

An approach to operationalizing Interprofessional Education

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Introduction

There is widespread and growing belief and passion that IPE and IPP can be the vehicle to address the health and social problems of our society through collaborative approaches. Absence of an explicit theoretical framework suggests a disconnect between educational theories and their application to practice (Abu Rish et al. 2012). Barr highlighted that there is a need to consider the paradigm shift from conceptualising IPE to operationalising IPE (Barr, 2013).



Research Question

How do we address the concerns related to IPE and IPP in South Africa and specifically within the Faculty of Community and Health Sciences at UWC where resources are limited?

Concern 1: Absence of an explicit theoretical framework suggests a disconnect between educational theories and their application to practice

Concern 2: According to Barr (2013) in order to overcome the barriers to operationalising IPE the following key principles are important:

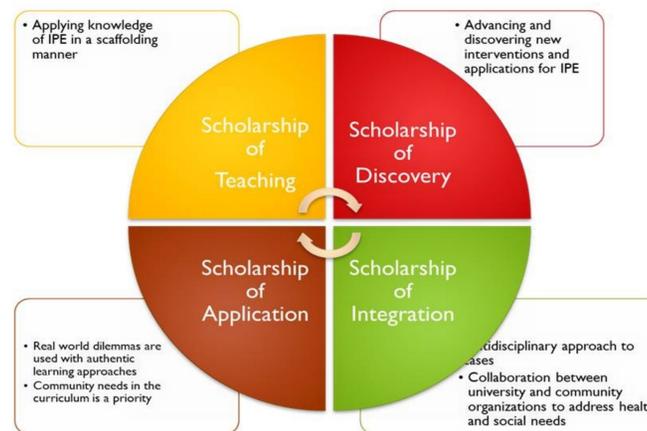
- 1. Planning together
- 2. Incorporating different approaches to learning
- 3. Incorporating different disciplines into one faculty



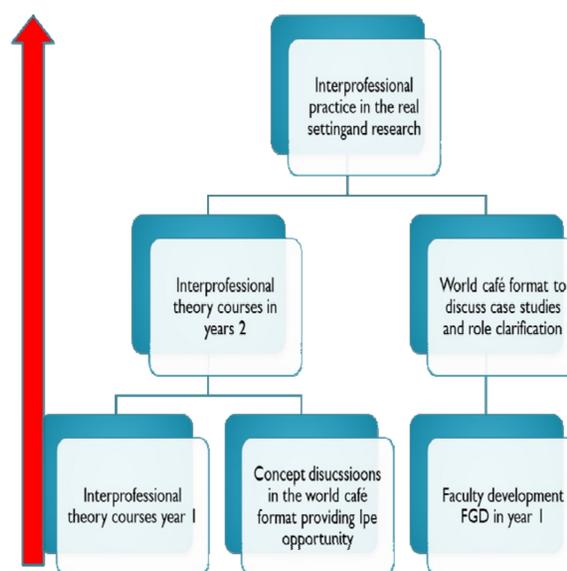
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Addressing concern 1: Conceptual Framework

The conceptual framework currently advocated within the Faculty of Community and Health Sciences includes the Boyers model of Scholarship and a scaffolding curriculum to drive the IPE agenda.



Scaffolding Curriculum



Addressing concern 2:



TOGETHER WE MAKE A DIFFERENCE

Incorporating different approaches to learning



Incorporating different disciplines into one faculty



CONCLUSION:

A holistic approach to IPE includes teaching, research, integration and application. Implementation of IPP involves planning together, learning together and operating together.

