

INTER-PROFESSIONAL EDUCATION

*Learning from the past
Embracing the present
Looking to the future*

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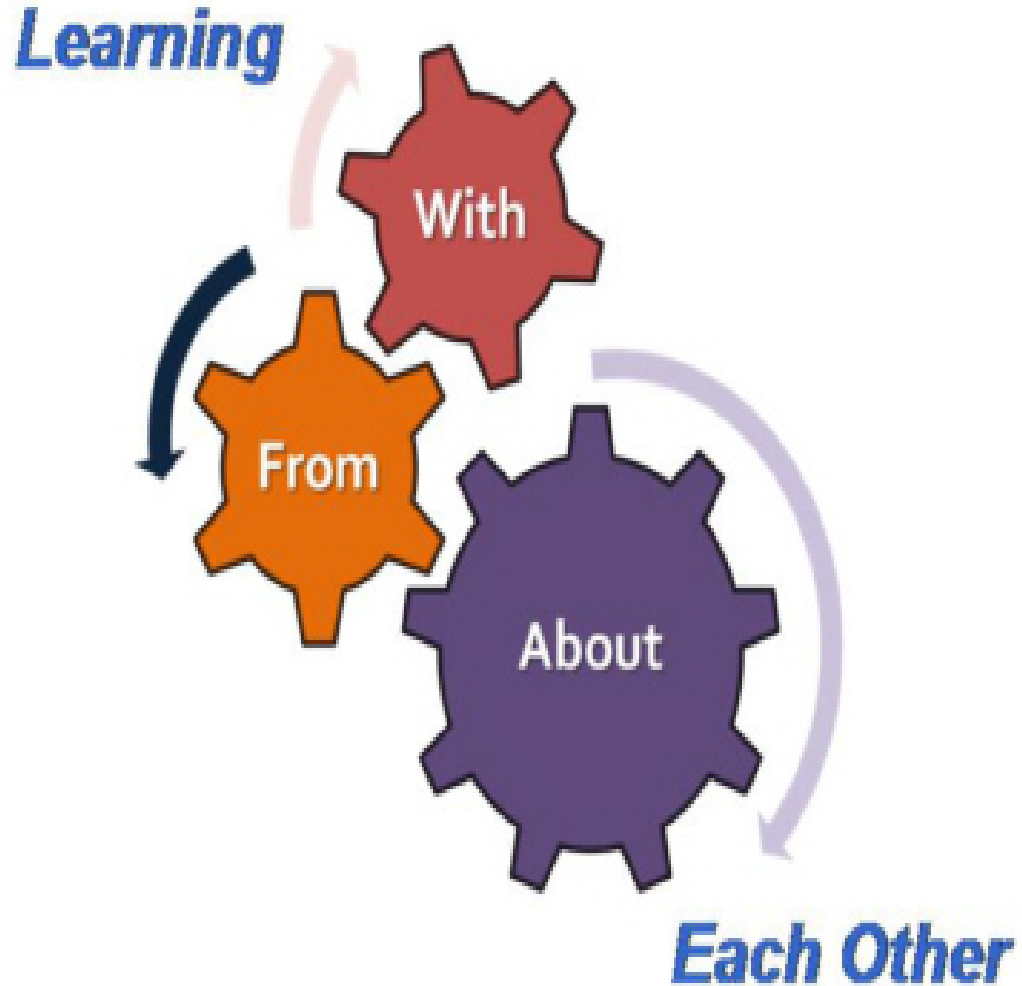
Flinders
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inspiring achievement

INTRODUCTION

The WHO (2010 pg 7) have stated that “inter-professional education is a necessary step in preparing a “collaborative practice-ready health workforce”

A greater understanding of how different health professional groups perceive and enact the role of Inter-professional Education (IPE) in the acute health care setting is needed. Essentially how is this impacts on inter-professional practice and patient care delivery.

What is Inter-professional Education?



Occasions when two or more professions learn from, with and about each other to improve collaboration and the quality of care (Freeth, Hammick, Reeves, Koppel, & Barr, 2005. p15) .

