




New Zealand		
	<h2 style="margin: 0;">Interprofessional Education</h2> <h3 style="margin: 0;">A Focus on the Socialisation Process at the Undergraduate Level</h3> <p style="margin: 0;">November 27, 07</p>	 <p style="margin: 0;">THE UNIVERSITY OF AUCKLAND NEW ZEALAND <small>Te Whare Wānanga o Tāmaki Makaurau</small></p>
The University of Auckland	<p style="margin: 0;">Heather Baker and John Shaw Schools of Nursing and Pharmacy Faculty of Medical and Health Sciences The University of Auckland New Zealand</p> <p style="margin: 0;">Universitas 21 Health Sciences Conference 2007</p>	

	<h2 style="margin: 0;">Overview</h2>	 <p style="margin: 0;">THE UNIVERSITY OF AUCKLAND NEW ZEALAND <small>Te Whare Wānanga o Tāmaki Makaurau</small></p>
November 27, 07	<ul style="list-style-type: none"> ■ Goals of interprofessional education (IPE) at the undergraduate level ■ How important is 'socialisation'? 	
New Zealand	<ul style="list-style-type: none"> ■ Social characteristics of students in the health professional programmes 	
The University of Auckland	<ul style="list-style-type: none"> ■ Examples of IPE at UoA ■ Reflections on the socialisation process 	

	<h2 style="text-align: center;">Interprofessional education (IPE)</h2>	 <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND Te Whare Wānanga o Tāmaki Makaurau</p>
November 27, 07	<ul style="list-style-type: none"> ■ Health professional education (medicine, nursing, physiotherapy, pharmacy etc.) is still essentially conducted in 'silos' ■ However, modern health care delivery is increasingly team based ■ How do we bridge the gap between current ug education and the need for teamwork in practice? 	
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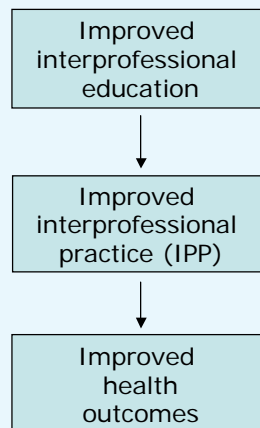
	<h2 style="text-align: center;">A definition of IPE</h2>	 <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND Te Whare Wānanga o Tāmaki Makaurau</p>
November 27, 07	<ul style="list-style-type: none"> ■ Occasions when two or more professions learn from and about each other to improve collaboration and the quality of care (<i>UK Centre for the Advancement of Interprofessional Education</i>) ■ Contrast with 'multiprofessional education' where two or more professions learn side by side ■ We see interprofessional learning (IPL) as the process with which students are engaged in IPE 	
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Relationship between IPE, IPP and outcomes

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Stone, N. *JIC* 2006; 20:260-265

Some learning outcomes for IPE


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- Understanding of boundaries of professional roles and expertise and values of other team members
- Enhanced team-working and communication skills
- Understanding leadership role and when to take the lead
- Shared goals and a patient-centred approach within a team
- Respect and support for roles and perspectives for other team members

Adapted from Thistlethwaite J and Nisbet G. *The Clinical Teacher* 2007; 4: 67-72

	<h2>How realistic are these goals at undergraduate level?</h2>	 <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND Te Whare Wānanga o Tāmaki Makaurau</p>
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New Zealand	<ul style="list-style-type: none"> ■ Few models where IPE embedded in ug curricula ■ One example is the 'New Generation Project' at Univ of Southampton, UK ■ UoA, as many other universities, has selected discrete 'projects' as IPE experiences ■ We have a growing realisation that the 'process', especially professional socialisation, is more important than the content 	
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	<h2>Characteristics of IPE</h2>	 <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND Te Whare Wānanga o Tāmaki Makaurau</p>
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New Zealand	<ul style="list-style-type: none"> ■ Applies principles of adult learning ■ Is practice-led ■ Includes common and comparative learning ■ Is interactive ■ Involves clinical colleagues ■ Is competency-based ■ Improves practice ■ Is evaluated 	
The University of Auckland	<p>From: Barr, H et al. <i>Effective interprofessional education: Argument, assumption and evidence</i>. Oxford: Blackwell Science, 2005</p> <ul style="list-style-type: none"> ■ WE ADD: Involves appropriate socialisation (including non-class room interactions with teaching staff, peer-group interactions, extra-curricular activities) 	

