



UNIVERSITY OF THE PHILIPPINES MANILA
Community Health and Development Program
8/F Philippine General Hospital Complex, Taft Avenue, Manila 1000, Philippines
Tel: (632) 526 8419 • Telefax: (632) 521 0184 • Email: upm-oc@up.edu.ph

Interprofessional Education Sessions 2nd Semester A.Y. 2021-2022

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ipe for chdp interns Study and Activity Guide 1st Asynchronous and Synchronous Sessions

Learning Outcome

At the end of the 1st Asynchronous session, you as an IPE participant from your college will be able to identify key concepts in collaborative practice and IPE.

Let's Begin!

This session will give you a brief background on UP CHDP and an introduction to IPE. This will also provide you an opportunity to discuss among your colleagues your perceptions about the roles of health workers from the other two professions you will be interacting with for the rest of the IPE sessions.

This session will be among interns of the same college done asynchronously before the 1st synchronous session.

Think!

As you prepare for the IPE sessions, think about:

- What do you know are the roles of different health professionals?
- How are you with working in groups?
- What are the benefits and challenges of working in groups?
- What are your expectations of the IPE sessions?



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Learning Activity and Tasks:

The **group tasks** for this session are:

1. Individually, recall a recent experience of working in a group.
2. Answer the questions:
 - 2.1. What was your experience working in a group?
 - 2.2. What challenges have you encountered working in a group?
 - 2.3. How did you overcome the challenges?
 - 2.4. What are your expectations for this IPE experience?
3. Schedule a discussion (via Zoom or other platforms) with your classmates/groupmates in the college who are part of the upcoming batch of IPE sessions.
4. Share your answers to question #2 and synthesize them as a group. Write the summary of your group output.
5. List down your perceived roles for each health profession indicated below and put an asterisk on what you think best describes that profession. For this April 2022 IPE session, please describe the roles of the highlighted professions.
 - 5.1. Nurse**
 - 5.2. Dentist
 - 5.3. Midwife
 - 5.4. Physician
 - 5.5. Pharmacist**
 - 5.6. Microbiologist**
 - 5.7. Nutritionist-Dietitian**
 - 5.8. Public Health Practitioner**
 - 5.9. Physical Therapist/ Occupational Therapist/Speech and Language Pathologist**
6. Submit a **pdf file** of written outputs for #4 and #5 and prepare a **3-minute video presentation** to share your answers to #4 and #5 to be presented at the 1st synchronous session.

The **individual tasks** for this session are:

1. To prepare you for the small group discussion during the synch session, do the following:
 - 1.1. Read "The Need for Collaborative Competencies in Community Health and Development" by Paterno E., 2020.
 - 1.2. Watch the following videos.
 - 1.2.1. Introduction to UP Manila CHDP by Opina-Tan, MD (2020)
 - 1.2.2. Introduction to Collaborative Practice and IPE by Opina-Tan, MD (2020)
 - 1.3. Review literature on or watch videos on healthcare framework/s used in **your own** profession such as:
 - 1.3.1. Pharmaceutical Care (CP)
 - 1.3.2. Common Risk Factor Approach (CD)
 - 1.3.3. International Classification of Functioning (CAMP)
 - 1.3.4. Person-centered, Family-focused, Community-oriented Care (CM)
 - 1.3.5. (CAS)



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- 1.3.6.(CN)
- 1.3.7.Framework for Action to Achieve Optimum Fetal and Child Malnutrition and Development (CHE)
- 1.3.8.Ottawa Charter for Health Promotion
- 1.4. Be ready to explain your framework using an infographic.

Dig Deeper!

To provide context on what is CHDP and IPE in CHDP, watch the video / read the learning resources in the course VLE:

1. UP CHDP 2013 by Paterno, E.
2. UP CHDP 2017 from the UP-Manila website.
3. UP Community Health and Development Program Interprofessional Education video.
4. Pilot implementation of IPE in a community-academe partnership in the Philippines by Opina-Tan, L.