Inter-professional Education may be:

- Formal
- Planned
- In a classroom
- Spontaneous
- Focus on technical skills
- Non technical skills
- In the workplace
- Social
- Informal

Challenges for IPE

- Individual professional accreditation and registration processes and scope of practice
- Jargon
- Blurred roles and responsibilities
- Organisational culture and change
- Varying perceptions of IPE
- Tradition (we have always done it this way)
- Establishing and sustaining
- Heavy clinical workloads
- Diversity of clinical contexts
- Professional socialisation
- Hierarchies and status
- Time
- Authentic engagement in the benefits of IPE
- Diversity of clinical placement requirements

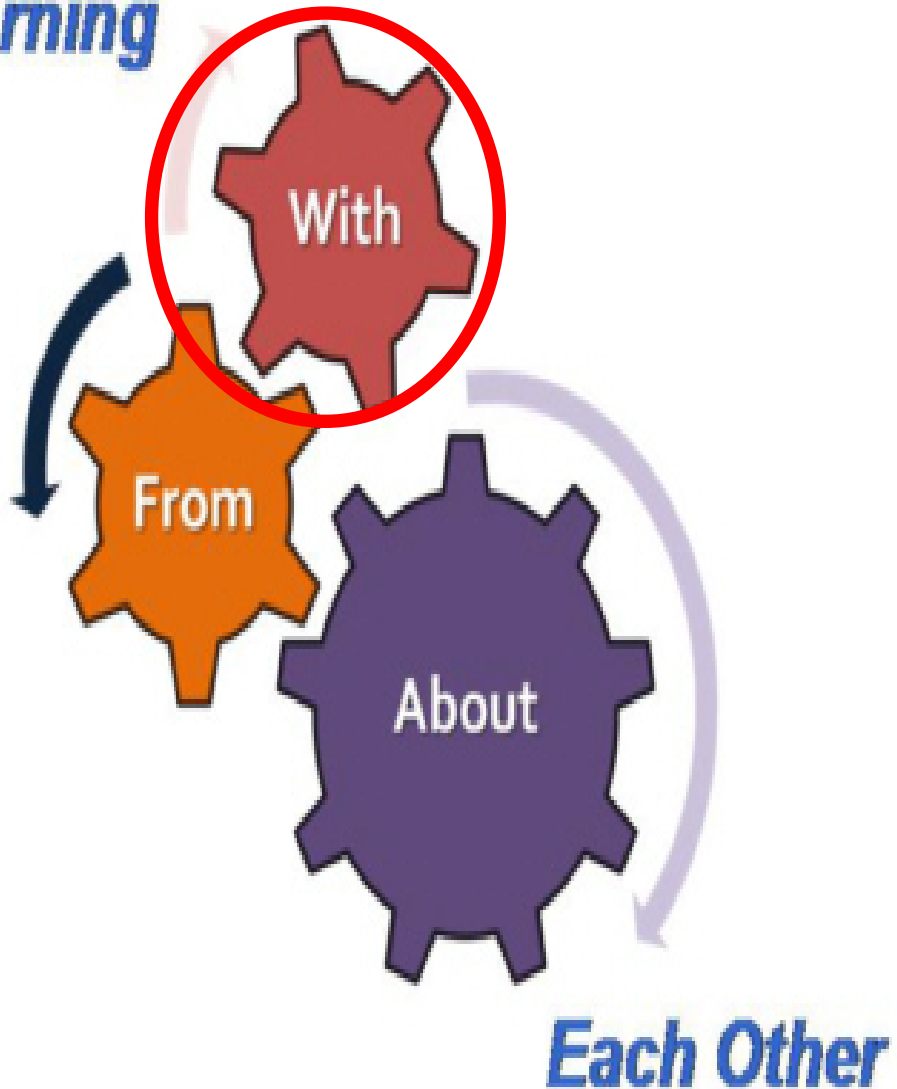
Complicated by the wide range of professionals who may be involved in patient care at any one time

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Inter-professional education may happen spontaneously in the workplace or in education settings (Freeth, Hammick, Reeves, Koppell, & Barr, 2005. p15)

