Interprofessional learning - evaluation of a large-scale initiative

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Interprofessional (education)...

...occurs when students or members of two or more professions, learn with, from and about each other to improve collaboration and the quality of care” (CAIPE 2013)

- DH 2012 Liberating the NHS: Developing the Healthcare Workforce
- WHO 2012 Framework for Action on Interprofessional Education and Collaborative Practice
- KINGS FUND 2012 Transforming delivery of health and social care
- 2016 HEE Improving safety through education and training

- Limited evidence on impact of undergraduate IPE\(^1\)\(^4\)

- Curriculum requirement\(^5\)\(^-\)\(^7\)

- Debate about timing\(^2\)\(^,\)\(^8\)

- Debate about realities...?\(^9\)
IPL event for 630 Year 1 students from 10 programmes:

- Assistant practice
- Audiology
- Cardiac physiology
- Medicine
- Midwifery
- Nursing - Adult, Child & Mental Health
- Radiography
- Social work

25 co-facilitated groups of c25 students from a mix of ≥ 4 programmes.

(currently >850 per annum including Physician Associate, Pharmacy)

Theme: Safety, risk and human factors

Appreciate different roles in health and social care

Understand contribution IPL can make to safe practice
A half-day of activities and case-based discussion supported by slide presentation.
Evaluation:-

Paper-based at close of taught session.

4 point scale measuring:-

i. How useful in context of your programme?
ii. Extent to which appreciation of other roles increased?
iii. Contribution to understanding importance of teamwork to safety?
iv. Enhancement to your associated module?

586 responses (93%)

Then

Four uniprofessional focus groups held 4-6 weeks after event.

2 medicine, 1 radiography, 1 adult nursing

Data recorded, transcribed and analysed thematically (Braun & Clarke 2006)
## Response by programme group

<table>
<thead>
<tr>
<th>Programme</th>
<th>Students</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Assistant Practice</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Audiology*</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Nursing – Adult</td>
<td>138</td>
<td>24</td>
</tr>
<tr>
<td>Nursing – Child</td>
<td>36</td>
<td>6</td>
</tr>
<tr>
<td>Nursing – Mental Health</td>
<td>37</td>
<td>6</td>
</tr>
<tr>
<td>MBChB</td>
<td>205</td>
<td>35</td>
</tr>
<tr>
<td>Midwifery</td>
<td>44</td>
<td>8</td>
</tr>
<tr>
<td>Cardiac physiology*</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Radiography</td>
<td>47</td>
<td>8</td>
</tr>
<tr>
<td>Social Work</td>
<td>35</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>586</strong></td>
<td><strong>100</strong></td>
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## SURVEY: IMMEDIATE RATING BY ENTIRE GROUP

<table>
<thead>
<tr>
<th>1. Useful in the context of your programme of study</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>n (%)</td>
<td></td>
<td></td>
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<tr>
<td>27 (4.6)</td>
<td>116 (19.8)</td>
<td>281 (47.9)</td>
<td>162 (27.6)</td>
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<table>
<thead>
<tr>
<th>2. Increased appreciation of roles played by other professions</th>
<th>n (%)</th>
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<tbody>
<tr>
<td>22 (3.7)</td>
<td></td>
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<tr>
<td>90 (15.3)</td>
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</tr>
<tr>
<td>246 (41.9)</td>
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<tr>
<td>227 (38.7)</td>
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<table>
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<tr>
<th>3. Contributed to your understanding of importance of team-work in safety</th>
<th>n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 (3.1)</td>
<td></td>
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<tr>
<td>67 (11.4)</td>
<td></td>
</tr>
<tr>
<td>230 (39.2)</td>
<td></td>
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<tr>
<td>267 (45.5)</td>
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<tr>
<th>4. Attendance enhanced learning from associated module</th>
<th>n (%)</th>
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<tbody>
<tr>
<td>91 (15.5)</td>
<td></td>
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<tr>
<td>318 (54.2)</td>
<td></td>
</tr>
<tr>
<td>124 (21.1)</td>
<td></td>
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<tr>
<td>41 (7)</td>
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</table>
SURVEY: IMMEDIATE RATING BY PROGRAMME GROUP
**EMERGENT THEME 1 - Understanding role difference**

**Difference in training, preparing for the profession**

**Doctor**

“Nurses...were sticking needles in from day one....whereas we just follow the doctors around”

**Nurse**

“made you think what your specific role in any situation would be, and ......where you would say, ‘I need this professional to get further information’ ”

**Enthusiasm – an opportunity to learn**

**Radiographer**

“The discussions ....were pretty rewarding, it was obvious although we’ve all been in clinical practice a lot really didn’t have much idea what other professions really did”.

EMERGENT THEME 2 – Status and stereotypes

Perceptions of profession

Doctor

“I knew in the back of my head there is this stereotype that doctors are a certain way...that nurses think this about doctors... while there isn't that stereotype for nurses in the same way, so they were not as kind with their words”.

Reflection on hierarchy and status

Nurse

“on placement it’s very much they’re a doctor, we’re the nurses – a lot of nurses get frustrated.....I don’t know if that’s more with older doctors who’ve got a very much hierarchical (sic) view”

Opportunity to challenge assumptions

Radiographer

“Sometimes there’s the stereotype but it doesn’t apply to everyone, it’s made me strive to work harder and show that I don’t just push a button”
EMERGENT THEME 3 - Unintended stereotype perpetuation

Radiographer
“Medics do a longer degree – a lot more studying ....I’d still defer to the medic”

Doctor (about the video)
“I really felt it brought out a negative vibe.
It was very much “who can we blame for this situation?”..... it’s quite a strong misconception to have about somebody you don’t even know!”.

Nurse (about attitudes to the session)
“I’m coming to (it) out of placement hours and you expect - because you’re working at a level of professionalism on placement - you come with that attitude into the interprofessional learning day, whereas (other programmes) seemed to come with “it’s just another day at uni”

The content? The facilitator? The early stage?
What have we learned?

Adopt a sensitive approach
Don’t inadvertently amplify stereotypes, rivalry
Consider labour-effectiveness

Doctor
“The actual structured bit was not the most valuable
- it was the breaks!”

Think facilitator plus content ….

Nurse
“The thing about interprofessional learning is it’s all about chance;
if you go into the right thing, on the right day, with the right person
you get an excellent experience.
You go in with someone else and you don’t.”


