

# Learning together to work together

## student teamwork for better health

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*Northern Health*



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## Inter-Professional Clinical Education.....

*.....when students of more than one professional group are collaboratively engaged in the development of attitudes, knowledge and skills in a clinical/fieldwork setting.*

*They learn with, from and about each other to improve collaboration and the quality of care.*

*from CAIPE 1997 and Freeth et al, 2005*



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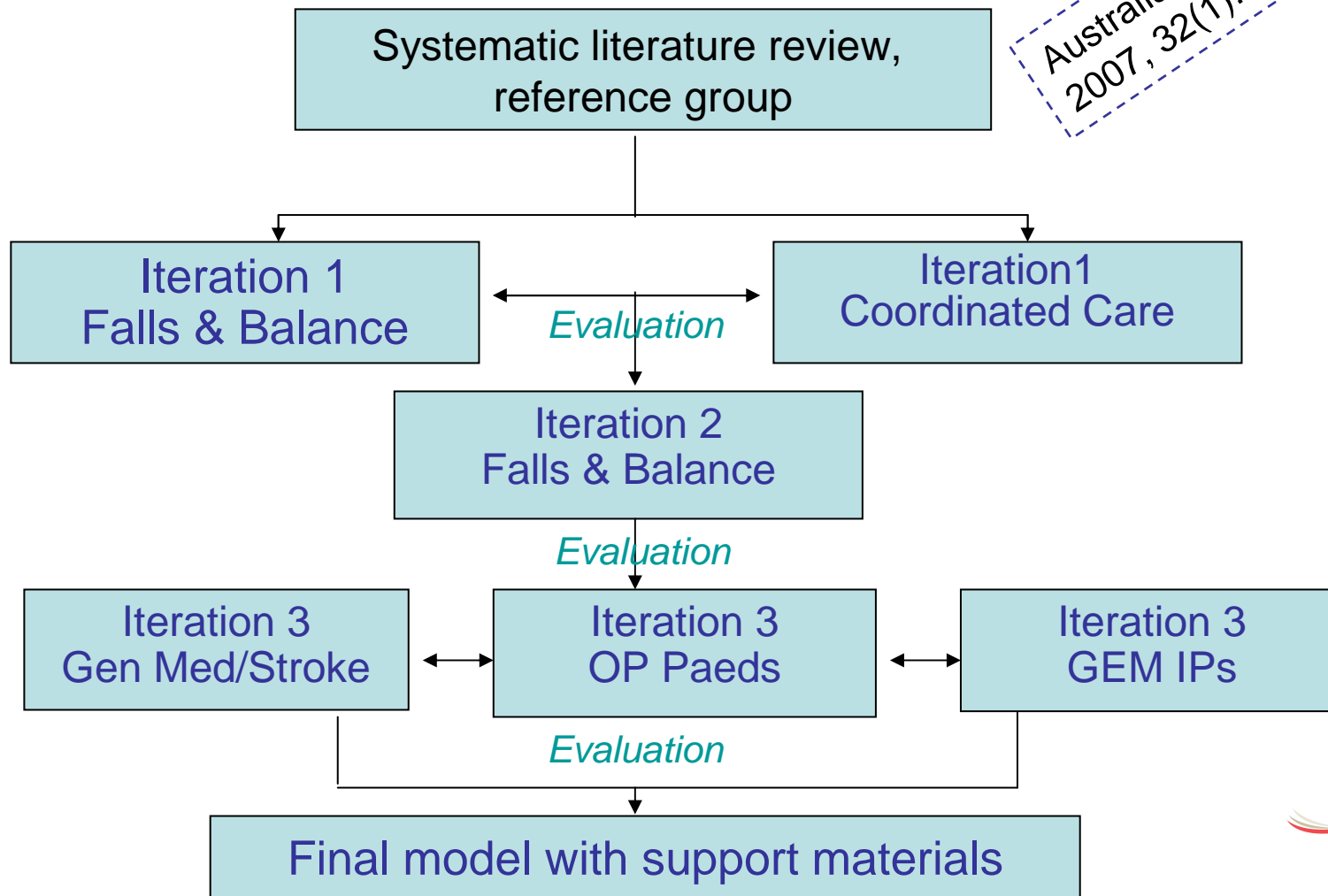
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## The 2006-2007 project

- DHS funded collaboration La Trobe University and Northern Health
- To develop, pilot and evaluate a model of inter-professional clinical education for allied health students
- OT, Physio, Podiatry, Social Work & Speech Pathology

# Project model

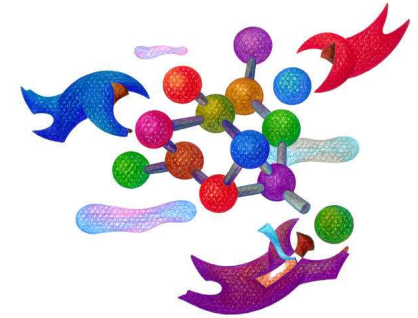
Australian Health Review  
2007, 32(1):111-120



