



Developing a National Guideline for Interprofessional Education in Türkiye: A Strategic Framework for Collaborative Health Professions Training

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Last year...



International Network for
Health Workforce Education

**3RD INTERNATIONAL ONLINE CONFERENCE OF
HEALTH WORKFORCE EDUCATION**
FUTURE OF HEALTHCARE EDUCATION



ONLINE
8-10 JANUARY 2025



2025116

Türkiye's Vision For Interprofessional Education

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- Mission loaded in National Medical Education Congress- 2024 (UTEK-2024)

NATIONAL IPC/E/R POLICY

Higher Education Policy

Government Policy
Ministry of Health

HC Provider

Develop IPE

Develop IPC

University Policy

COORDINATORSHIP

RESEARCH

EDUCATION

IDENTITY & ATTITUDES

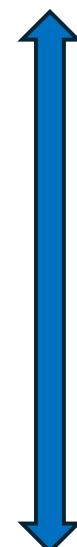
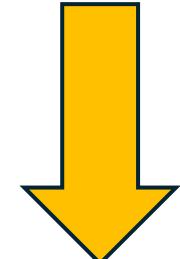
SCALES

EPIS-TR
DIS-TR
IPAS-TR
SITAT-TR

Curriculum development
Course design
Assessment
Program Evaluation

COLLABORATION

HEALTH CARE QUALITY



UTEK-2025

2 Best Research Award about IPE

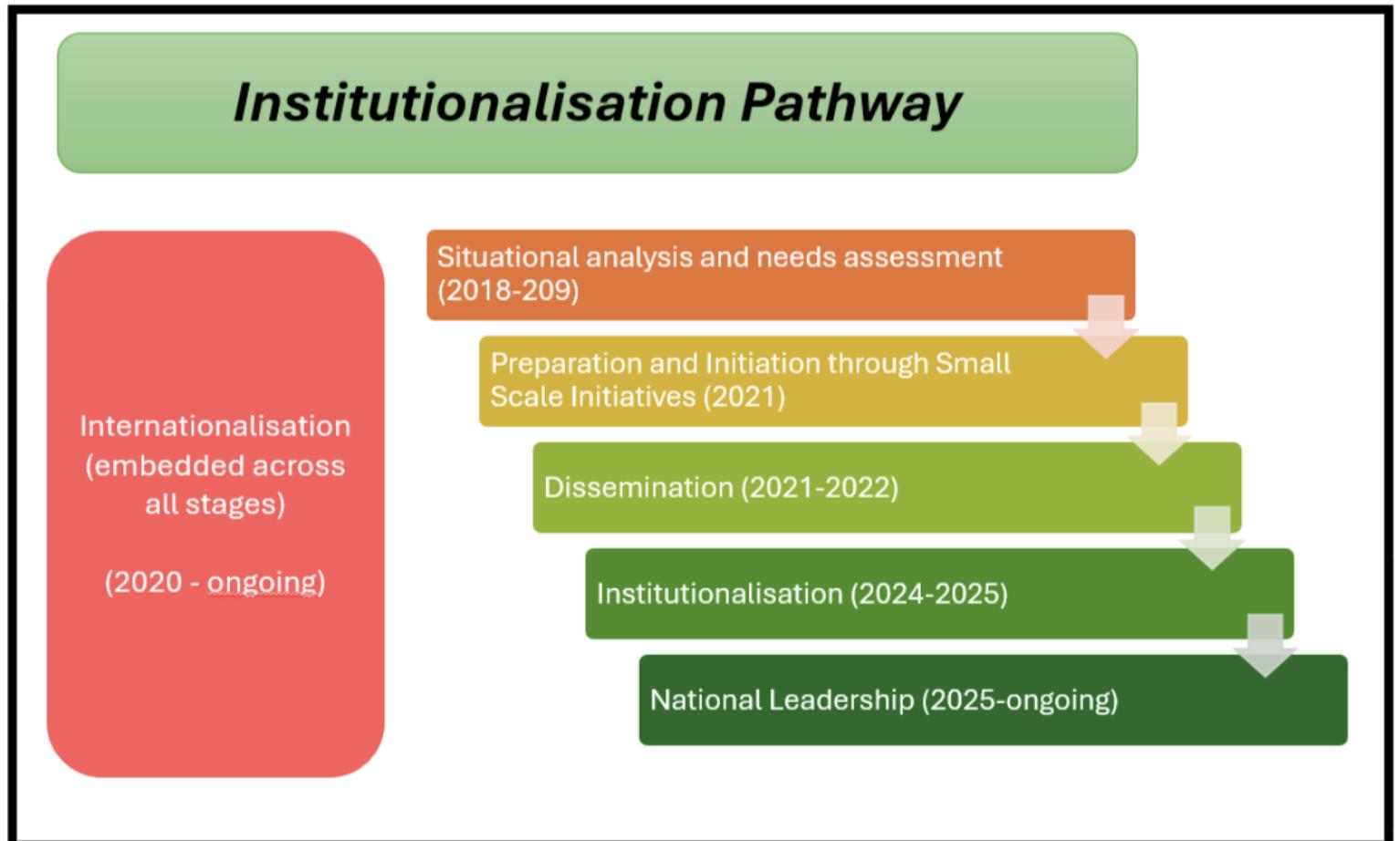
An international key lecture about IPE



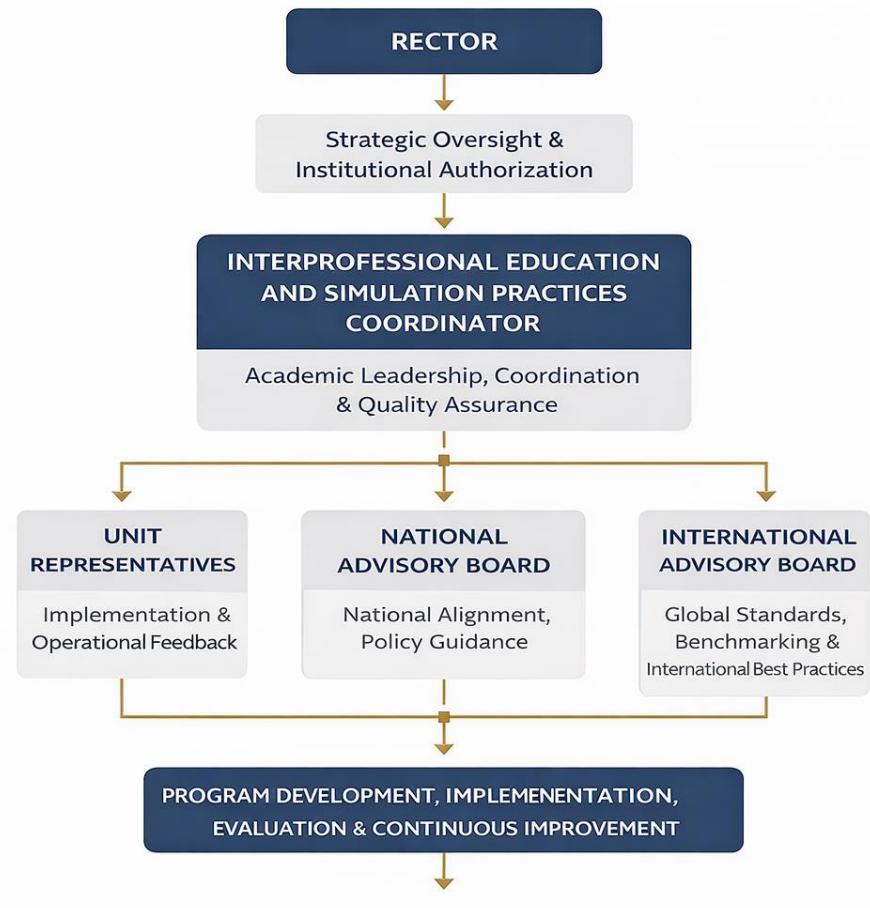
Süleyman Demirel University Interprofessional Education and Simulation Coordinatorship

Figure-1. Institutionalisation and Internationalisation Pathway

- Quality documents
- Department representatives
- National advisory board
- International advisory board



INSTITUTIONAL WORKFLOW FOR INTERPROFESSIONAL EDUCATION AND SIMULATION PRACTICES



National Advisory Board will dominate
the process

Current Situation & Needs...

IPE applications are fragmented, project-based, and individual-dependent.

No inter-institutional standards.

Limited measurement, evaluation, and comparability of outputs.

Requirements:

Common language, common competency set, common quality criteria at the national level.