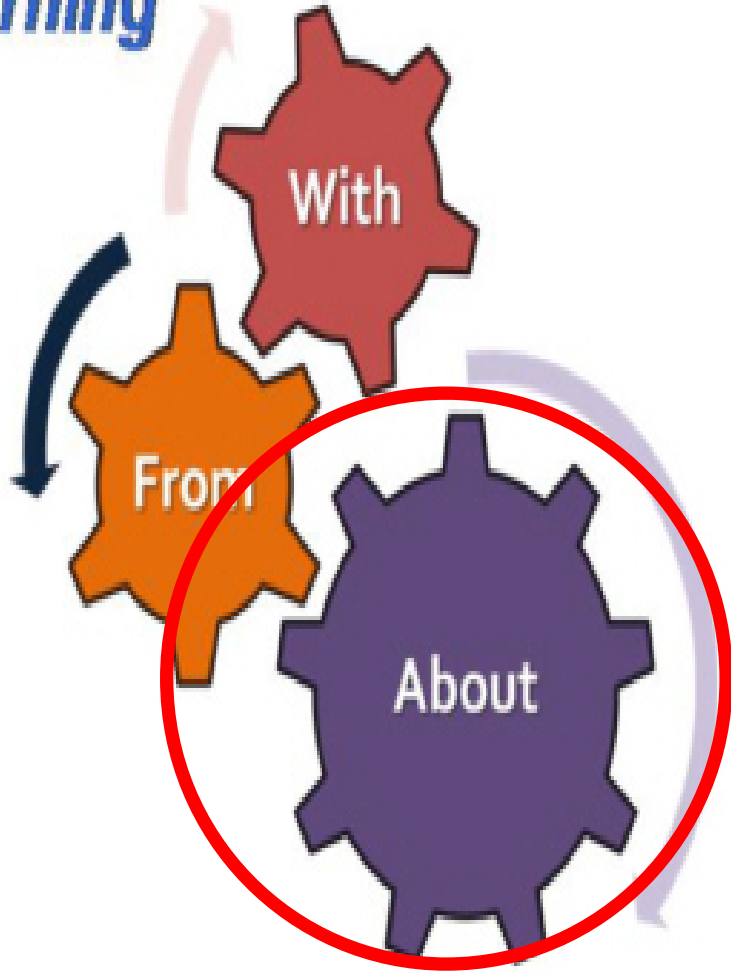


Learning



- A number of individuals from different professional groups in a lecture learning about the same thing is not IPE
- Inter-professional learning arises from **interaction** between members (or students) of two or more professions

Learning



Each Other

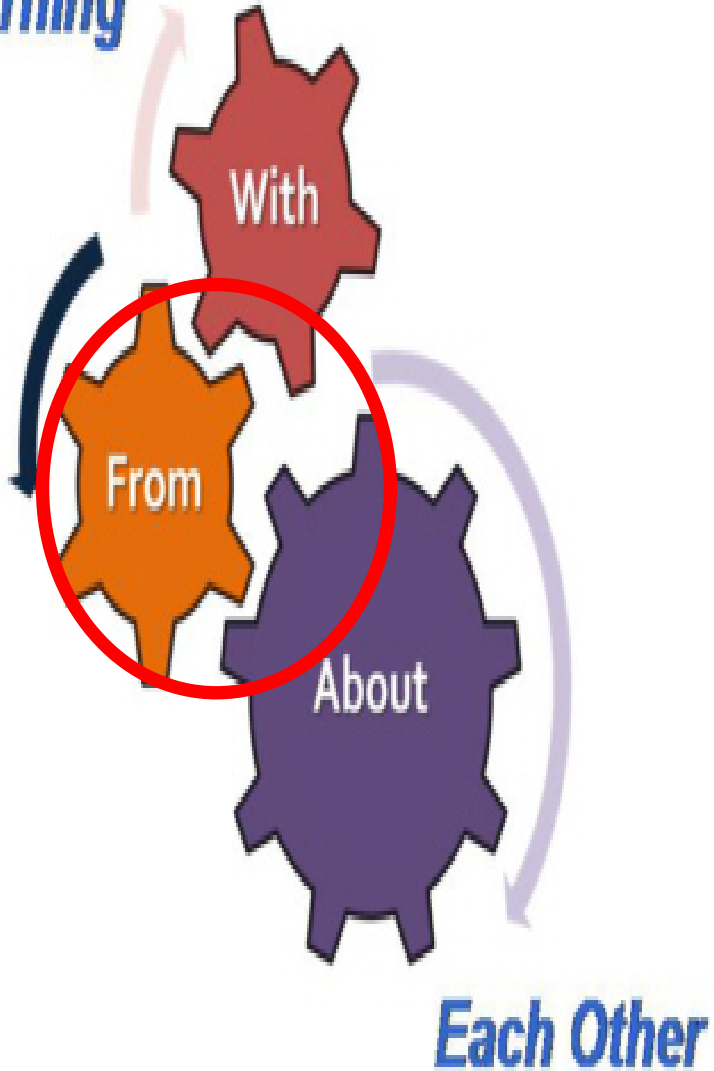
Learning about each other can happen in isolation of each professional group.

