



# Interprofessional learning - evaluation of a large-scale initiative

Joan Maclean  
School of Healthcare





Dr Joan Maclean, School of Healthcare

Dr Janet Holt, School of Healthcare

Shelley Fielden, School of Medicine

Dr Anne-Marie Reid, School of Medicine

Dr Naomi Quinton, School of Medicine





## 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<sup>1-4</sup>
- Curriculum requirement<sup>5-7</sup>
- Debate about timing<sup>2,8</sup>
- Debate about realities...?<sup>9</sup>



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  $\geq 4$  programmes.

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

Appreciate  
different roles  
in health and  
social care

Understand  
contribution  
IPL can make  
to safe  
practice

Theme:  
Safety, risk  
and human  
factors



YELLOW BLUE ORANGE  
BLACK RED GREEN  
PURPLE YELLOW RED  
ORANGE GREEN BLACK  
BLUE RED PURPLE  
GREEN BLUE ORANGE

A half-day of activities and case-based discussion supported by slide presentation.

Improvement Academy





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

<b>Programme</b>	<b>Students</b>	<b>%</b>
Assistant Practice	19	3
Audiology*	11	2
Nursing – Adult	138	24
Nursing – Child	36	6
Nursing – Mental Health	37	6
MBChB	205	35
Midwifery	44	8
Cardiac physiology*	14	2
Radiography	47	8
Social Work	35	6
<b>Total</b>	<b>586</b>	<b>100</b>



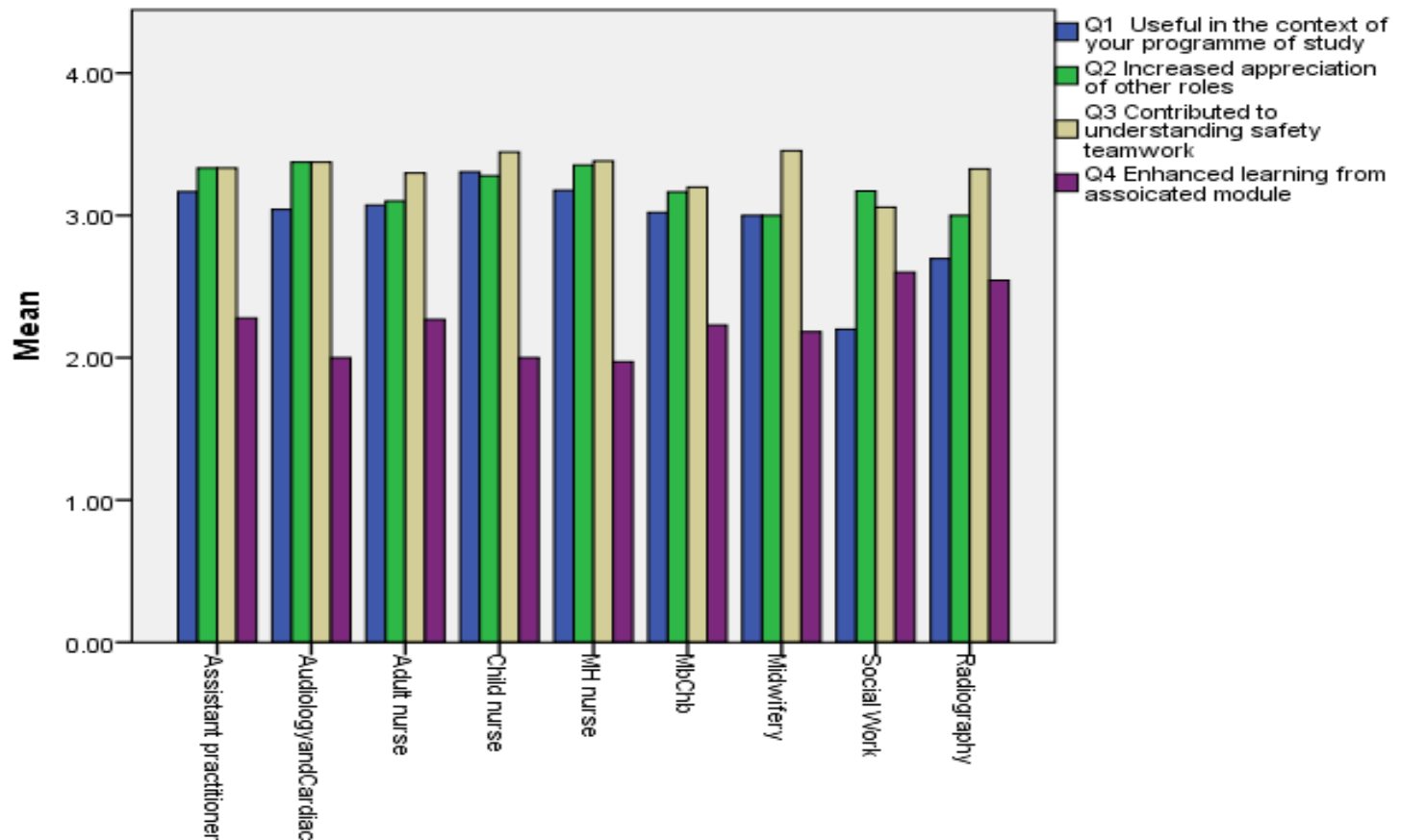
## SURVEY: IMMEDIATE RATING BY ENTIRE GROUP

	<b>1 n (%)</b>	<b>2 n (%)</b>	<b>3 n (%)</b>	<b>4 n (%)</b>
1.Useful in the context of your programme of study	27 (4.6)	116 (19.8)	281 (47.9)	162 (27.6)
2.Increased appreciation of roles played by other professions	22 (3.7)	90 (15.3)	246 (41.9)	227 (38.7)
3. Contributed to your understanding of importance of team-work in safety	18 (3.1)	67 (11.4)	230 (39.2)	267 (45.5)
4.Attendance enhanced learning from associated module	91 (15.5)	318 (54.2)	124 (21.1)	41 (7)





## 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

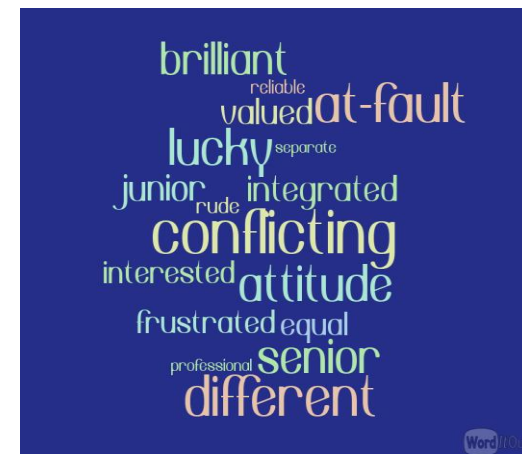
#### Nurse

*“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”*

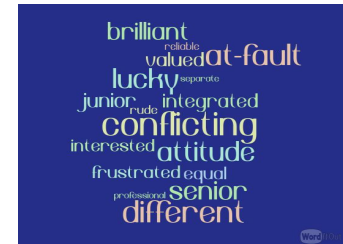




## EMERGENT THEME 3 - Unintended stereotype perpetuation

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."*





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# References

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