




**Building interprofessional health education:**

Theoretical underpinnings for IPE curriculum design  
&  
Practical outlines of the AMSTERDAM IPE curriculum

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working group on IPE

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# Focus of the presentation

1. Raison d'être: interprofessional collaboration
- 2. How to design IPE curricula from a theoretical viewpoint?**
3. Rationale 1: Skills, skills and skills...
4. Rationale 2: SOLO taxonomy revised
5. Sketch of the AMSTERDAM IPE curriculum 

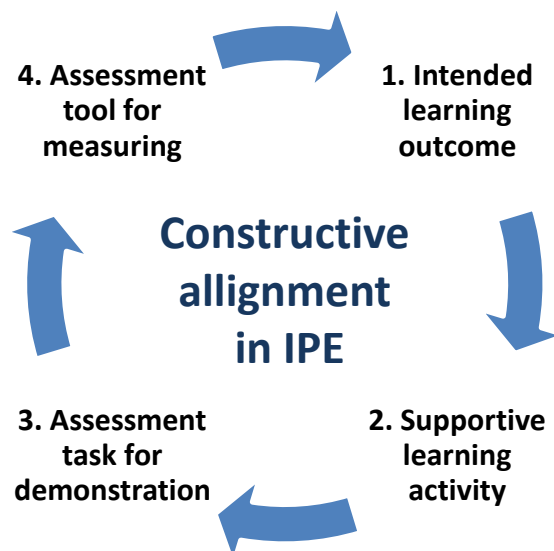
# 1. Why Interprofessional Collaboration



What does it take to create a high-performing, **inter-professional** healthcare team?



## 2. How to design IPE curricula?

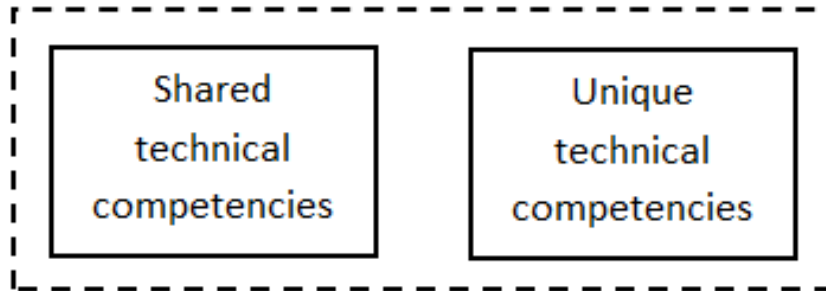


- Many IPE frameworks in health (CIHC, ICF, CCIC, CUICF, etc)
- Many studies show weak alignment in IPE components (SR Vos & Vuurberg et al. (in progress))

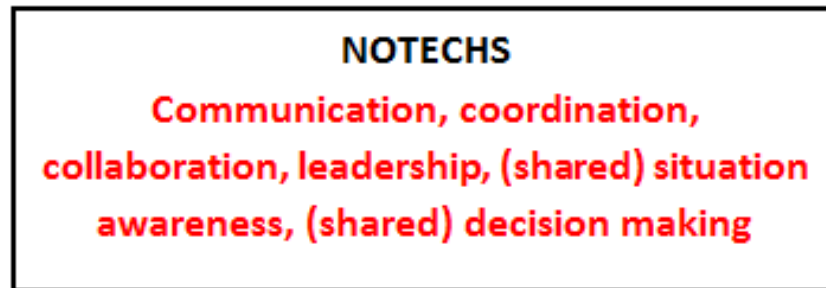
**Finding a rationale for linking  
IPE learning outcomes, IPE learning activities and IPE assessment on curriculum level**

# Rationale 1: skills, skills and skills...

E.g. competencies the physiotherapist & orthopaedic surgeon share regarding physical exam