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# Project model



- Allied Health students in final year
- 4 week block within this placement
  - 1<sup>st</sup>/2<sup>nd</sup> iterations: 2 days/week
  - 3<sup>rd</sup> iteration: 2 shared learning sessions/week plus shared patients if possible
- Dedicated IPCE facilitators

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# Outcomes evaluated

1 Reaction - learners' views on the learning experience and its inter-professional nature

2a Modification of attitudes/ perceptions

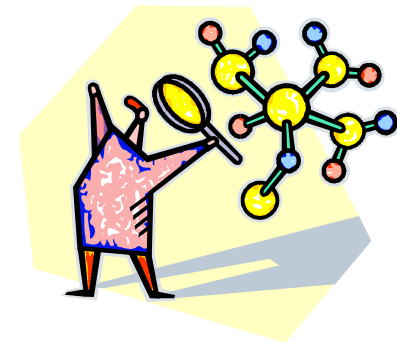
2b Acquisition of knowledge/ skills

3 Behavioural change

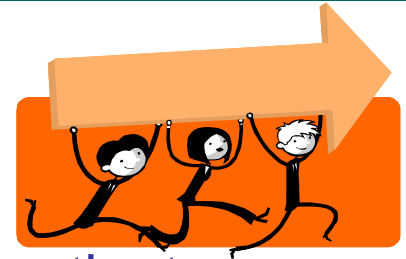
4a Change in organisational practice

4b Benefits to patients/ clients, families and communities

Reference: Freeth et al. 2005, *Effective Interprofessional Education*, Blackwell, Oxford

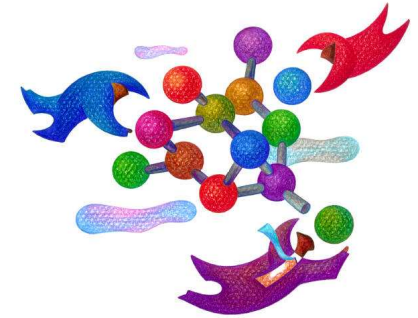


# Themes



- Patient involvement was positive, with observed patient outcomes (4b)
- Student experience was positive, enjoyable and provided IP learning in a practice environment – to a lesser extent in the ED setting (1, 2a, 2b)
- Students reported improved understanding of other disciplines and their roles: why, when and how to refer (2a, 2b)
- Clinicians were able to see application of student IP learning in the balance of their placement (2a, 2b, 3, 4a)
- Clinicians prompted to reflect on their own practice (3, 4a)
- Staffing increase in health service and plan to embrace IPCE as a routine part of clinical education practice (4a)

# Final model



- An 'Integrated Model'
  - 'IPCE activities' throughout placement rather than specific 'IPCE days'
- Shared patients, plus structured, shared learning sessions
- Clinical supervision: inform and support clinical supervisors to facilitate integration of interprofessional practice
- Input from a team facilitator working with clinical supervisors and students
- Focus on the process of care and process of teams as well as clinical activity with patients

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# What helps IP placements work...

- Willing collaborators with the energy, enthusiasm and time to address/tackle the dominant culture
- Organisational support and leadership
- Pragmatic, flexible and adaptable approach
- Skilled facilitators who provide good interprofessional role modelling



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# What helps IP placements work.....

- IP competencies are part of placement assessment
  - Reframe interprofessional skills as core skills for each discipline
  - Integration of IP learning with balance of placement
- Students
  - Have an opportunity to get to know one another
  - Direct experience of each other's work
  - Follow patients through an episode of care
  - Experience “process” focus as well as “task” eg. reflecting on and learning how teams work
- Focus on the patient

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# IPCE – A Regional Network Approach

- Collaboration between Northern Health and LaTrobe University for the initial proposal
- Builds on the work and findings of the “Learning Together to Work Together” project
  - March 2006 – December 2007
  - Participants: students from 5 allied health disciplines on placement at Northern Health
  - Settings: acute, rehab and community
  - Final Model: 2 x 2 hour sessions per week for 4 weeks

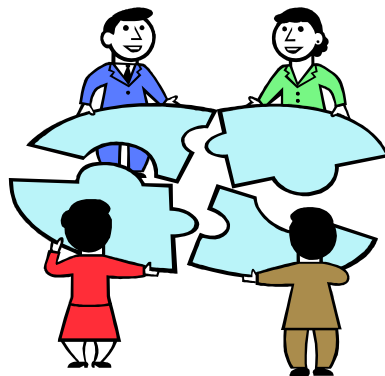
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# IPCE – A Regional Network Approach

- Project aim:

To refine the existing model of IPCE to suit a network of agencies and a broader range of participating disciplines



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## Why a regional network approach?

