

SECURING AN INTERPROFESSIONAL FUTURE

FOR AUSTRALIAN HEALTH PROFESSIONAL EDUCATION AND PRACTICE

October 2018

Response to draft revised accreditation standards for Aboriginal and Torres Strait Islander Health Practice, Chinese Medicine and Medical Radiation Practice.

‘Securing an Interprofessional Future for Australian Health Education and Practice’ (SIF) is a national project funded by the former Office for Learning and Teaching. This project builds on previous Australian research in the areas of interprofessional education and collaborative practice, and brings together an interprofessional project team drawn from eight universities, seven in Australia and one in the UK; and from two regional NGO bodies, the Australia and New Zealand Association for Health Professional Educators (ANZAHPE), and the Australasian Interprofessional Practice and Education Network (AIPPEN). The project also draws on the experience and insights of many eminent educators, researchers, health professionals etc., from Australia, New Zealand and, more broadly, globally – as part of the Project Reference Group.

The team leading the SIF project comprises the undersigned academics and health educators.

The SIF project team congratulates the Accreditation committees of the respective professions for their commitment to interprofessional education and collaborative practice, and their foresight in striving to develop a strong interprofessional accreditation standard. This action will set the compass for development of their professions into the future ensuring that students graduate with interprofessional competencies to provide the most comprehensive care to their clients. The SIF team support the development of a stand-alone competency statement that is not linked to another learning outcome (such as reflective practice). We recommend that any new competency statement articulates the practical skill development with the theoretical knowledge development associated with interprofessional practice. We additionally recommend that any new competency statement reflects current national and international research and development.

A minimum level example for wording might include:

1. The application of the principles of interprofessional education for collaborative client-centred practice are included as required learning outcomes in the program.

We encourage stronger examples of wording such as the Australian Medical Council standard:

1. The medical program ensures that students work with, and learn from and about other health professionals, including experience working and learning in interprofessional teams.

These statements are informed by the internationally accepted definition of Interprofessional Education (<https://www.caipe.org/about-us>) and the Canadian Interprofessional Competency Framework, and make the important link between learning and real life practice by highlighting the rationale for interprofessional learning as a strategy to ensure collaborative client centred practice. We would like to stress the importance for statements articulating theory to practice. In closing we would like to share an extract from the final report of the recent Independent Review of Accreditation Systems (Woods, 2018) that encapsulates our position.

'Nonetheless, even within the narrower scope of this Review, there is sufficient robust evidence and cross sector support for the inclusion of a standardised approach to IPE within accreditation standards that reflects an agreed definition and focuses on the achievement of learning outcomes related to patient-centred, comprehensive care.' (p. 86)

We appreciate this opportunity to comment on the revision of standards and are happy to engage further with the respective committees should that be of assistance.

With Regards

The SIF Project Management Team

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