E.g. unique orthopaedic surgeon's competencies for chronic lower back pain

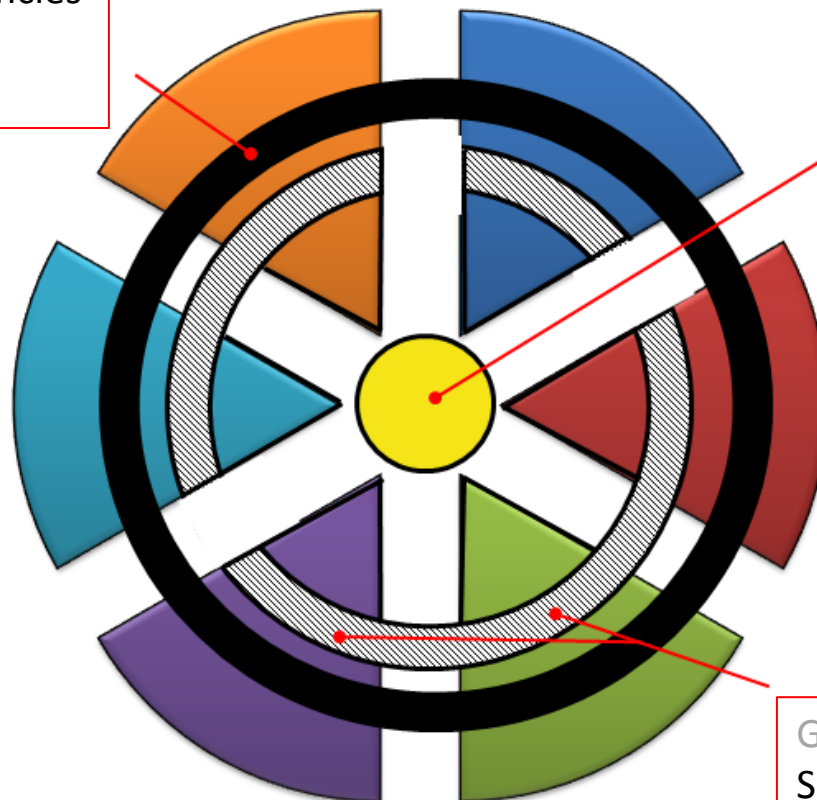


- Distinction between technical and non-technical skills (Flin, O'Connor & Crichton, 2008)
- Distinction between shared and unique technical skills (Barr, 1998)
- NOTECHS (cf. Salas et al., 2006; Paris, Salas & Cannon-Bowers, 2000)

# Our IPE logo

## Skills, skills and skills...

**Black band:**  
Generic competencies  
Aka  
**NOTECHS!**



**Patient**

Each wedge of the cake represents unique competencies of different health professionals, e.g.

- Clinician
- Physiotherapist
- Dietician
- Occupational therapist
- Exercise therapist
- Nurse

**Grey band:**  
Shared technical competencies between some professionals

# Rationale 2: increasing perspectives

## THEORY: Acquiring technical expertise

- Increasing complexity of a learner's understanding of a certain topic (e.g. SOLO) Biggs & Collins, 1982
- Learning one discipline, learning more disciplines compartmentalized, integrated thinking across disciplines Ivanitskaya et al. 2002

