

The Role of Interprofessional Learning (IPL) in Developing Transformative Health & Social Work Professionals

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Introduction

- In the first decade of the 21st century, policies stressing the value of interprofessional learning (IPL) became evident (DH, 2001; DH, 2005)
- In recent years many high profile cases have identified the need for IPL (Laming, 2003; Laming, 2009; Francis, 2013)

Introduction

- Within Higher Education Institutions (HEIs), it is important to define what is meant by interprofessional education (IPE)
- This definition should be used to inform and adapt the curricula within which interprofessional learning (IPL) takes place
- The definition of IPL adopted at this HEI is that provided by The Centre for Advancement of Interprofessional Education (CAIPE), they describe IPL as ‘occurring when two or more professions learn with, from and about one another to improve collaboration and quality of care’ (CAIPE, 2008)

Introduction

- IPL is an integral part of health and social care undergraduate education at our HEI
- It is widely considered that IPL encourages health and social care students to learn from and about one another and this process underpins a better understanding not only of their own professional roles but also those of others
- This in turn promotes more effective team work, enhances integrated service user pathways and provides better care for service users

Aim

- The purpose of this presentation is to evaluate two examples from IPL modules where case studies have been used and their effect on the preparation of students for their professional roles

Method

- 320 students each year are enrolled on the IPL modules from the following professional groups; adult nursing, child health nursing, mental health nursing, midwifery, paramedic science, operating department practice, social work, diagnostic radiography and therapeutic radiography
- Students are divided into interprofessional groups of 10 students

Method

- For the year 1 module – *Working with others*, the students are provided with a case study about one service user and they work together to produce a poster, based on the case study. The interprofessional groups provided a ‘real’ experience of working together and understanding one another’s roles in context (CAIPE, 2008)
- For the year 3 module – *The professional in the team*, the students are given a case study of a family with complex needs and a problem based learning approach is used (Gwee, 2009)

Results

Mirrored real practice issues

- Able to see some of the real issues from practice around communication and the sharing of information
- Sometimes difficult to communicate with group

Insight into roles of other professionals

- Students enjoyed the freedom to learn about one another
- Students gained an insight into the roles of other professionals
- Beneficial to work closely with other professions

Enabled to see service user journey

- Students enjoyed the freedom to learn about one another and where their profession fitted in to the journey
- Able to see patient pathway and how long they spent with different professions

More holistic care for service users

- The complex and interesting case study, provided opportunities for all professionals to discuss how they would input into the family
- Sharing of knowledge and expertise

Conclusions

- Students had a 'real' experience of interprofessional working, facing the barriers and challenges to overcome which are similar to practice
- IPL provides professional development in terms of the student's future professional role
- Working in interprofessional groups is transformative as it allows students to learn from and about other professionals, equips them with knowledge about one another's roles and enables them to work together with other members of the interprofessional team
- As a result students are then enabled to work together for the good of their service users and thereby becoming more compassionate and patient-centred professionals

Any Questions?



References

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