Do we always acknowledge when we are learning about other professional groups?

Interaction to promote mutual understanding of our interconnectivity when practising is a key factor to successful IPE

How do we perceive our practice in terms of defining learning about each other in the acute health care setting?

Learning



When and where does this learning occur?

- Pharmacist highlighting an incorrect prescription to a doctor?
- Physiotherapist assisting a nurse and demonstrating how to mobilise a patient after surgery?
- Speech pathologist advising nursing staff about a patient's ability to eat and drink?
- Nurse discussing the impact of a patient's condition to a physiotherapist when considering mobility?
- Handover?

An illustration on the left side of the slide shows several black hands of different sizes reaching up and holding or interacting with a series of interlocking gears. Some gears are red, while others are grey. The background is a light, textured grey.

Perceptions
Behaviour
Networks

Interaction between professional groups.

Technical skills are embedded within each profession's scope of practice, and registration requirements. There is a blurring of roles and responsibilities, for example additional accreditation opportunities for:

- Nurses prescribing
- Speech pathologists using FEES to investigate swallowing

Non technical skills:

- Communication
- Teamwork
- Leadership
- Mentorship

Frameworks to understand learning interactions between inter-professional groups"

Symbolic Interactionism

The minute-by-minute, day-to-day social life of individuals as they:

- interact together
- develop understandings
- engage in 'joint action'
- respond to each other
- adapt to situations
- move to resolve problems that arise

- Goffman's theory of impression management
- How we define a situation
- Front stage and back stage behaviours focusing on informal and informal interactions will be the main focus of the study

Goffman's theory: Lewin and Reeves (2011) adapted Bell (2013)

	FORMAL	INFORMAL	OFF STAGE
FRONT STAGE Observation – work shadowing Interview Participatory mapping	Workshops Tertiary courses In-service education Simulation activities Ward rounds Handover	Interactions Discussions at the desk Telephone calls	Social activities
BACK STAGE Observation- work shadowing Interview Participatory mapping	Multi-disciplinary team meetings Case conferences Ward rounds Handover	Corridor conversations Teaching moments Coffee room discussions	

An example to consider

A nurse asks a physiotherapist to assist them to transfer a patient from their bed to their chair

Is this interaction defined as education or practice?

- Do they just need another pair of hands?
- Do they need guidance and support on the best technique?
- Do they need inter-professional support to convince the patient it is safe to get out of bed?

QUESTIONS FOR YOU TO CONSIDER

How do you define 'spontaneous' inter-professional learning in the workplace?

Is it education if you don't get an certificate?

What is the difference between inter-professional practice and inter-professional education?

Do you believe you can 'educate' a doctor? Have you?

Do you believe you can 'educate' a pharmacist? Have you?

Do you believe you can 'educate' a physiotherapist? Have you?

Do you believe any of the above can educate you? Have they?

Who do you learn about, from and with? Why?

QUESTIONS

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