



INTERPROFESSIONAL EDUCATION: PRESCRIBING INITIATIVES IN LIFELONG LEARNING (PILL)

University Malaya MALAYSIA

Introduction

- **Interprofessional education:**
 - Occurs when two or more professions learn about, from and with each other
 - enables effective collaboration
 - improve health outcomes
- **Collaborative practice in health care**
 - Occurs when multiple health care providers from different professional backgrounds provide comprehensive services

Framework for Action on Interprofessional Education & Collaborative Practice (WHO/HRH/HPN/10.3). http://www.who.int/hrh/nursing_midwifery/en/

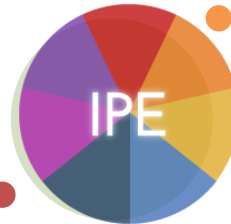
Optimal health services



Collaborative practice



Collaborative practice ready workforce



Interprofessional education



Present and future health workforce

Interprofessional practice

- WHO recognizes interprofessional collaboration in education as an innovative strategy to mitigate global healthcare workforce crisis
- Healthcare services being **inherently** interprofessional in nature demands an interprofessional training to provide effective workplace based learning

Framework for Action on Interprofessional Education & Collaborative Practice (WHO/HRH/HPN/10.3). http://www.who.int/hrh/nursing_midwifery/en/



IPE

@ FACULTY OF MEDICINE



STRUCTURE

PILL Module

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graph TD; PILL_Module[PILL Module] --- PILL_1[PILL-1]; PILL_Module --- PILL_2[PILL-2]; PILL_Module --- PILL_3[PILL-3]; PILL_1 --- PILL_1_Details[• Interprofessional workshop  
• Early half of Stage 3.2]; PILL_2 --- PILL_2_Details[• Small group workshop (20-24 students)  
• During Primary Care Medicine posting (Stage 3.2)]; PILL_3 --- PILL_3_Details[• Online module  
• Throughout Stage 3.2];
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PILL-1

- Interprofessional workshop
- Early half of Stage 3.2

PILL-2

- Small group workshop (20-24 students)
- During Primary Care Medicine posting (Stage 3.2)

