

Table 2 Description of the steps for the interprofessional education (IPE) programme at the Lebanese American University

Step	Student learning outcomes	Level	Audience	Activity sequence
1: Introduction to IPE and collaborative practice	<p>Define IPE and collaborative practice</p> <p>Explain own professional role.</p> <p>Identify similarities and differences within and across health and social care professions.</p> <p>List positive aspects of collaborative practice.</p> <p>List barriers to collaborative practice.</p>	Entry	<p>Medicine, Med I</p> <p>Pharmacy, P1</p> <p>Nursing, BSc I</p> <p>Nutrition, senior</p> <p>Social work, year 1</p>	<p>Baseline RIPLS survey</p> <p>Lecture: intro to IPE and 5 professions</p> <p>Custom made video revealing the roles of the 5 professions in the care of a patient/client</p> <p>Refreshment break; move to break out rooms</p> <p>Ice-breaker</p> <p>Facilitated case discussion</p> <p>Complete evaluation form</p>
2: Inter-professional communication	<p>Describe the contribution of the various health and social care team members to patient/client care.</p> <p>Describe how effective and ineffective communication among health and social care team members can influence the process and outcomes of patient care.</p> <p>Describe communication techniques that foster effective collaboration.</p> <p>Apply communication techniques to collaborate with other health and social care professionals in identifying and addressing the needs of a patient with a chronic health condition.</p>	Intermediate	<p>Medicine, Med II</p> <p>Pharmacy, P2</p> <p>Nursing, BSc II</p> <p>Nutrition, dietetic interns</p> <p>Social work, junior</p>	<p>Lecture and videos: Team STEPPS, ISBAR; write-down, read-back; "I pass the baton," CUS</p> <p>Refreshment break and move to breakout rooms.</p> <p>Ice breaker</p> <p>Facilitated case discussion</p> <p>Complete evaluation form</p>
3: Teamwork and conflict resolution	<p>Manage disagreements about values, roles, goals and actions that arise among health care professionals and with patients and families.</p> <p>Examine the roles and practices of effective teams.</p> <p>Employ the knowledge and experience of other professions to make informed decisions, while respecting patient and community values and priorities/preferences for care.</p>	Advanced	<p>Medicine, Med III</p> <p>Pharmacy, P3</p> <p>Nursing, BSc III</p> <p>Nutrition, dietetic interns</p> <p>Social work, Senior</p>	<p>Lecture and video- Health care teams and conflict management</p> <p>Refreshment break; move to breakout rooms</p> <p>Ice breaker</p> <p>Facilitated case discussion</p>
4: Improving safety of care through inter-professional collaboration	<p>Explain the magnitude of the patient safety crisis</p> <p>Cite the 6 Institute of Medicine aims for crossing the quality chasm.</p> <p>Explain the difference between the person approach and the system approach to understanding medical errors.</p> <p>Identify actions you, as a health professional, can take to improve patient safety.</p>	Advanced	<p>Medicine, Med III/IV</p> <p>Pharmacy, P3</p> <p>Nursing, BSc III</p> <p>Nutrition, dietetic interns</p> <p>Social work, Senior</p>	
5: Ethics: an inter-professional approach	<p>Identify ethics principles and theories that guide good clinical decision making. Distinguish an ethical dilemma from other types of ethical concerns that arise in the clinical setting.</p> <p>Explain factors that influence ethical decision-making in the clinical setting. Apply ethics principles and a deliberative approach to address ethical concerns and dilemmas in clinical practice.</p> <p>Collaborate with other members of the interprofessional team to address ethical issues.</p>	Advanced	<p>Medicine, Med III/IV</p> <p>Pharmacy, P3</p> <p>Nursing, BSc III</p> <p>Nutrition, Dietetic interns</p> <p>Social work, Senior</p>	

RIPLS = readiness for interprofessional learning scale.

TeamSTEPPS = team strategies and tools to enhance performance and patient safety.

ISBAR = identify, situation, background, assessment and recommendation.

CUS = I am concerned, I am uncomfortable, this is a safety issue.