



AfrIPEN
Africa Interprofessional
Education Network

Annual Report 2018

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1 INTRODUCTION

AfriPEN was formed in 2015 at the Towards Unity for Health conference in Johannesburg (South Africa) following an exploratory process by involving:

- Towards Unity for Health Interprofessional Working Group
- WHO Initiative on transformative scale-up of health professional education
- In-2-Theory Network
- Global Research Interprofessional Network (GRIN)
- Institute of Medicine's Global Forum for the Innovation in Health Professions Education
- 'Next-Step' project funded by the Finnish Government ("Ndola Group")
- Consortium of New Southern African Medical School (CONSAMS)
- The South African Association of Health Educationists (SAAHE)
- Academy of Science of South Africa (ASSAf)
- Medical and Dental Board of the Health Professions Council of South Africa

In 2016 AfriPEN had a strategic planning workshop where our priorities were determined, and plans made to address the priorities. Working Groups were formed to collaborate on the various plans.

In 2017 a Collaborative Research Workshop was held in Windhoek (Namibia), attended by representatives from the various member institutions. The workshop was followed by the First Symposium for Interprofessional Education in Africa.

Since meeting in Namibia, the various working groups made steady progress during 2018.

In this Annual Report 2018 we share how the various working groups collaborated to strive towards AfriPEN's vision to establish interprofessional education and collaborative practice (IPE) as integral part in training the health workforce and in the effective functioning of systems for health in Sub-Saharan Africa. We've advocated for, collaborated on, promoted and shared good practice of IPE in Sub-Saharan Africa.

In 2017 we've set ourselves the following objectives to:

- 1) Recruit and mobilise policy makers, professional bodies, institutional leadership, faculty, service providers, funders and other stakeholders to advance IPE in Sub-Saharan Africa.
- 2) Collaborate in identifying, developing, adapting and sharing IPE resources for the Sub-Saharan African context.
- 3) Utilise relevant global, regional and national networks and platforms to create an awareness of and mobilisation around IPE.
- 4) Advocate for and facilitate the inclusion of IPE into scopes of practice of all professions represented in the workforce for health in Sub-Saharan Africa.
- 5) Advocate for and facilitate the integration of interprofessional collaborative competencies into health workforce curricula offered by higher education institutions in Sub-Saharan Africa.
- 6) Advocate for, promote and facilitate the cultivation of IPE values and competencies among faculty, preceptors, health and social care workers in Sub-Saharan Africa.
- 7) Participate in international networks informing best practice models including, but not limited, to Interprofessional.Global (The Global Confederation for Interprofessional Education and Collaborative Practice), InterprofessionalResearch.Global, the World Health Organization and AFREhealth.
- 8) Conduct collaborative research to inform IPE in Sub-Saharan Africa.

2 TERMS OF REFERENCE

- 1) Develop AfriPEN's organisational capacity and structure
- 2) Conduct a survey on what Institutions have available on IPE and what is needed regarding IPE
- 3) Compile a collection of IPE stories from Sub-Saharan Africa.
- 4) Produce IPE policies and guidelines that can be adapted by various authorities to promote and endorse IPE

- 5) Create a web-based platform to share IPE learning and teaching resources
- 6) Develop short course for IPE facilitators
- 7) Develop a collaborative research framework and grant application(s) for AfriPEN
- 8) Contribute to a themed edition on IPE in Sub-Saharan Africa for the Journal of Interprofessional Care

Five Working Groups were formed to collaborate on plans to realise these priorities.

3 WORKING GROUP 1: DEVELOPING AFRIPEN'S ORGANISATIONAL CAPACITY AND STRUCTURE

3.1 MEMBERS OF THIS WORKING GROUP

- **Chairperson:** Stefanus Snyman (stef@snymans.org)
- **Vice-chairperson (East and Central Africa):** Norbert Boruett (nboruett@gmail.com)
- **Vice-chairperson (Southern Africa):** Yvonne Botma (botmay@ufs.ac.za)
- **Vice-chairperson (West Africa):** Anthony Amalba (amalbaanthony@gmail.com)
- **Secretariat:** Gérard Filies (gfilies@uwc.ac.za)
- **Treasurer:** Gerda Reitsma (Gerda.Reitsma@nwu.ac.za)
- **AFREhealth representative:** Judy Khanyola (jkhanyola@icapkenya.org)
- **Working Group Facilitators:**
 - Situational Analysis (Mmoloki Molwantwa: mmulaclm@gmail.com; Penny Orton: penny@dut.ac.za; Firdouza Waggie: fwaggie@uwc.ac.za)
 - Capacity Building – Developing a short course for IPE facilitators (Yvonne Botma: botmay@ufs.ac.za; Gérard Filies: gfilies@uwc.ac.za)
 - Producing generic IPE policies and guidelines (Bongi Sibanda: sibongisibbs@gmail.com)