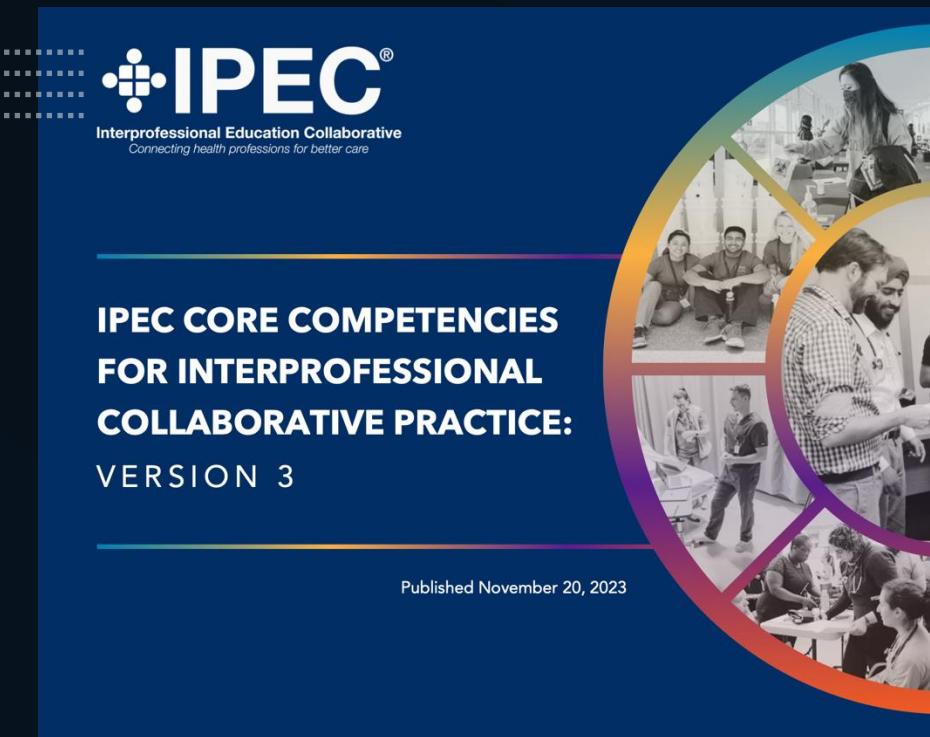
Guideline development process

The aim is to define the process of developing a standard, applicable, and sustainable National IPE Guide in the Turkish context.

It also aims to bring education, accreditation, and healthcare delivery together within a common framework.

References

- WHO Framework for Action on Interprofessional Education
- CAIPE & IPEC Core Competencies



5-Stage National Guideline Development Cycle

Needs & Context Analysis

Stakeholder Engagement

Evidence & Consensus Building

Guideline Drafting & Validation

Implementation, Monitoring & Revision

Stage 1: Needs & Context Analysis

Workshop 1: Identification of National Needs

- **Aim:** To justify the need for a national guideline and clarify the contextual framework
- **Participants:** Academics, practitioners, and policy representatives
- **Methods:**
 - Situational analysis (SWOT)
 - Focus group discussions
 - Priority-setting matrices
- **Outputs:**
 - Needs assessment report
 - Definition of target population and use context
 - Identification of the scope and boundaries of the guideline

5 STAGES OF THE WORKSHOP-BASED GUIDELINE DEVELOPMENT CYCLE



Stage 2: Stakeholder Engagement

Workshop 2: Stakeholder Mapping and Engagement Strategy

- **Aim:** To systematically identify and engage relevant stakeholders in the guideline development process
- **Participants:**
 - Professional organizations
 - Patient and user representatives
 - Educators and institutional leaders
- **Methods:**
 - Stakeholder mapping exercises
 - Power–interest matrix
 - Development of stakeholder engagement strategies
- **Outputs:**
 - Stakeholder engagement plan
 - Communication and feedback mechanisms
 - Ethical and representativeness framework