PILL-3

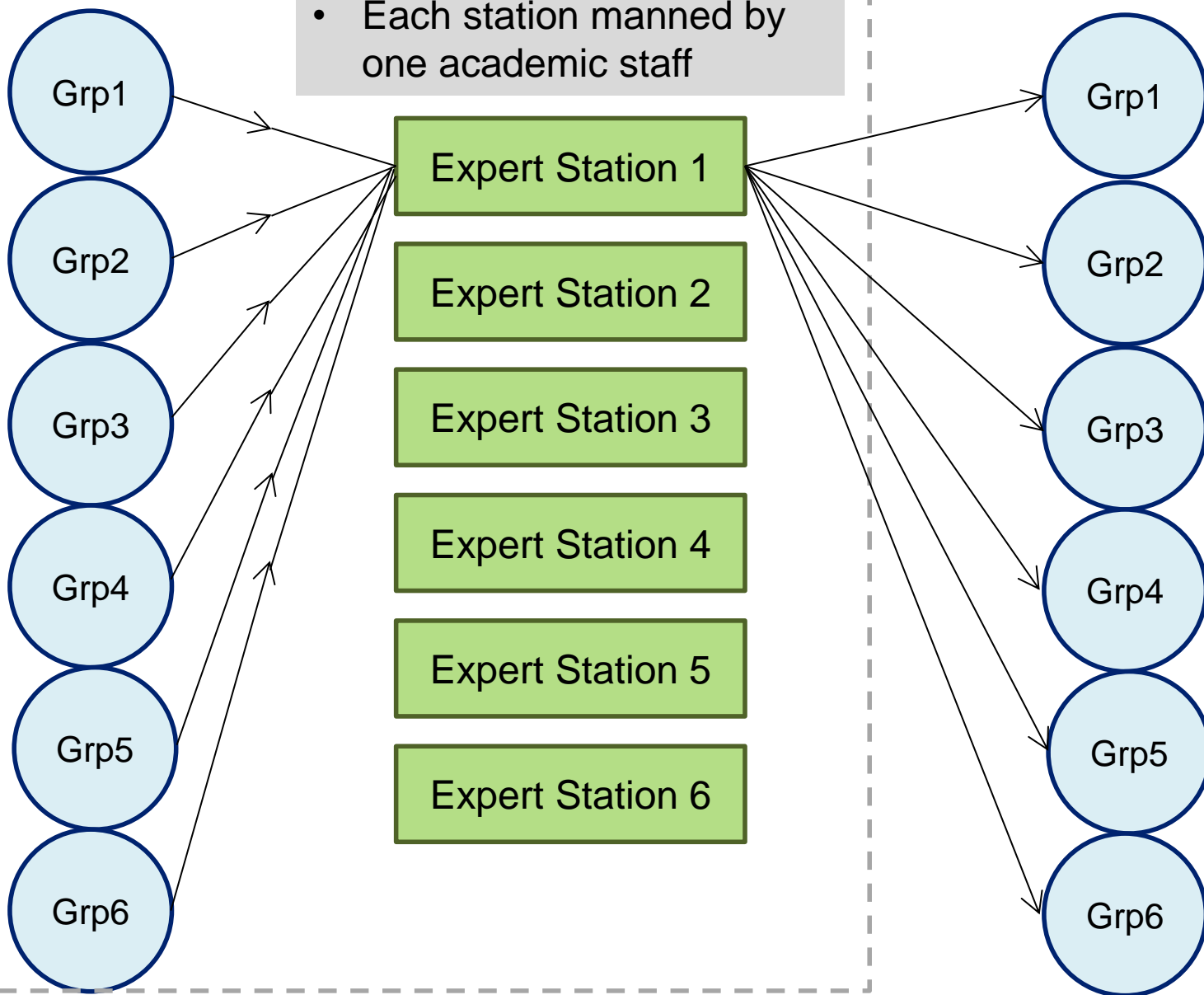
- Online module
- Throughout Stage 3.2

PILL-1 Workshop

- Participants:
 - Year 4 Pharmacy students
 - Stage 3.2 Medical students (Year 4)
- Whole day workshop divided into 2 parts:
 - AM: Jigsaw technique (cooperative learning) & peer teaching
 - PM: Group discussion on clinical cases
- Based on WHO Guide to Good Prescribing – 6 ‘expert stations’
 1. Defining your patient’s problem and specifying your therapeutic objective
 2. Selecting P-drugs
 3. Verifying the suitability of your P-drugs
 4. Sources of drug information & drug costing
 5. Prescription writing & dosage calculations
 6. Giving information, instruction and warnings; Monitoring treatment

1 student from each group to
1 expert station

- Each station manned by
one academic staff



Back to
original group
for peer
teaching &
case
discussion

PILL-2 Workshop

- First week of Primary Care Medicine posting
- Involves Stage 3.2 MBBS students only
 - small group teaching (20-24 students)
- Format: Jeopardy game (competitive) and role-play
- Learning objectives:
 - To provide students an opportunity to practice prescription writing
 - To provide students an opportunity to practice counselling on the use of therapeutic medical devices for the delivery of medication

PILL-3 Workshop



- Web-based curriculum to help develop prescribing skills
 - National Prescribing Curriculum (Australia)
- Different modules allocated for different clinical postings
 - Primary Care – 5 modules
 - Orthopaedic Surgery – 4 modules
 - O&G – 4 modules
 - Surgery – 3 modules
 - Paediatrics – 5 modules
 - Medicine – 6 modules

List of NPC modules

- A child with acute otitis media
- Acute mania in bipolar disorder
- Acute pulmonary oedema
- Alcohol withdrawal delirium
- Analgesia for low back pain
- Anticoagulation in atrial fibrillation
- Chronic heart failure
- Chronic obstructive pulmonary disease exacerbation
- Delirium in an older person
- Depression in adolescents
- Glycaemic control in long-established diabetes
- Helicobacter pylori infection
- Hypertension
- Insomnia
- Iron deficiency
- Lipid and CVD risk management
- Management of acute coronary syndrome
- Polypharmacy
- Postoperative pain and vomiting
- Prevention of venous thromboembolism
- Seizure
- Type 2 diabetes – initiating treatment
- Type 2 diabetes – intensifying treatment
- Urinary tract infection

IPE so far...

- Students and academic staff give good feedback
- Encouraging
- Expansion into

IPE so far

- Encouraging
- Good feedback from students and academic staff
- Expansion into clinical-based IPE

THANK
YOU