

Learning and Teaching Conference 2012

Abstract 4C

'Of Tribes and Territories': The Interprofessional Student- Health Graduate for the 21st Century?

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The Nursing, Allied Health and Social Work undergraduate programmes in the UK place increasing emphasis on interprofessional learning. Traditionally these professions have developed within a specific discipline, forged strong and distinctive identities and constructed a discourse arising from defined boundaries. Academics in health and social work disciplines are now expected to develop curricula in collaboration with a range of stakeholders including patients, carers, clinicians, other professional groups and students themselves. Through the development of this wider community, working with an extended range of stakeholders, we may now be liberated to explore and re-define identity through the lens of other allied health communities.

In the School of Health and Life Sciences, Glasgow Caledonian University, interprofessional education for health and Social work students starts in the first year of learning and continues throughout the undergraduate programmes. In the first year, a range of health and social care related disciplines from Glasgow Caledonian University, University of Strathclyde and Glasgow Dental Hospital work collaboratively to explore the interrelatedness of their professional roles.

- Nursing
- Radiography (Therapeutic and Diagnostic)
- Podiatry
- Occupational Therapy
- Physiotherapy
- Dietetics
- Prosthetics and Orthotics
- Speech and Language
- Social Work
- Dental Therapy

At the same time, in their uni-disciplinary groups, students start to develop a sense of their unique professional identity, perform the rights of passage associated with entry into the professional tribe and become aware of the limitations of their territorial boundaries.

This presentation seeks to explore what interprofessional learning means in different context and discuss the implications of collaboration across academic and professional boundaries.

Outcomes

articulate what interprofessional learning means in different contexts discuss the implications of collaboration across academic and professional boundaries.