Stage 3: Evidence & Consensus Building

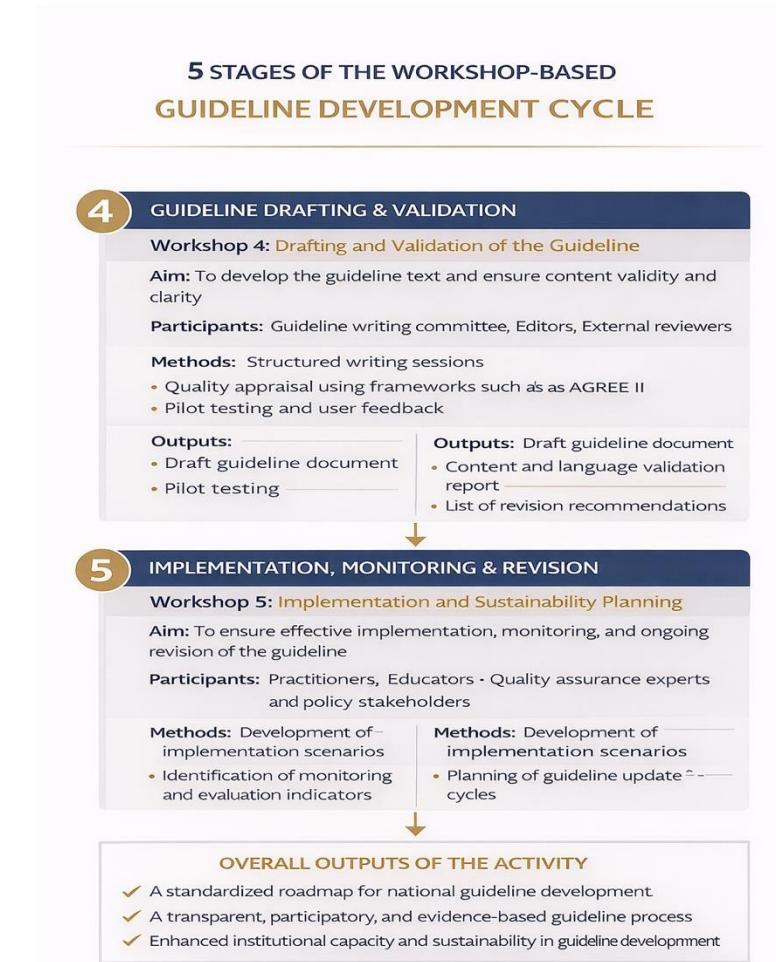
Workshop 3: Evidence Appraisal and Consensus Development

- **Aim:** To synthesize scientific evidence and establish consensus on key recommendations
- **Participants:** Subject-matter experts, methodologists, and guideline development team members
- **Methods:**
 - Presentation of systematic literature reviews
 - Discussion of levels of evidence and strength of recommendations
 - Delphi technique and/or Nominal Group Technique
- **Outputs:**
 - Evidence-informed draft recommendations
 - Consensus report
 - Alternative recommendations for areas of disagreement

Stage 4: Guideline Drafting & Validation

Workshop 4: Drafting and Validation of the Guideline

- **Aim:** To develop the guideline text and ensure content validity and clarity
- **Participants:** Guideline writing committee, editors, and external reviewers
- **Methods:**
 - Structured writing sessions
 - Quality appraisal using frameworks such as AGREE II
 - Pilot testing and user feedback
- **Outputs:**
 - Draft guideline document
 - Content and language validation report
 - List of revision recommendations

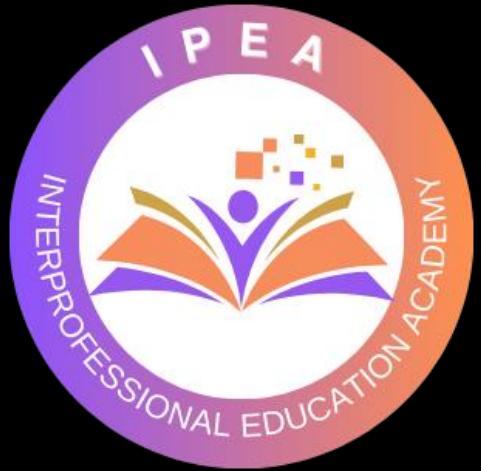


Stage 5: Implementation, Monitoring & Revision

Workshop 5: Implementation and Sustainability Planning

- **Aim:** To ensure effective implementation, monitoring, and ongoing revision of the guideline
- **Participants:** Practitioners, educators, quality assurance experts, and policy stakeholders
- **Methods:**
 - Development of implementation scenarios
 - Identification of monitoring and evaluation indicators
 - Planning of guideline update cycles
- **Outputs:**
 - Implementation and dissemination strategy
 - Monitoring and impact evaluation framework
 - Guideline revision and update schedule

Future



9. INTERNATIONAL HEALTH SCIENCES AND LIFE CONGRESS
ULUSLARARASI SAĞLIK BİLİMLERİ VE YAŞAM KONGRESİ

Moderator

Prof. Dr. Lütfiye Bikem SÜZEN
Antalya Bilim Üniversitesi

Dr. Vikki PARK
Teesside University's

Doc. Dr. M. İnci BAŞER KOLCU
Süleyman Demirel Üniversitesi

Doc. Dr. Giray KOLCU
Süleyman Demirel Üniversitesi

Shaping DECP in Türkiye Through the UK Experience

17.04.2026 / 11:00

ATLX organizasyonu

TS-18 NİSAN PLAZA ANTALYA BİLİM ÜNİVERSİTESİ

Interprofessional GLOBAL All Together Better Health European University Cyprus International Network for Health Workforce Education

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