## PRINCIPLE: Increasing perspective on subject matter & integration

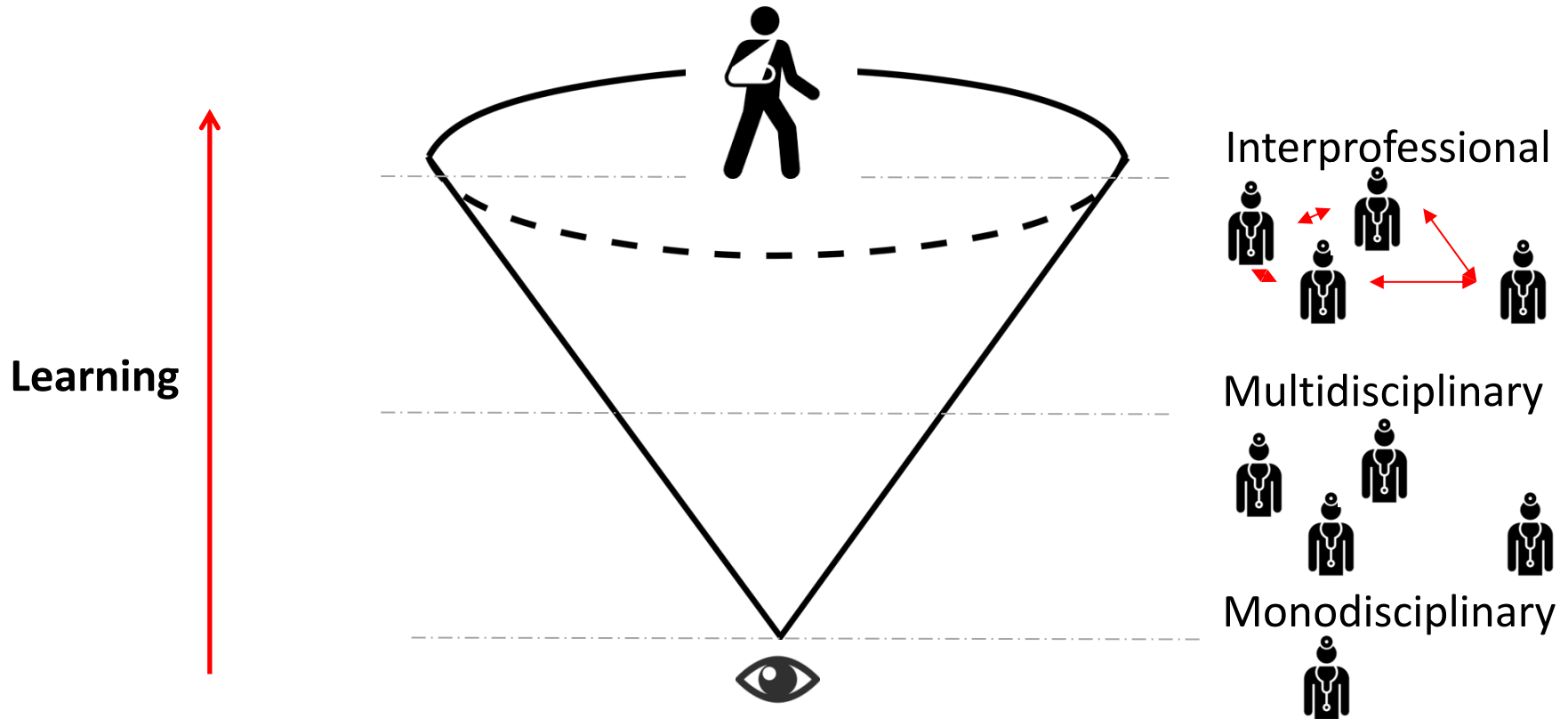


Looking at the earth from the international space station  
(Andre Kuipers)

## ‘MYSTERY’: Acquiring NOTECHS...?

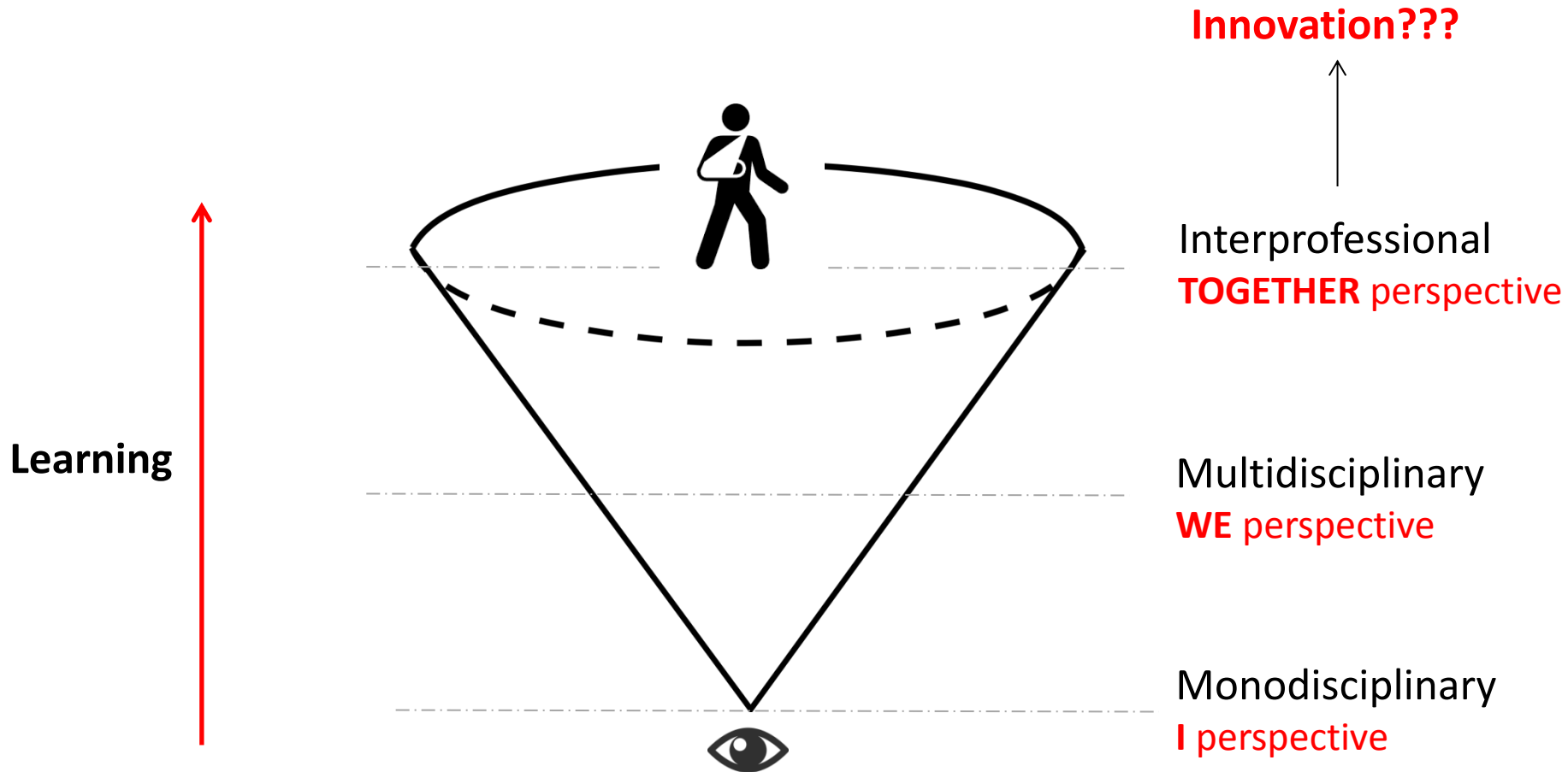
- Increasing perspective on you as a future health professional [ideally from the viewpoint of the patient]

