

Progress Report – October 2015

A BEME systematic review of the impact of interprofessional education on health and social care practitioners, professional practice, patient/client health and social care outcomes (update)

Over the past 15 months this update searched for relevant interprofessional education (IPE) studies from May 2005 to June 2014 in the following electronic databases: Medline, CINAHL, BEI and ASSIA. This search initially identified 3,387 abstracts for screening. Following assessment of these abstracts (independently by two members of the review group), 392 abstracts were considered to meet the inclusion criteria and so full papers were obtained. Following a screening of these papers (again independently by two reviewers) 277 papers were considered to meet the criteria to be included for a quality assessment. Each paper was scored independently by two reviewers for methodological rigor and quality of information (see protocol for details). Following this process, 25 high quality papers were agreed to meet the final inclusion for this updated review. These studies have been added with the 21 studies included from the previous review to form a final dataset of 46 high quality IPE evaluations.

Currently the review group are completing the analysis and synthesis of these papers. This work is being informed by Biggs' presage-process-product model of learning and teaching, which is being used to further understand the nature of IPE evaluation in relation to contextual factors, educational processes and associated outcomes (see protocol for details). This synthesis involves populating the presage, process, product sections of the model with extracted findings from the included papers. Based on this work, it is anticipated a draft review report will be submitted to BEME by November.

Prof. Scott Reeves

Centre for Health & Social Care Research, Kingston & St George's, University of London, UK
(On behalf of the review group)