Do professional subcultures exist that mitigate against team work?		 THE UNIVERSITY OF AUCKLAND NEW ZEALAND <small>Te Whare Wānanga o Tāmaki Makaurau</small>
November 27, 07	<ul style="list-style-type: none"> ■ Degeling’s work on the professional cultures and sub-cultures of nursing, medicine and management indicates that medical, nursing and managerial staff have distinct, profession based subcultures – common attitudes, beliefs and values are derived from their training and/or common professional experiences. 	
New Zealand	<ul style="list-style-type: none"> ■ Degeling, P., Maxwell, S., Kennedy, J., & Coyle, B. (2003). Medicine, management and modernisation: A “danse macabre”? <i>British Medical Journal</i>, 326, 649-652. 	
The University of Auckland	<ul style="list-style-type: none"> ■ Strong profession-based differences in attitudes and beliefs, in particular views about work performance, attitudes to clinical work organisation, and accountability 	

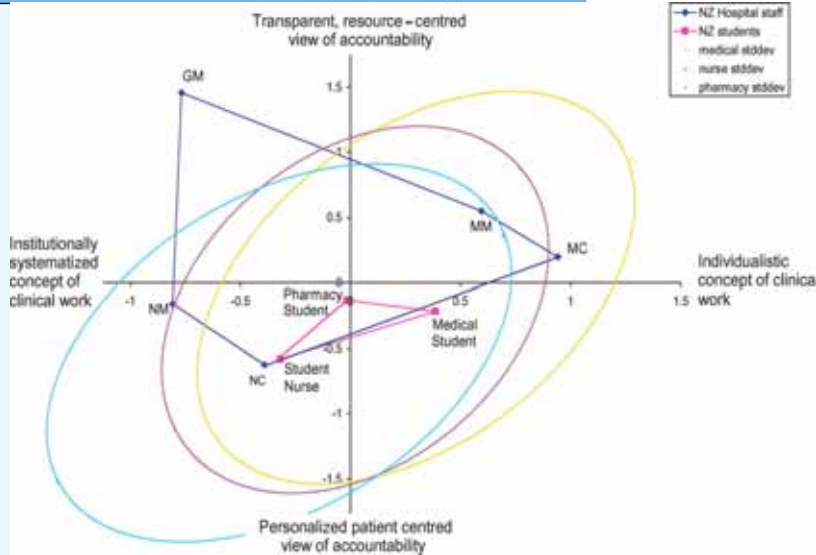
Do these subcultures exist at the undergraduate level?		 THE UNIVERSITY OF AUCKLAND NEW ZEALAND <small>Te Whare Wānanga o Tāmaki Makaurau</small>
November 27, 07	<ul style="list-style-type: none"> ■ Q: Do nursing and medical students (as the main groups) on graduation have the values and beliefs congruent with the teamwork goals of a current healthcare system? 	
New Zealand	<ul style="list-style-type: none"> ■ OR are there differences upon entering the programmes 	
The University of Auckland	<ul style="list-style-type: none"> ■ First-year undergraduates in Medicine, Nursing, Pharmacy at UoA completed a questionnaire based on that used by Degeling et al. 	

The professional subcultures of students entering medicine, nursing and pharmacy programmes.
 Horsburgh M, Perkins R, Coylyke B, Degeling P. (2006)
 Journal of Interprofessional Care, 20(4), 425-431.

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Conclusion of the study


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- Findings of this study suggest that medical, pharmacy and nursing students have beliefs, opinions or views that are fundamentally different when it comes to the way they perceive health work should be undertaken.
- The process of professional socialisation may have begun prior to students enrolling in programmes.
- Attitudes, beliefs and values may have already formed when students enter their education

