

MULTIPROFESSIONAL HEALTH EDUCATION

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ISSUES FOR THE FUTURE HEALTH PROFESSIONAL

- **CHRONIC DISEASE**
- **COMMUNICATION**
- **CLIENT EXPECTATIONS**
- **INFORMATION**

HOW WILL HEALTH CARE BE DELIVERED

- DIFFERENTLY
- DISTANTLY
- MULTIPROFESSIONAL TEAM

CHARACTERISTICS OF MODERN HEALTH CARE (MUIR-GRAY)

- CONCERN WITH HEALTH AS WELL AS HEALTH CARE (I.E., PREVENTION AS WELL AS TREATMENT)
- EVALUATION OF SERVICES IN TERMS OF THEIR EFFECTIVENESS, APPROPRIATENESS AND NECESSITY

CHARACTERISTICS OF MODERN HEALTH CARE (MUIR-GRAY)

- **PUBLIC INVOLVEMENT IN HEALTH AND HEALTH CARE POLICY-MAKING**
- **CONCERN WITH PATIENTS' SATISFACTION AND EXPERIENCE OF CARE**
- **COMMITMENT TO CONTINUAL QUALITY ASSURANCE**
- **EMPHASIS ON ACCOUNTABILITY**

MORTALITY BURDEN: PERCENTAGE OF TOTAL YEARS OF LIFE LOST DUE TO MORTALITY (YLL)

Persons	Percentage of total
1. Ischaemic heart disease	20.5
2. Stroke	8.3
3. Lung cancer	6.3
4. Suicide	5.2
5. Colorectal cancer	4.4
6. COPD*	4.0
7. Road traffic accidents	3.3
8. Breast cancer	2.8
9. Diabetes mellitus†	2.1
10. Dementia	1.8

DISABILITY BURDEN: PERCENTAGE OF TOTAL YEARS OF LIFE LOST DUE TO DISABILITY (YLD)

Persons	Percentage of total
1. Depression	8.0
2. Dementia	5.6
3. Asthma	4.8
4. Osteoarthritis	4.8
5. Adult-onset hearing loss	4.1
6. Diabetes mellitus†	3.8
7. Alcohol dependence/abuse	3.5
8. COPD*	3.3
9. Stroke	3.3
10. Ischaemic heart disease	3.1

**EFFECTIVE HEALTH CARE DELIVERY
DEPENDS ON HEALTH PROFESSIONALS
WORKING TOGETHER TO ACHIEVE THE
BEST POSSIBLE PATIENT OUTCOMES**

DEFINITION OF INTERPROFESSIONAL LEARNING

INTERPROFESSIONAL LEARNING

- 2 GROUPS
- PHYSIOTHERAPIST/SOCIAL WORKER
- GP/NURSE
- GP/HEALTH SERVICE MANAGER

MULTIPROFESSIONAL LEARNING

- **3 OR MORE PROFESSIONAL GROUPS
GPs, NURSES, PHYSIOTHERAPISTS,
PHARMACISTS**

PRINCIPLES OF MULTIPROFESSIONAL LEARNING

- **WORKS TO IMPROVE QUALITY OF CARE**
- **INVOLVES SERVICE USERS AND CARERS**
- **PROMOTES INTERPROFESSIONAL
COLLABORATION**

PRINCIPLES OF MULTIPROFESSIONAL LEARNING

- **PROFESSIONS LEARN WITH, FROM AND ABOUT ONE ANOTHER**
- **ENHANCE PRACTICE WITHIN THE PROFESSIONS**
- **RESPECT INTEGRITY AND CONTRIBUTION OF OTHERS**
- **INCREASE PROFESSIONAL SATISFACTION**

GOALS OF SHARED LEARNING PROGRAMS

- **ENHANCE UNDERSTANDING OF EACH OTHERS PROFESSIONAL ROLE AND RESPONSIBILITIES**
- **HELP DEVELOP TEAM SKILLS**
- **INCREASE KNOWLEDGE**

MAJORITY OF ACTIVITIES ARE AT A POSTGRADUATE LEVEL

- **12% UNDERGRADUATE**

Barr and Waterton 1996

BARRIERS TO MULTIPROFESSIONAL LEARNING

- **SINGLE SUBJECT APPROACH TO TEACHING**
- **CURRICULUM STRUCTURE AND DESIGN**
- **TIMETABLING DIFFICULTIES**
- **LACK OF SUPPORT AND COMMITMENT**
- **LACK OF KNOWLEDGE AND UNDERSTANDING OF OTHER PROFESSIONS**

MULTIPROFESSIONAL EXERCISES SHOULD

- INVOLVE ALL PARTICIPANTS IN PLANNING AND IMPLEMENTATION
- BE SEEN TO BE RELEVANT TO LEARNERS
- HAVE BALANCED GROUP MEMBERSHIP
- PARTICIPANTS OF EQUAL STATUS

MULTIPROFESSIONAL EXERCISES SHOULD

- CLARIFY LEARNERS PREVIOUS EXPERIENCE
- USE INTERACTIVE EXPERIENCES
- USE PROBLEM SOLVING CLINICAL EXERCISES
- SMALL GROUP LEARNING
- PROVIDE FEEDBACK

MULTIPROFESSIONAL EXERCISES SHOULD

- RECRUIT EXPERIENCED TEACHERS
- PROVIDE PRE-COURSE INFORMATION TO PARTICIPANTS
- DEMONSTRATE SUPPORT
- EVALUATE

BARRIERS TO MULTIPROFESSIONAL LEARNING

- REDRAWING OF PROFESSIONAL BOUNDARIES
- RETRAIN TEACHERS
- ATTITUDINAL CHANGE
- REQUIREMENTS OF PROFESSIONALS BODIES
- SEPARATE PROFESSIONAL 'LANGUAGE'
- FINANCIAL CONSTRAINTS

APPROACHES TO MULTIPROFESSIONAL LEARNING

LINKOPING UNIVERSITY

- **NURSING, PHYSIOTHERAPY, MEDICINE,
OCCUPATIONAL THERAPY, MEDICAL
LABORATORY TECHNICIANS AND
SOCIAL WORKERS**
- **10 WEEK COURSE - MAN IN SOCIETY**

APPROACHES TO MULTIPROFESSIONAL LEARNING

- **UNIVERSITY OF BRISTOL**
 - **NURSING, MEDICINE, SOCIAL WORK**
- **USA**
 - **NEVADA, PENNSYLVANIA**
- **CANADA**
 - **UNIVERSITY OF BRITISH COLUMBIA**
- **AUSTRALIA**
 - **NEWCASTLE**
- **UNITED KINGDOM - ST BART'S**
 - **MEDICINE AND NURSING**

MULTIPROFESSIONAL LEARNING

- SEMINARS
- COMMUNITY BASED PROJECTS
- AS PART OF RURAL ROTATIONS
- EXPAND ON CURRENT LEARNING EXPERIENCES

FUTURE OF HEALTH CARE

- INTERDISCIPLINARY
 - TEACHING
 - RESEARCH
 - SERVICE

MULTIPROFESSIONAL LEARNING

- **HOLISTIC APPROACH TO HEALTH CARE**
- **RECOGNISES ROLE OF HEALTH PROFESSIONS**
- **PREVENTIVE ROLE**