# Increasing perspectives





# Increasing perspectives



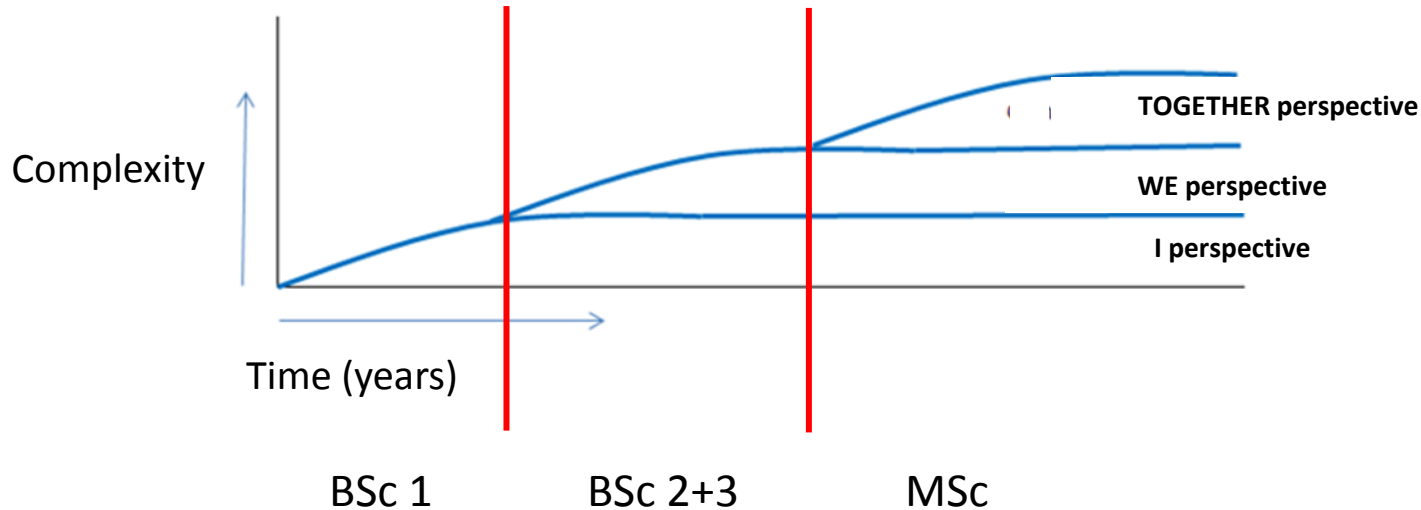
# 5. AMSTERDAM IPE curriculum

- Y1: Professional identity & limitations
- Y2 + 3: Team collaboration
- Y4+: Advanced collaboration & integration skills

“**I** the professional...”

“**WE** as a team...”

“**TOGETHER** we achieve...”



# Current status

- Development and implementation of first IPE pilot (presentation John de Best)
- Rolling out *'the IPE curriculum'* in medicine and health curricula

## Conclusion

**Aiming for the sky while starting small & dedicated**

~in good Dutch: *"waar een wil is is een weg!"*

*Questions?*