- Include a wider range of disciplines and service settings
- Explore flexible delivery models of clinical education
- Develop stronger regional networks of service providers to:
  - Support the management/delivery of professional placements
  - Potentially build placement capacity

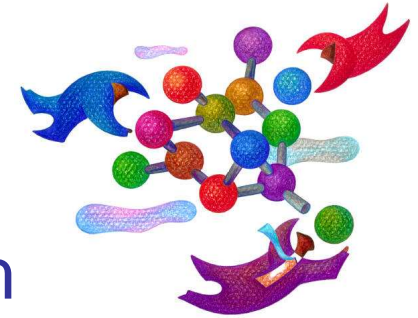
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# Learning objectives

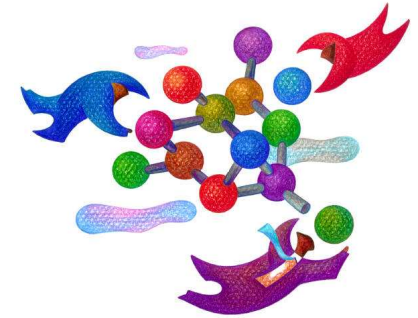
- To provide students with a **positive experience of interdisciplinary learning** and **patient centred care**
- To **enhance** students **understanding** of the role and contribution of each of the **members of the health care team**
- To **engender respect** amongst members of the health care team
- To develop an **appreciation of the differences and similarities** in approach to patient care of different health professions
- To **raise awareness of the importance of collaborative teamwork** in the delivery of patient centred care
- To develop **collaborative teamwork skills** (communication, problem solving, planning)
- To **develop discipline specific skills in an interprofessional practice environment**

# Project Model



- Phase I (March – Sept 09): Iterative approach
  - Participants:
    - Students in their final or second last year of placement
  - Iteration 1 (May/June):
    - Nursing, Medicine and Allied Health (Dietetics, Occupational Therapy, Physiotherapy, Podiatry, Speech Pathology)
    - Students based at Northern Health
  - Iteration 2 (August):
    - Medicine and Allied Health (Occupational Therapy, Physiotherapy, Speech Pathology and Social Work)
    - Extend to include other agencies within the geographic region

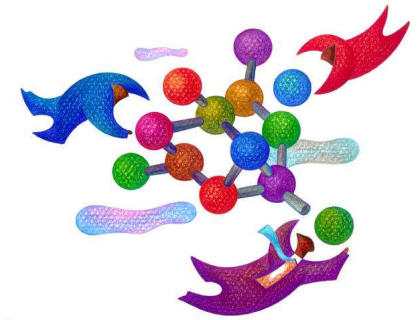
# Project Model



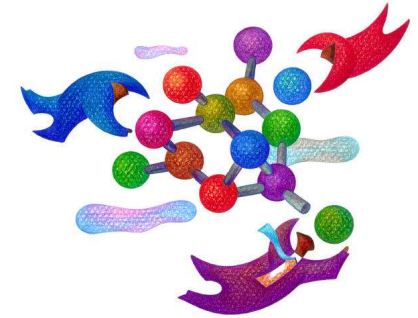
- Phase 2
  - Extend reach
    - Number & range of students involved
    - Number & range of agencies involved
    - Geographic spread
  - Completion by end June 2010

# Project Model

- 12 hours of structured shared learning session
  - 4 hrs per week for 3 weeks
- Session 1:
  - Interprofessional vs Multiprofessional; Professional roles and stereotypes; Patient centred practice; WHO ICF
- Session 2:
  - Team roles; Team processes; Patient centred goal setting; Clinical case study discussion

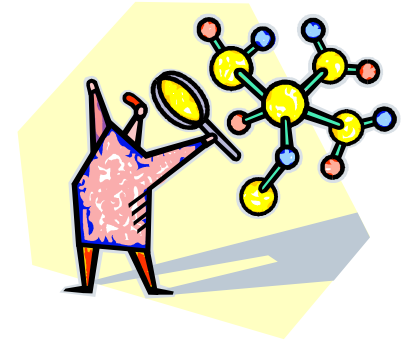


# Project Model



- Session 3:
  - Defining Professional Roles; Working effectively in teams; Managing conflict in teams
- During clinical placement, students are encouraged to:
  - Share patients whenever possible
  - Strengthen their discipline specific skills within an interprofessional setting
  - Apply the principles of patient centred practice

# Evaluation



- Evaluation after each iteration
  - students, academics, clinicians and participating agencies
  - group facilitators
  - Interprofessional Education Perception Scale
  - Post-program follow-up with students
- Refined model by end of September

# Challenges

- Establishing a network of agencies
  - Lack of centralised system for allocation and coordination of student placements
- Incorporating a broader range of disciplines
  - Scheduling
  - Group size
  - Discipline mix of facilitators
  - Shared patients
    - ? Potential application of telemedicine/simulation



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# Want to be involved?

- Contact Claire Schofield
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  - Wed-Fri
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