

# Leading Research in Interprofessional Health Education and Collaborative Medical Practice

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Interprofessional education (IPE) is an essential process for improving collaborative practice and the quality of patient, client care [1]. Collaborative practice in the form of teamwork needs nurturing and supporting if it is to achieve its full potential to improve the health and well being of patients and service users [2]. In some countries the IPE program is fully integrated and compulsory across the four-year curriculum of the health sciences faculty [3].

In some articles, the IPE training program has not been designed or implemented on the basis of interactions between the professions [4]. The basis of other articles was to design continuing education programs based on interprofessional training. The characteristic of this approach, which distinguishes it from the prior one, that it has a step-by-step explanation of how to implement the interprofessional continuing education program [4].

When developing and delivering an IPE program at any level (institutional, regional, national), it is necessary to align activities under a theoretical framework that allows for coordinated design and implementation of objectives, content, complexity and delivery. We have published on this subject previously and Miller's pyramid of clinical competence was used to guide the objectives of our activities [5]. The development and implementation of IPE in a new setting results in many lessons learned that can benefit others attempting to develop or refine similar programs. Furthermore, measuring the impact of the IPE initiatives is vital to ensure these endeavors are not futile in the healthcare setting [6]. In particular, it is important that faculty development initiatives aim to bring about change at the individual and the organizational level and target diverse stakeholders. These initiatives need to address three main content areas interprofessional education and collaborative patient-centered practice, teaching and learning, and leadership and organizational change. The initiatives need to be implemented in a variety of settings, using diverse formats and educational strategies. These programs need to model the principles of interprofessional education and collaborative practice and incorporate principles of effective educational design. Finally, to be successful they need to have a robust dissemination strategy to facilitate their implementation [7].

Given the shortage of healthcare providers in rural and urban underserved populations, innovative recruitment and retention strategies for these areas must be developed and evaluated [8]. In some countries, IPE programs have resulted in improved attitudes towards

interprofessional team's interprofessional learning, as well as self-reported ability to function within an interprofessional team. Participants in IPE programs also self-report increased confidence, knowledge, and ability to manage patients with long-term conditions [9]. This model is best for Mongolia.

Competency-based education emphasizes a specified level of performance based on a student's knowledge, skills, and attitude [10, 11]. It is noteworthy that the low scores in the domain of 'Teams and Teamwork' underscore this domain's complex concepts which students find more difficult to master. However, the competency requirements relating to in interprofessional practice are essential to and to guide certification, hiring, and matriculation [12]. Moreover, these competencies are applicable beyond prelicensure education because they contain some critical content for pain, assessment management and intervention as integrated in professional health care teams [13-15].

In conclusion a set of national and international health-specific competencies ideally represent the full range of knowledge, skills, and attitudes that trainees should possess when they obtain a degree or certificate in their profession. However, until licensing or certification bodies require assessment of these competencies, such competency standards represent an aspirational list designed to guide curriculum development and consistency within the field.

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