

# **‘Of Tribes and Territories’: The Interprofessional Student- Health Graduate for the 21<sup>st</sup> Century?**

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# Professional Identity

The majority of academics in traditional disciplines construct their identity through their disciplinary communities which includes colleagues, students and other professional and social networks. These partners act as communities of reference for academic disciplines.

Kreber (2010)

# Professional Identity

Formation of professional identity is influenced by the relationship of the individual with their immediate professional community.

Lave and Wenger (1991)

# Professional Identity

Work place communities promote a sense of identity and allow professionals a space in which to define their place in the world, and through this process continue to evolve.

Wenger et al (2002)

Andrew et al (2008)

# Changing Identity

Identity is forged through collaboration with peers, students and increasingly through public involvement. These can be described as communities of reference.

Students will now forge their identity in collaboration with allied health peers.

# Changing Identity

Through the development of this wider community we have the opportunity to re-define our role as professionals

# Changing Identity

We are using our new communities of reference to reflect on our sense of identity

Re-defining who we are will help to better articulate what we do.

# Ethos of Interprofessional Education (IPE)

Definition: IPE occurs when members of two or more professions learn with, from and about one another to improve collaboration and the quality of care (CAIPE, 2011)

IPE is not designed to replace, but rather complement and enrich the curriculum

Evidence suggests a need for comprehensive IPE education for health and social care students – “on the job” is almost too late to begin to develop the necessary team building skills required for practice

*IPE should form a coherent and integrated component of professional education. It should work to improve the quality of care; focus on the needs of service users and carers; involve service users and carers; promote interprofessional collaboration; encourage professionals to learn with, from and about one another; enhance practice within professions; respect the integrity and contribution of each profession and increase professional satisfaction.*

Barr and Waterton (1996)

# Glasgow Caledonian University: School of Health and Life Sciences and Interprofessional Education (IPE)

A proven track record of success in the field of IPE over the past decade

A driving force in pioneering key IPE initiatives within the University:

- Interprofessional Education Framework (undergraduate)
- MSc IPE modules
- Professional Doctorate for Health & Social Care Professionals (postgraduate)

# Development of the Undergraduate IPE Framework

Responding to an identified service need, government policy drivers and a growing international lobby (UK, Canada, USA) plans for delivering IPE at GCU began

2004 Following a 2 year planning and approval process all health and social care programmes at GCU/ University of Strathclyde were invited to participate in the first IPE module - **Interprofessional Studies in Health and Social Care:**

- Level 1
- Long thin module – delivered over Trimesters 1 and 2
- Key note lectures followed by small group tutorial sessions (multidisciplinary)
- Delivered by a group of approximately 22 staff (multidisciplinary)

# Foundations of Practice Syllabus

- Teamwork
- Partnership working
- Interprofessional teams and agencies
- Communication
- Reflective learning/ writing/ practice
- Ethics
- Policy
- Role of Carers and Service Users
- Equality and Diversity
- Lifelong Learning and CPD
- Professional/ regulatory bodies; Codes of Conduct

# Development of the Undergraduate IPE Framework

8 programmes participated in academic session 2004/5:

7 GCU programmes - Nursing (Honours programme), Occupational Therapy, Physiotherapy, Podiatry, Radiography (Diagnostic & Therapy) and Social Work

+ Prosthetics and Orthotics (University of Strathclyde) = ~400 students in total

2005 Dietetics programme joined the module

2009 Module renamed following reapproval of the Allied Health and Social Work programmes = **Foundations of Practice in Health and Social Care**; became part of a larger suite of new IPE modules (undergraduate IPE framework)

# Foundations for Practice in Health and Social Care Module

- 2009 Speech and Language Therapy programme (University of Strathclyde)
  - 2010 Oral Health Science programme (Glasgow Dental Hospital and School)
  - 2011 BN Nursing Programme (all branches – Child, Adult, Learning Disability, Mental Health) = an additional 400 students
- = 12 programmes (15 incl the BN branches); ~900 students in total

# Undergraduate IPE Framework

University Semester Structure	Trimester 1				Trimester 2			
	12 wks	1 wk	2 wks	3 wk	12 wks	1 wk	3 wks	1 wk
		SL	Ass A	IB		H	Ass B	IB
Year 1	Introductory Psychology and Sociology for Health and Social Care Practitioners (R) 20 Credit points	SL	Ass A	IB	Introductory Psychology and Sociology for Health and Social Care Practitioners (R) 20 Credit points	H	Ass B	IB
Year 1	Foundations for Practice in Health and Social Care (R) 20 Credit points	SL	Ass A	IB	Foundations for Practice in Health and Social Care (R) 20 Credit points	H	Ass B	IB
Year 2		SL	Ass A	IB	Research in Health and Social Care Practice 20 Credit points	H	Ass B	IB
Year 3	Investigating Effective Practice (R) 20 Credit points	SL	Ass A	IB	Investigating Effective Practice (R) 20 Credit points	H	Ass B	IB
Year 4	Organisations Policy and Professional Practice 20 Credit points	SL	Ass A	IB		H	Ass B	IB
Year 4	Honours Project (R) 40 Credit points	SL	Ass A	IB	Honours Project (R) 40 Credit points	H	Ass B	IB

**Key**

SL – Study Leave  
 IB – Intertrimester Break  
 R – Module delivered in Trimester 1 and repeated in Trimester 2

Ass – Assessment period  
 H – Holiday

# Further Developments: Foundations for Practice in Health and Social Care Module

Key note lectures followed by small group tutorial sessions (multidisciplinary)

Logistical challenges: now condensed and delivered in Trimester 1 and repeated in Trimester 2

Delivered by a group of approximately 22 staff (multidisciplinary) per trimester

Mobile technology e.g. Text walls

Assessment – online, self, peer, tutor led

2012 Orthoptics and Operating Department Practice programmes will be joining in September 2012

