

Inter-Professional Education: Commentary

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Reference

- **Gilbert, John and Bainbridge, Lesley (2003)**

Canada – Interprofessional education and collaboration, in “Interprofessional collaboration” edited by Audrey Leathard, Brunner –Routledge, New York, pp. 280-296

IPE: Advantages

- **Improved health care delivery for patients**
- **More realistic and effective training of novice professionals**
- **Potential teaching efficiency (cost savings)**
- **Critical mass of IP teachers/scientists**
- **Opportunity to demonstrate relevance between professions**

IPE: Advantages - 2

- **Opportunity to demonstrate commonality between professions**
- **Introduce new perspectives on similar problems**
- **Revelation of innovative research approaches to health care and biomedical questions**
- **Development of “health team” solutions leading to improved public health and healthcare efficacy**

IPE: Challenges

- **Rigidity in current curricula and timetables especially at undergraduate levels**
- **Lack of vision of individual professions (faculty and students)**
- **Unperceived relevance on the part of students**
- **Fear on the part of traditional faculty**

IPE: Challenges - 2

- **Requires non-traditional teaching formats (PBL, CBL, etc.)**
- **Requires clinical service or simulation infrastructure**
- **New teachers, new infrastructure equals more costs**

UBC Examples

- College of Health Disciplines (numerous courses)
- Selected cases from basic science PBL sessions (Med/Dent)
- Selected topics in Doctor, Patient and Society course (Med/Dent)
- Downtown Eastside clinic

UBC Examples - 2

- Skidegate Health Care Centre
- Long-term care facilities (geriatric residents)
- Cleft Palate Clinic, BC Children's Hospital
- Oral Cancer Program, BC Cancer Agency
- Oral Cancer agency Ho Chi Minh, Viet Nam

Next Steps

- Professional units need to define the needs for Interprofessional interaction in real life scenarios
- Identify the skills and background knowledge required to deal with such scenarios
- Identify which level of education (undergraduate, postgraduate specialty residency, continuing education IP programs) best suits certain learning objectives

Next Steps - 2

- May require simulated case based sessions in real-time or interactive virtual sessions
- May require structural changes within the university
- Develop clinical care opportunities requiring Interprofessional solutions