References may be added)

1. World Health Organization. (2010). Framework for Action on Interprofessional Education & Collaborative Practice. WHO: Geneva, Switzerland
2. School of Health Sciences, Gunma University. (2011). Teamwork Training Guidance for 2011: Interprofessional Education. Japan: Gunma University Oandasan, I. & Reeves, S. (2005). Key Elements for Interprofessional Education Part 1: The Learner, the Educator, and the Learning Context. Journal of Interprofessional Care 1: 21-38
3. El-Awaisi, A., Anderson, E. Barr, H. Wilby, K. Wilbur, K. et.al. (2016). Important Steps for Introducing Interprofessional Education into Health Professional Education. Journal of Taibah University Medical Sciences 11(6), 546-551
4. McCorry, L.K. (2011). Communication Skills for the Health Professional. USA: Wolters Kluwer/Lippincott Williams & Wilkins
5. Interprofessional Education Collaborative Expert Panel. (2016). Core Competencies for Interprofessional Collaborative Practice. Washington, D.C: Interprofessional Education Collaborative

