Using a curriculum change perspective to identify faculty development support for interprofessional learning

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A Contextual Model of Curriculum Change
(Anakin et al., 2018)

6 Factors
• Ownership
• Resources
• Identity
• Leadership
• Students
• Quality assurance

3 Levels of Social Organisation
• Institutional
• Departmental
• Individual

2 Directions
• Enabling
• Inhibiting
Institutional, Departmental, & Individual

(Aadapted from Anakin et al., 2018)
Ownership of interprofessional learning initiatives?
What is interprofessional practice?

- Working together
- Different perspectives
- Problem solving
- Complement or compliment
- Understanding each other's roles
- Good of the patient
- Communication
- Add to workload
- Better care for the patient
- Better appreciation of the whole healthcare system
- Getting everyone to agree, logistical issues, students lacking motivation

Smoking Cessation Module 2018 - Students in Y3 Medicine, Y4 Pharmacy & Physiotherapy
Resources to interprofessional learning initiatives?
Interprofessional learning
Y4 medicine & physiotherapy
Identity as a interprofessional teacher?
Interprofessional learning in the workplace

Simulation with medicine and physiotherapy
Leadership for interprofessional learning initiatives?
Figure 2 Planned approach to IPE for health professional students

The current focus of champions is on initiating IPL activity

IPE at Otago

- Tairāwhiti Interprofessional Education Programme (TIPE)
- Wellington Interprofessional Teaching Initiative (WITI)
- IPE at University of Otago Christchurch (UOC)
- IPE in Dunedin
- Dunedin Foundation Years
- IPE Smoking Cessation Module (Dunedin)
- Dunedin Advanced Years
- IPE in the Regions
- Palmerston North
- INTERact Programme (Nelson and Timaru)
- Southland Interdisciplinary Training Days (Invercargill)
- The Longitudinal Interprofessional Study

https://www.otago.ac.nz/healthsciences/staff/ipe/index.html
Student engagement with interprofessional learning?
Interprofessional learning opportunities

Smoking Cessation Module 2018 - Students in Y3 Medicine, Y4 Pharmacy & Physiotherapy
Challenge: - timeTableing
- different priorities
  - ↑ workload

Benefit: Collaborative knowledge
  - experience of working in a team
    - before clinical years
  - understand/appreciate other faculties

... of interprofessional learning
Quality assurance processes for interprofessional learning?
Quality at Otago

The Quality Advancement Unit is headed by the Director, Quality Advancement, and manages and administers:

- the internal reviews process
- Graduating Year Reviews
- the Graduate and Student Opinion Surveys
- the College Residents Survey
- teaching evaluations
- organisation of Quality Forums
- academic audit processes
- identifies and disseminates good practice in quality assurance and improvement across the University

https://www.otago.ac.nz/quality/index.html
Factors that may influence interprofessional learning opportunities at the University of Otago

- Institutional & Departmental Interprofessional champions
- Institutional, Departmental, & Individual Quality assurance processes
- Student engagement
- Institutional Resources Leadership - policy
- Individual Identity as interprofessional teachers?
- Departmental What is IPL? Interprofessional identity?
- Departmental & Individual Leadership - practice Resources?
Interprofessional practice
References


Thank you

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