3.2 MEMBERSHIP: MEMBERS AND COLLABORATORS

Collaborators

The number of AfriPEN collaborators during 2018 grew to 130 (Africa: 110; International: 20)

Africa	110	International	20
Botswana	3	Australia	3
• Ghana	3	Brazil	1
• Kenya	6	Canada	1
• Malawi	2	Finland	1
• Namibia	4	Norway	1
• Nigeria	3	United Arab Emirates	1
• South Africa	82	United Kingdom	10
• Tanzania	1	United States	2
• Uganda	2		
• Zambia	2		
• Zimbabwe	2		

Institutional members

We are grateful towards the institutional members who've paid their membership fees during 2018. Their social accountability enabled us to improve collaboration on an initiative that is far too big for any one institution to achieve on its own. Phill Butler said: "The most mature way of giving is to support a consensus-based partnership to develop and collaborate for the greater good"

The following institutions paid their membership fees during 2018:

- 1) University of the Witwatersrand
- 2) University of Namibia
- 3) University of British Columbia
- 4) University of Stellenbosch
- 5) University of the Western Cape
- 6) Sefako Makgatho University
- 7) North-West University

For more information on membership fees and donations:

- <https://afripen.org/membership/>
- Prof Gerda Reitsma (Treasurer)
Email: gerda.reitsma@nwu.ac.za.
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3.3 FINANCES

The North-West University (Potchefstroom, South Africa) took responsibility to serve as "bank account" for AfriPEN. The university created a cost point for the Network to receive funds and to make payments. We also opened a [GivenGain portal to allow for online donations and fundraising](#).

Summary of the income and expenses during 2018:

Income 2018	ZAR 25,328.00
• Balance brought forward	ZAR 1,000.00
• Membership fees	ZAR 7,000.00
• Donations	ZAR 16,370.00
• Interest	ZAR 958.00
Expenses 2018*	ZAR 0
Closing saldo 31 December 2018	ZAR 25,238.00

* During 2018 we've had no expenses, but during the first 2 months of 2019 we already had expenses totalling ZAR 21,238.

3.4 INTERNATIONAL RELATIONSHIPS

- March 2018:
 - Exhibition of AfriPEN work at the Africa Health Professions Diaspora event, University of West England, Bristol, UK (Bongi Sibanda).
- April 2018:
 - AfriPEN was invited to facilitate an IPE orientation course at the Medical School Hamburg, Germany (Stefanus Snyman).
 - AfriPEN invited to present an ICF workshop at the 5th International Conference on Disability & Rehabilitation in Riyadh, Saudi Arabia (Stefanus Snyman).
- May 2018:
 - Bongi Sibanda was invited as international speaker at the National Congress for The College of Primary Health Care Physicians of Zimbabwe and The Pharmaceutical Society of Zimbabwe. She also gave an oral presentation on interprofessional education and collaborative practice, policy and research in prescribing (physicians, nurse practitioners and pharmacists), as well as a poster presentation: Collaborative Practice in Asthma Management (focus on nurses, physicians, pharmacists, patients and their families).
 - Stefanus Snyman was invited as plenary speaker at the International Seminar on Residencies in healthcare in Sao Paulo, Brazil.
- June 2018
 - Gérard Filies invited to the University of Missouri in Columbia and Kansas City to assist them in developing their IPE programmes.
- August 2018:
 - Bongi Sibanda represented AfriPEN in Rotterdam at the International Council of Nurses: NP/APNN Conference. She gave an oral presentation, titled IPE and Collaborative Practice in Advanced Practice Nursing Development.
- September 2018:
 - Stefanus Snyman, Gérard Filies, Deanne Johnston and Alex Olirus Owilli attended and presented papers at the 9th All Together Health Conference in Auckland, New Zealand.
 - Stefanus Snyman facilitated a 3-day planning workshop for regional representatives of Interprofessional.Global.
- July-October 2018:
 - Bongi Sibanda lead a team developiong an Anglophone Africa APN Proposal to WHO-AFRO. This was a collaboration between global leaders in IPE and advanced practice nursing, legislators and academic institutions, international organisations. This included leaders of the American Association of Nurse Practitioners' (AANP) International committee and ambassadors, the International Council of Nurses (NP/APNN), Jhpiego (an affiliation of The Johns Hopkins University) and NursingNow. The chair of AfriPEN served as IPE advisor. This proposal was submitted to WHO-AFRO Health Systems in Oct 2018. An exhibition of the project and progress will be showcased at the 2nd International Nursing and Midwifery Leadership Conference (University of Ghana, 10-12th April 2019).
- October 2018:
 - Africa-Caribbean NursingNow Event, St Thomas Hospital, London: A stand exhibition on the work of AfriPEN and the Anglophone Africa Advanced Practice Nurse (APN) Coalition. The event was attended by a high number of senior nursing leaders of the African & Caribbean Diaspora, medical and allied health practitioners and others interested in health professions education and practice in Africa.
 - Stefanus Snyman met the Board of AFREhealth to discuss how AfriPEN can be affiliated as special interest group. AfriPEN joined AFREhealth

