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LEARNING TO LIVE AND LIVING TO LEARN TOGETHER: A NOVEL AND RESOURCEFUL MODEL OF INTERPROFESSIONAL UNDERGRADUATE EDUCATION

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Background:

Historically interprofessional education (IPE) developed in the nineteen sixties due to events which include primary care teams' formation, introduction of care in the community, investigations into child abuse and, later, strategies to effect change and quality improvement in the services being provided by the professionals engaged in health and social care delivery. Thus IPE was conceived as a reactionary means to overcome ignorance and prejudice amongst health and social care professionals.

Material & Methods:

It was thought that by learning from and about each other to improve collaboration (i.e., *interprofessional education*) as opposed to learning side by side together for whatever reason (i.e., *multiprofessional education*) which had characterised medical and health education, members of the healthcare professions would understand each other better, valuing what each professional group brought to collaborative practice whilst setting aside negative stereotypes, work more effectively together and thereby improve the quality of care for their clients. The evolutionary trend in healthcare delivery occasioned by the phenomenal technological advancement, advent of the knowledge economy which is characterised by the 'demand' for transparency and accountability and structural changes that are continuously brought about by governments has exacerbated the need for IPE. Initial approaches to providing IPE include introducing confidence building measures at both pre and post registration levels, and, in secondary, primary and community care.

Results:

These measures at best have produced limited successes and in some cases the level of 'mistrust' between certain professions has increased, hence the need for further efforts at achieving the set goals.

Conclusion:

I will be drawing on the theories relating to the principles and practices in academic governance to present a novel model of IPE for healthcare workers at undergraduate level that will unequivocally achieve the aims of IPE.

Keywords:

Interprofessional undergraduate education, medical and health education, novel model