

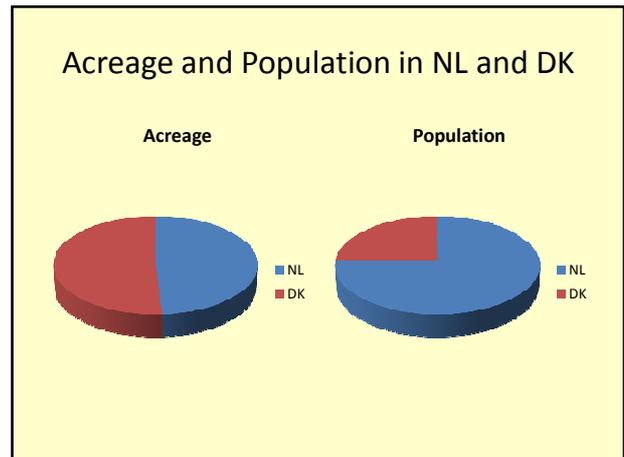
midt
Central Denmark Region

The Interprofessional Training Unit (ITU)
Learning with, from and about each other

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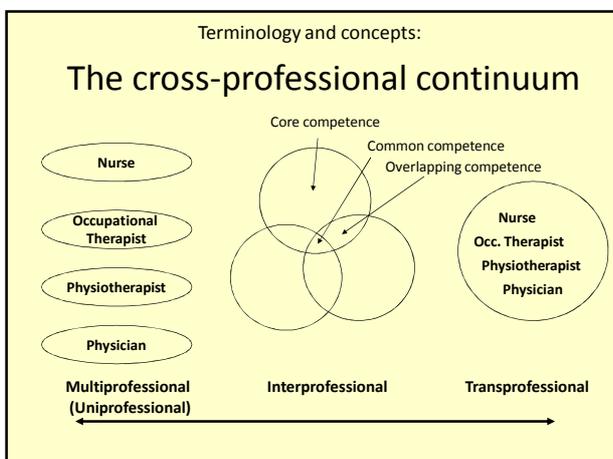


AVAG-symposium: Samen willen groeien
Amsterdam 28 November 2014



- Just for information**
- Obstetric Interprofessional Training Unit
 - Started in September 2013
 - Similar pedagogic approach as in orthopedics
 - Patients are families admitted for planned cesarean section
 - Midwife students – 2 weeks
 - Nurse students – 2 weeks
 - Medical students 1 week

- Agenda**
- Definition of the Cross-professional Continuum
 - Every day life and results from the ITU
 - Reflections concerning launching and operation



Defining Interprofessional Education (IPE)

"Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care"

CAIPE 2002
(Centre For The Advancement of Interprofessional Education)

The ITU in Holstebro

- Aims
 - Interprofessional learning
 - Uniprofessional learning
 - Formation of professional identity
 - Creation of a safe and challenging learning environment

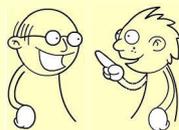


The ITU in Holstebro

- Students from
 - Occupational therapy
 - Physiotherapy
 - Medicine
 - Nursing
- Patients admitted for
 - Scheduled arthroplasty of hip or knee
- Eight beds
- Periods of two weeks

The ITU in Holstebro

- Staff
 - Clinical tutors
 - Associate professors
 - Nurses
- Pedagogy
 - Adult learning methods
 - Practice based and authentic
 - Formative evaluation



The interprofessional morning meeting

- Students are urged to
 - Be in the front
 - Make decisions
 - Distribute tasks
 - Share knowledge
- Clinical tutors
 - Sit on their hands
 - Ask reflective questions
 - Steer if necessary
 - Be aware of own role



Interprofessional knowledge and skills



Students learning from each other



Professional identity



Students teaching each other



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Results

- Students strengthened their
 - Professional identity
 - Interprofessional knowledge and capabilities
 - Uniprofessional knowledge and capabilities
- The clinical tutors integrated
 - Clinical and theoretical learning in a safe and challenging interprofessional learning environment
- Unintended outcome
 - The ITU was more cost-effective than the conventional ward

Why more cost-effective?

Interprofessional planning and coordination



Only few types of patients



Occupational therapy and physiotherapy students in both morning and evening shift



Tasks and challenges

1. Steering group and project manager
2. Practical organization
3. Clinical tutors
4. Learning environment
5. Surveillance

1. Steering group, task group and project manager

- Steering group – overall planning
 - Representatives from all stakeholders (e.g. university, university college, hospital management, clinical ward, occupational and physiotherapy department)
- Task group – practical planning
 - Representatives from all stakeholders (e.g. university, university college, clinical ward, occupational and physiotherapy department)
- Project manager – coordinator
 - Preferable only report to one person (e.g. executive consultant or head nurse)

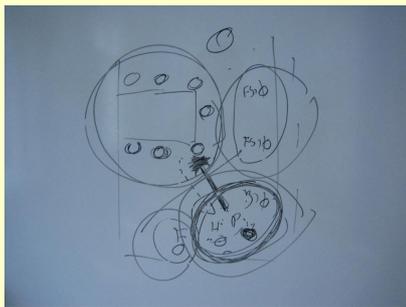
2. Practical organization

- Agreements between university and place for internship
 - Logistics
- Selecting the type of patients
 - In a ward with drive and energy
- Facilities for students and clinical tutors
 - Conference room, office, computers, coffee room
- Manpower
 - Clinical tutors
 - Back up

3a. Clinical tutors as role models: Considerations concerning shaping a culture

- Who takes certain roles in conferences?
- Who distributes practical tasks?
- Who takes the initiatives?
- 'Signal value'
- Making a culture

3b. Clinical tutors Supervision on supervision



4a. Learning environment

Stereotypes as barrier to collaboration

- Stereotypes
 - Beliefs about characteristics, attitudes and behaviour of certain groups



(Hilton & von Hippel, 1996)

4b. Learning environment Intergroup contact theory

- Equality among the professions
- Common goals
- Collaboration
- Support
- Friendship potential

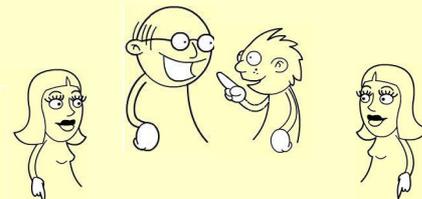
Allport (1954)

Pettigrew (1998)



4c. Learning environment Perspectives

- The patient
- The student
- The clinical tutor (from the ITU)
- The nurse (from the ward)



4d. Learning environment Perspectives

	Nurse from the ward	Clinical tutor from the ITU
Clinical focus	80%	20%
Educational focus	20%	80%



4e. Learning takes place because

- The patients need defines what to do
- Each profession has it's own core-competences
- The team clarify and share out the tasks
- Students participate actively
- Active exchange of knowledge between learners from different professions takes place
- Supervision (support and challenge) is provided from the clinical tutors

5. Surveillance in the ITU

- Clinical tutor responsible for the period takes care of
 - Day three: 5 minutes evaluation of the interprofessional meeting
 - Day five: 15 minutes discussion of interprofessional education and collaboration
 - Day seven: 30 minutes discussion between clinical tutors and permanently employed nurses
 - Day nine: 45 minutes evaluation of the period

References

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Thank you for listening



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