4 WORKING GROUP 2: SITUATIONAL ANALYSIS

Following a workshop held at the AfriPEN Conference in 2017, the lack of knowledge of the state of IPE as philosophy, policy, curriculum and pedagogy in Sub-Saharan Partner countries, were identified. Informed by international practice, AfriPEN decided to conduct a review and survey to obtain baseline data on IPE in our partner countries.

Objectives:

1. To explore IPE philosophy adopted by Sub-Saharan Partner countries
2. To explore the IPE practice (i.e. delivery, curricula, content, assessment) adopted by Sub-Saharan partner countries
3. To explore the IPE infrastructure adopted by Sub-Saharan Partner countries
4. To explore the IPE technology adopted by Sub-Saharan Partner countries
5. To explore the IPE policies adopted by Sub-Saharan Partner countries
6. To collaborate with the Interprofessional.Global in their global situational analysis project.

Progress during 2018

This Working Group negotiated an agreement with the WHO IPE team to publish regular AfriPEN features on the WHO website to showcase IPE in Sub-Sahara Africa. We encourage collaborators to share their IPE case studies and stories for publication on the AfriPEN and WHO websites. If you have a case study or story to share, contact Penny Orton (penny@dut.ac.za) requesting the prescribed template. Upon receiving a submission, it will be peer-reviewed and finalised for publication on the websites.

During 2018, most of the efforts were directed at finding a validated questionnaire that could be used to establish the IPE needs in Sub-Saharan Africa. Initial efforts were made to the National Centre for Interprofessional Practice and Education (USA) and they made their survey available to us. Dr Penny Orton was in contact with Interprofessional.Global's Situational Analysis Working Group to see if they could also provide us with the validated questionnaire. A decision is yet to be made concerning which questionnaire to select.

During the first half of 2019 the protocol needs editing especially the methodology which will need to be rewritten to incorporate the envisaged phases of the project and possibly narrow the selection of institutions where the study is to be conducted (this is for pragmatic reasons and feasibility; electronic surveys are considered as the initial method was interviews).

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5 WORKING GROUP 3: CAPACITY BUILDING – DEVELOPING A SHORT COURSE FOR IPE FACILITATORS

This Working Group, to develop a short learning programme for interprofessional education facilitators (IPFs), comprises of collaborators from Canada, Kenya, South Africa and the United Kingdom. However, volunteers from other countries are most welcome to join the team.

Interprofessional facilitators have to be trained because the dynamics of facilitating an interprofessional team is different than those of a uniprofessional or multiprofessional team. The current genre of educators has been trained in uniprofessional silos and most have not experience true interprofessional collaboration, where the values of person-centredness, shared values, shared decision-making and distributive leadership have been demonstrated. Therefore, most interprofessional facilitators themselves have to adopt new or adapt their existing educational theories and philosophies to incorporate those associated with interprofessional education.

National and international Interprofessional Education Facilitators reached consensus on interprofessional facilitator capabilities through a Delphi technique and the short report was published in the Journal of Interprofessional care (<https://doi.org/10.1080/13561820.2018.1544546>). Furthermore, Yvonne Botma became a member of the working group of Interprofessional.Global's Academic Workforce Development. AfrIPEN will benefit from close collaboration with this Global Confederation for Interprofessional Education and Collaborative Practice..

The next step is to develop a template for the development of learner-centred interactive teaching and learning material. Yvonne will take the lead to develop the template and get buy-in from the group members. The deadline for this task is May 2019.

Volunteers to develop the teaching and learning material per capability are needed. Please contact Yvonne Botma if you are interested. The Second Interprofessional Education and Collaborative Practice for Africa conference at the end of July 2019 in Kenya, Nairobi, will be a great opportunity to exchange ideas on interactive teaching and learning activities per capability. The target date for the development of the facilitator, as well as learner guide, is before the 3rd AfrIPEN conference where we'll launch the material and offer our first facilitator training programme for AfrIPEN members.

