

Systematic Reviews of Interprofessional Education

1. Abu-Rish, E., Kim, S., Choe, L., Varpio, L., Malik, E., White, A. A., Craddick, K., Blondon, K., Robins, L., Nagasawa, P., Thigpen, A., Chen, L., Rich, J., & Zierler, B. (2012). Current trends in interprofessional education of health sciences students: A literature review. *Journal of Interprofessional Care*, 26, 444-451.

Description: *Explores current IPE models to identify emerging trends reported in published studies. Concludes that greater consistency in how IPE activities are reported is recommended.*

2. Barr, H. (2007). Interprofessional education: The fourth focus. *Journal of Interprofessional Care*, 21(S2), 40-50.

Description: *The main three foci of IPE is to prepare individuals for collaborative practice, working in teams, and developing services to improve the quality of care for patients. The present review adds one additional classification element: improving the quality of life in communities. Based on a review of the literature, six approaches to interprofessional learning are discussed.*

3. Carlisle, C., Cooper, H., & Watkins, C. (2004). "Do none of you talk to each other?": The challenges facing the implementation of interprofessional education.

Description: *Provides a systematic review of the evidence around the use of IPE within undergraduate health professional programmes, and the perception of its effects. The main themes emerging from the data are: the advantages of IPE ; the challenges of IPE; and the role of IPE in creating professional identification.*

4. Clifton, M., Dale, C., & Bradshaw, C. (2007). The impact and effectiveness of inter-professional education in primary care: An RCN literature review. *Royal College of Nursing*. Retrieved from http://www.rcn.org.uk/__data/assets/pdf_file/0004/78718/003091.pdf

Description: *Consistent with other reviews, the report identifies a lack in high quality evidence detailing the effectiveness of IPE in primary care. However, evidence does suggest that IPE is enjoyed by students, may contribute to positive changes in attitudes and perceptions of other professions, and may promote improved knowledge and understanding of the role and function of other professions.*

5. Cooper, H., Carlisle, C., Gibbs, T., & Watkins, C. (2001). Developing an evidence base for interdisciplinary learning: A systematic review. *Journal of Advanced Nursing*, 35 (2), 228-237.

Description: *The systematic review explores the feasibility of introducing IPE within undergraduate professional health curricula. Evidence for IPE of professional health students was summarized and methodological rating schemes were employed to test for confounding influences. It is concluded that student health professionals benefit from IPE with outcome effects of changes in knowledge, skills, attitudes, and beliefs.*

6. Gough, S., Hellaby, M., Jones, N., & MacKinnon, R. (2012). A review of undergraduate interprofessional simulation-based education (IPSE). *Collegian, 19*, 153-170.

Description: *This review captures current IPSE developments within undergraduate health care. Reveals general agreement among studies regarding the value of IPSE as a teaching strategy. However, further research is required to determine the most appropriate time to introduce IPSE, and which methods of learning are most effective.*

7. Hammick, M., Freeth, D., Koppel, I., Reeves, S., & Barr, H. (2007). A best evidence systematic review of interprofessional education: BEME guide no. 9. *Medical Teacher, 29*, 735-751.

Description: *Staff development is a key influence on the effectiveness of IPE for learners who all have unique values. Authenticity and customization of IPE are important mechanisms for positive outcomes. IPE is often used as a mechanism to enhance development of practice and improvement of service quality.*

8. Lapkin, S., Levett-Jones, T., & Gilligan, C. (2011). A systematic review of the effectiveness of interprofessional education in health professional programs. *Nurse Education Today*, doi: 10.1016/j.nedt.2011.11.006.

Description: *Appraises and synthesises available evidence on the effectiveness of IPE in university-based health professional programs. Discovers that students' attitudes towards interprofessional collaboration can be enhanced through IPE. However, little evidence exists regarding whether the gains attributed to IPE can be sustained over time.*

9. Reeves, S., Tassone, M., Parker, K., Wagner, S. J., & Simmons, B. (2012). Interprofessional education: An overview of key developments in the past three decades. *Work, 41*, 233-245.

Description: *Provides an overview of key developments of IPE evolution over the past three decades. Discusses different models/approaches used in IPE, organization and group formatting, activities for learning, and program quality based on evidence.*

10. Reeves, S., Zwarenstein, M., Goldman, J., Barr, H., Freeth, D., Kippel, I., & Hammick, M. (2010). The effectiveness of interprofessional education: Key findings from a new systematic review. *Journal of Interprofessional Care*, 24, 230-241.

Description: *Reviews literature from 1999 to 2006 in order to assess the effectiveness of IPE interventions compared to education interventions in which the same professions were learning separately from one another. Also reflects on a pragmatic trials approach to IPE.*

11. Zwarenstein, R. S., Goldman, M., Barr, H., Freeth, D., Hammick, M., & Koppel, I. (2009). Interprofessional education: Effects in professional practice and health care outcomes (Review). *The Cochrane Collaboration*. New York: Wiley.

Description: *Review of the literature indicates that IPE produces positive outcomes in several areas including, but not limited to, emergency department culture, patient satisfaction, collaborative team behaviour, and management of care. Suggests that more rigorous IPE studies are needed to provide better evidence of IPE impact.*