		Rationale for IPE projects at UoA	 <small>Te Whare Wānanga o Tāmaki Makaurau</small>
November 27, 07		<ul style="list-style-type: none"> ■ The goals of IPE at The University of Auckland are for students to: <ul style="list-style-type: none"> ■ Work as a team ■ Develop as a group and work together to complete a task ■ Investigate a topic and deliver a presentation around the topic ■ Reflect on group work and own experience 	
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		Examples of IPE initiatives at UoA	 <small>Te Whare Wānanga o Tāmaki Makaurau</small>
November 27, 07		<p>Maori Health Week (MHW)</p> <ul style="list-style-type: none"> ■ 300 students work in 24 small groups with 24 group facilitators, 10 Maori cultural advisors from local communities, 12 tutors and students from Te Ataarangi to lead Te Reo teaching, and staff from our three schools ■ Each group is presented with a health issue in a case study and the group is required to develop and present a poster during the week that demonstrates their understanding of the health issue as it relates to Maori and suggest how a local district health board might manage the issue 	
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Outcomes for students include:

- understand the changing nature of health care roles and boundaries;
- acquire the knowledge and skills needed for collaboration and teamwork;
- appreciate the roles, responsibilities and relationships between different professional groups and recognising the unique contribution of each professional group to healthcare;
- recognise the benefits of collaboration to consumers, professional practice and personal development.

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	<h2>Quality and Safety Week</h2>	 <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND Te Whare Wānanga o Tāmaki Makaurau</p>
November 27, 07	<ul style="list-style-type: none"> ■ Allow medical, nursing and pharmacy students to learn together as a team to improve quality in healthcare ■ Explain the difference between a person-oriented and a systems-oriented approach to an adverse event in healthcare ■ Explain the use of root cause analysis as a tool to analyse adverse events and improve safety and quality in healthcare ■ Discuss the actions a healthcare 'team' might take to prevent adverse events in healthcare 	
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Student feedback		 <small>Te Whare Wānanga o Tāmaki Makaurau</small>
November 27, 07	<ul style="list-style-type: none"> ■ The students indicated that working together as a group was the most positive aspect of both MHW and the Quality and Safety exercise 	<ul style="list-style-type: none"> ■ <i>“It was great to meet students from other health disciplines and work towards a common goal”</i> ■ <i>“I really enjoyed working together as a team”</i> ■ <i>“It was a good opportunity for everyone in the Faculty to work together and get to know people from other professions.”</i>
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Student Feedback cont.		 <small>Te Whare Wānanga o Tāmaki Makaurau</small>
November 27, 07	<ul style="list-style-type: none"> ■ <i>“I think our group really respected each other and created a supportive environment to work in”</i> 	<ul style="list-style-type: none"> ■ <i>“It was great to mix disciplines, built a rapport”</i> ■ <i>“The interdisciplinary group worked really well together once warmed up”</i> ■ <i>“This week really brought pharmacy, nursing and medicine together”</i> ■ <i>“The group got a better appreciation of each others’ professional roles and acknowledged the need and willingness to continue to change the climate of disrespect amongst professions”</i>
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	<h2 style="text-align: center;">Challenges for IPE</h2>	 <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND Te Whare Wānanga o Tāmaki Makaurau</p>
November 27, 07	<ul style="list-style-type: none"> ■ Changing of attitudes the most difficult to achieve 	
New Zealand	<ul style="list-style-type: none"> ■ Reduce and limiting prejudices ■ The complexity of professional socialisation which appears to have begun prior to enrolment in programmes 	
The University of Auckland	<ul style="list-style-type: none"> ■ Challenging the underlying beliefs, values and assumptions students enter programmes with ■ Challenging attitudes concerned with professional identity, prejudice, stereotypical views about each other, and the historical legacy about status and professional knowledge which each group strives to maintain 	

		 <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND Te Whare Wānanga o Tāmaki Makaurau</p>
November 27, 07	<ul style="list-style-type: none"> ■ As a consequence of these experiences and the work of Degeling et al and Horsburgh et al we plan to alter our approach to IPE. 	
New Zealand	<ul style="list-style-type: none"> ■ Our projects will include a significant social aspect to them. ■ Projects will include as a major focus: <ul style="list-style-type: none"> • The understanding of each other's roles. • Getting to know each other personally. • Activities that enhance valuing and respect for each other 	
The University of Auckland	<ul style="list-style-type: none"> ■ Social interaction by students in years one and two of their programmes will be enhanced. 	

Effective Interprofessional Learning

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- “ Reflecting on the IPE experiences at the UoA, together with feedback from the students, has led us to believe that the most fundamental change in order for IPE to be successful and lead to successful teams in practice are experiences which enhance the sensitivity of students to other health professionals values AND to respect each other for what each brings to the team.”

■ Heather Baker and John Shaw.

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