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6 WORKING GROUP 4: IMPACT EVALUATION

At an AfrIPEN Collaborative Research Workshop, hosted at the University of Namibia in 2017, it was decided to embark on a long-term project to determine the impact of Interprofessional education and collaborative practice on service delivery and health outcomes. It was decided to have the first 1000 days of life as use case and to determine the impact of an interprofessional continuity of care approach during the first 1000 days of life.

During 2018 discussions were held with the Medical School Hamburg to collaborate in planning and executing this research project. Unfortunately, no other progress was made and the hope is that this project will be able to take off again after the Nairobi conference.

7 WORKING GROUP 5: PRODUCING GENERIC IPE POLICIES AND GUIDELINES

The overall aim of this project is to develop guidelines for institutional reform to maximise the impact of interprofessional education and collaborative practice (IPECP) in the Sub-Saharan context.

The rationale is effective IPECP is needed if Universal Health Coverage is to be achieved, and institutional reform is needed to maximise the impact of IPECP. Policy makers, statutory boards, institutions training the health workforce and health care service providers need guidelines on how to reform institutions to facilitate IPECP. Instructional reform should go hand in hand with institutional reform to maximise efforts to improve patient outcomes and strengthen systems for health through IPECP.

The current status as regards policies for IPECP in Sub-Saharan Africa and internationally, will be determined. This situational analysis together with an investigation into international best practice, will inform the iterative development of a draft consensus Green Paper to inform policy development regarding IPECP in Sub-Saharan Africa. This could serve as guidelines for national and provincial governments, professional boards and higher education institutions to reform institutions by enabling effective IPECP.

During 2018 this Working Group joined Interprofessional.Global's Policy Development Working Group with the aim to collaborate across the globe to develop and customise policy guidelines.

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8 THEMED EDITION ON IPE IN SUB-SAHARAN AFRICA FOR THE JOURNAL OF INTERPROFESSIONAL CARE

The following articles have been accepted to be published in a themed edition on IPE in Sub-Saharan Africa in the Journal of interprofessional Care due in April 2019. Our gratitude towards Yvonne Botma who drove this process:

Authors	Article title
Botma Y	Consensus on interprofessional facilitator capabilities
Botma Y & Labuschagne, M	Students' perceptions of Interprofessional Education and Collaborative Practice: analysis of freehand drawings
Du Toit E	Toward Interprofessional Service-Learning and Social Accountability in Health: One South African University's Process-Oriented-Participatory Journey
Muller J	The value of interprofessional education in identifying unaddressed primary health care challenges in a community: Case study from South Africa
Pitout H	Use of the logic model to develop and implement an interprofessional module for undergraduate healthcare students at a university in South Africa
Reitsma G	Implementing interprofessional education in health sciences at a South African university without a medical school: a pilot study
Scrooby B, Reitsma G & Waggie F	A practice model for interprofessional education in a first year anatomy class

Authors	Article title
Snyman S & Geldenhuys M	Did exposing an interprofessional class of first years to an underserved community contribute to students' contextualisation of determinants of health?"
Snyman S & Donald H	Interprofessional service-learning: cutting teeth and learning to crawl
Titus S	Predictors of student agency: the relationship between student agency, learning support and learning experiences in an interprofessional health science faculty.

9 SECOND INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE FOR AFRICA CONFERENCE



This Second Interprofessional Education and Collaborative Practice for Africa conference provides an opportunity for participants to discuss ideas, devise and test strategies to mobilise concerted action to improve health and well-being for individuals, families and communities across Africa.

The conference is a collaboration between the AfrIPEN, Sigma Theta Tau's International Tau Lambda at Large Chapter, the WHO-FIC Collaborating Centre for the African region and Amref International University (Nairobi, Kenya).

We welcome all health collaboration champions, educators and researchers to **Nairobi, Kenya from 30 July to 2 August 2019.**

The overarching theme of the conference is: Building an Interprofessional Education and Collaborative Practice (IPECP) culture: from policy to practice.

The sub themes look to explore:

- 1) Policy as catalyst for IPECP
- 2) Evidence and best practice for IPECP
- 3) Culture influencing IPECP
- 4) Breaking down professional silos for collaborative practice.

Visit the conference website: <https://interprofessional2019.org/>

10 NOTICE OF ANNUAL GENERAL MEETING 2019

The AfrIPEN AGM for 2019 will be held on Thursday 1 August 2019 at the Amref International University, Nairobi, Kenya.