

TERM TWO

AfrIPEN Newsletter

MAY 2020



Inside this issue:

IPE at Makerere University College of Health Sciences in Uganda.

AFrIPEN working groups status report: Impact evaluation working group

Conference News

General information

Notice!

The All Together Better Health (ATBH) which was expected to be held in October 2020, has now been postponed and re-scheduled to 22-25 October 2021.

This decision was made whilst keeping in mind the current global disruption of Covid-19.

Designing an Interprofessional Education module at Makerere University College of Health Sciences in response to emerging health challenges

Interprofessional education (IPE) is the placement of learners from different disciplines in a context where they pursue common goals, learning together with, from and about each other. The goal is to foster collaborative learning from different professions as a way of propagating interprofessional practice. Interprofessional practice is necessary in order to address old and newly emerging health challenges. As has been demonstrated with the COVID-19 global pandemic, addressing community health challenges requires multi-sectoral collaboration. However, health professionals are currently ill-prepared to effectively work in interprofessional teams and foster this collaboration to address many emerging health challenges. Educational institutions are thus likely to play a crucial role in fostering interprofessional competencies during training to ensure future interprofessional collaboration in order to address both old and newly emerging health needs. Within the College of Health Sciences at Makerere University, one of the premier and top universities in Africa, a community based IPE module to equip trainees with the necessary competencies to work in interprofessional teams.

The development of the IPE module was conceptualized by a core team of faculty from medicine, nursing, public health, gender, nutrition and social sciences. The team adopted a consensus building approach. A series of weekly meetings were conducted to brainstorm on how this cross-cutting module that spans beyond the health sciences could be realized. Through iterative discussion sessions, literature review and involvement of stakeholders, ideas were generated and documented.



Makerere University- Uganda, one of the top Universities in Africa

This team was tasked with formulating the IPE competencies applicable to the context and coming up with delivery and assessment methods. These related to the WHO IPE competencies. Other stakeholders consulted included the institutional administration, professional bodies, students and community representatives. Through consensus building, the overarching IPE competency domains for this module included: 1) Values and Ethics; 2) Roles and responsibilities; 3) Interprofessional communication; 4) Collaborative team work; and 5) Reflective practice.

The outcome of this exercise is that an inter-disciplinary IPE module has been developed with the requisite competencies. The module targets students beyond the health sciences to include disciplines such as gender, nutrition, social sciences to learn together while in the community. The fact that all these stakeholders recognized the importance of such an interprofessional training package and not only supported it, but also actively participated in its development was in itself another milestone.

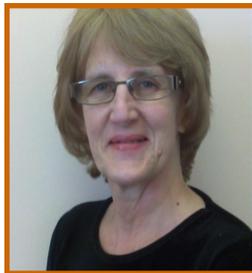


The participatory nature of the initial meetings was a key lesson for us to ensure acceptability. Including student representatives, who are the major stakeholders was also key to the successful development and implementation of the IPE module. This positive response has changed our perspective of IPE beyond the health professions contrary to what we perhaps thought. We need to build strong interprofessional teams that are community oriented and equipped with the necessary competencies to work together in order to address emerging health challenges. Institutions are thus encouraged to try out this and we continue sharing experiences for further improvement. The major challenge still remains involving all faculty and to ensure proper alignment within the existing curricular across the different disciplines.

By: Dr. Mubuke Gonzaga, Makerere University, College of Health Sciences, Uganda

Holding their reigns tight: The Impact Evaluation working group of AfrIPEN

African governments and key decision-makers need evidence regarding the value and impact, such as improvement of health outcomes and strengthening of health systems, through IPECP. Evidence would underpin funding and implementation of radical policy changes, endorsing IPECP. The impact evaluation working group submitted a research proposal, aiming at conducting a longitudinal IPECP impact study in and for Africa, to funding bodies. An African based longitudinal study will stimulate interest as a first of its kind globally. Generation of evidence regarding the impact of IPECP on routine healthcare in the African region, and strategies to overcome barriers to IPECP are essential.



By: Elize Pietersen

Changes in other noteworthy conferences



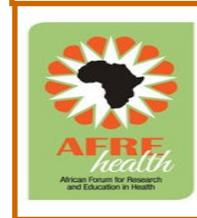
The **AfHIC** is currently in the process of making a decision for both an online and face-to-face conference. A final decision will be communicated once consensus has been reached.



To keep with the rules and regulations as set out by President Cyril Ramaphosa, **SAAHE** has decided to postpone the conference to **June 2021**.



Similarly, after considering several outcomes and keeping in mind the current conditions, **CLIC** has decided to reschedule their conference to **10-13 October 2021**.



Lastly, **AFREhealth** regrettably announced their cancellation of their 4th annual symposium due to Covid-19. The next symposium will be held in **August 2021** at Addis Ababa, Ethiopia.

General Information

All queries regarding AfrIPEN should be forwarded to interprofessional.africa15@gmail.com.

Future projects, conferences, workshops and networking information will be provided. Institutions are welcomed to show cast their work in IPE through the AfrIPEN newsletters.

All photographs and written works can be forwarded to the AfrIPEN e-mail address. Four issues will be published per year, one for each term, thus, submissions should be done early at the beginning of every term (three month period).

Next issue due: Sept 2020.

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