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Study and Activity Guide 1st Synchronous Session

Learning Outcome

At the end of this session, you as an IPE participant from your college will be able to level off frameworks on providing health care.

Let's Begin!

Health care professionals have similarities and differences in their approach to healthcare based on the frameworks they have from their respective professions. This session hopes that as interns share their knowledge of their health frameworks, there will be levelling of understanding of healthcare.

This session will be done within the college grouping and with interns in the interprofessional teams.

Learning Activity and Tasks:

The activities for this session are:

1. Each discipline/group will present their asynchronous session output.
2. Interns will be divided into **IPE teams and assigned to Zoom Breakout rooms.**
3. In each breakout room:
 - 3.1. **One (1) student/ intern** per discipline will discuss how their healthcare framework is applied in patient and community care.
 - 3.2. After all the presentations each intern will share their realizations regarding the discussion.
 - 3.3. Assign **one (1) reporter** to synthesize and present the team's insights within **2 minutes.**
4. After the plenary presentations, each IPE team will be assigned a case study.
5. The IPE teams will be given time to plan for the 2nd session.
6. Each intern will be asked to answer the [feedback form](#) for the 1st session.

Post your questions and/or clarifications about the IPE case or the 2nd session in the Q&A Forum in the course VLE.



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Schedule

Time Allotment	Activity
15 mins	Orientation
20 mins	Sharing of Asynchronous Output
45 mins	Small Group Discussion
15 mins	Plenary Discussion
10 mins	Instructions for Case Study
10 mins	IPE Team Meeting for Case Study
5 mins	Answer Feedback Form
2 hours	Total

Learning Resources

1. Cordero, A. (2017). UP Community Health and Development Program. University of the Philippines Manila. <https://www.up.edu.ph/the-up-manila-community-and-development-program-up-chdp/>
2. Garcia, F. (2020). International Classification of Functioning summary created for the module IPE for CHDP interns A.Y. 2020-2021. University of the Philippines Manila.
3. Government of Canada: Ottawa Charter for Health Promotion from <https://www.canada.ca/en/public-health/services/health-promotion/population-health/ottawa-charter-health-promotion-international-conference-on-health-promotion.html>
4. Let's Learn Public Health. (2017, March 5). An Introduction to Health Promotion and the Ottawa charter. [Video]. YouTube. <https://www.youtube.com/watch?v=G2quVLCJVBk&t=7s>
5. Opina-Tan, L. (2020). Introduction to Interprofessional Education. [Video]. University of the Philippines Manila.
6. Opina-Tan, L. (2020). UP Community Health and Development Program Interprofessional Education. University of the Philippines Manila.
7. Opina-Tan, L. (2013). Pilot Implementation of IPE in a Community-Academe Partnership in the Philippines. Education for Health.
8. Paterno, E. (2020). The Need for Collaborative Competencies in community health and development. University of the Philippines Manila.
9. Paterno, E. (2013). UP Community Health and Development Program.
10. Rosanes, R. (2020). Common risk factor approach diagram presented in Dentistry 163 Oral Health Promotion lecture. University of the Philippines Manila
11. Sheiham, A., Watt, R. (2000). The Common Risk Factor Approach: a rational basis for promoting oral health. Community Dent Oral Epidemiol vol 28: 399-406. <https://doi.org/10.1034/j.1600-0528.2000.028006399.x>
12. World Health Organization. (1978). *Declaration of Alma-Ata*. Retrieved from http://www.who.int/publications/almaata_declaration_en.pdf
13. World Health Organization. (2002). Towards a Common Language for Functioning, Disability and Health ICF <https://www.who.int/classifications/icf/icfbeginnersguide.pdf>
14. World Health Organization. (2013). Executive Summary of the Maternal and Child Nutrition Series. <https://www.who.int/pmnch/media/news/2013/nutrition.pdf?ua=1>