

Abstracts accepted for workshops, papers and posters, arranged alphabetically, by the first-named author

ABBOTT-BRAILEY, HILARY; STEPHENS, JOHN

Northumbria University, England

Healthcare students' strategies to aid team identification and integration within a critical care setting

Conference Theme: Pedagogy

Type: Paper

This paper explores the process of team identity and integration for nursing, physiotherapy and radiography students during their first experience of a critical care setting. The issue emerged during meetings of pre-registration health care students participating in the Common Learning Programme in the North East of England (NECLP) (DoH, 2004, Pearson et al, 2006) during intensive care placements.

Students from different professional groups were presented with the opportunity to engage with, and reflect on the process of team working through the exploration of real patient care issues from an interprofessional perspective.

A case study approach using data from two pre-registration student groups was employed. Data collected over a one month period for each group via observation, student feedback, clinical mentor and group facilitator diaries were analysed and key themes identified.

Findings revealed a range of student strategies to facilitate integration into the team in an 'alien' environment where relevant cues regarding team nature and function were less overt. Key themes included recognition of team members, orientation through task and timing, hypothetico-deductive reasoning, forming relationships and team building – to 'appear the team'. Comparison with strategies employed by qualified staff reflected characteristics of the novice – expert continuum (Benner, 1984) within a framework relating to social identity theory and professional socialisation. Continued refining of 'appearing the team' resulted in further orientation to identify core and peripheral team members, roles and relationships.

Developing human relationships can be complex, particularly so within the highly technical and unfamiliar environment of the intensive care unit over a relatively short student placement period. Allowing 'space for reflection' within CLP meetings where students could share and make sense of their experiences may have facilitated the building of coherence from uncertainty, to 'appear' and integrate within the critical care team.

ALLAIN, *LUCILLE*; DUGMORE, *PAUL*; HINGLEY-JONES, *HELEN*

Middlesex University, England

From Pedagogy to Practice – Interprofessional Learning in the Children’s Workforce: Lessons from a London Borough

Conference Theme: Pedagogy Practice Type: Paper

The workshop will present findings from an analysis of feedback received from a range of staff who participated in an inter-professional training initiative in one London borough. The aim of the six-week training course was to improve interprofessional working across agencies providing services to children and families. The course focused on the ‘Common Core’ thematic areas and supported staff in critically examining their practice with different professionals. The course was set up and delivered in response to the Green Paper, Every Child Matters 2004, where it was identified that everyone working with children and families should have a common set of skills and knowledge across the following areas:

- Effective communication and engagement with children, young people, parents and carers
- Child and young person development
- Safeguarding and promoting the welfare of the child
- Supporting transitions
- Multi-agency working
- Sharing information

The findings from the self-completion questionnaires will be supported by qualitative data from a focus group of staff from different professions who undertook the training. The aim is both to explore professionals’ views and experiences of learning together and explore whether this changed practice back in their professional settings. Key questions will focus on whether the training gave staff the opportunity to build on their existing skills and knowledge; to share practice experience; contribute to inter-professional learning and address differences in working practices, language and professional values.

ANDERSON, ELIZABETH; LENNON, ANGELA; GOODYER, SANDY; LAKHANI, NEENA; FORD, JENNY; WILLIAMS, JACQUI; STEWART, MARCIA

University of Leicester, England

The Leicester Model of Interprofessional Practice Based Education

Conference Theme: Pedagogy Practice Type: Workshop

The Leicester Model is a robustly tested and evaluated practice-based learning model for health and social care students, placing them at the centre of current health and social care delivery, learning directly from patients and their service providers, to develop the skills to provide effective, multi-agency care. Learning is reflective, experiential and problem solving and underpinned by theoretical perspectives and healthcare policy. The model has been sustained over ten years and widely replicated. In Leicester over 1,000 students access this learning annually and its sustainability has led to its acceptance for publication by the Higher Education Academy for Medicine, Dentistry and Veterinary Medicine in 2005.

The educational cycle transforms learners into active participants with the potential to change and improve current practice through the identification of ideal future care to benefit the patient. The model has been widely replicated geographically, across a range of healthcare settings (hospital and community) and for a range of learning objectives and learners. Examples of the adaptability of the model for learning in community and hospital settings will be shared, along with details of how to replicate in any healthcare area.

The model has been praised by the General Medical Council, the UK centre for Interprofessional Education (CAIPE) and the Under Secretary for Health in 2000.

Interactive Component

Methodology

Angela Lennox and Liz Anderson (Model Guide authors) will lead the workshop, supported by a delivery team to present the views of patients, students and agencies. Relevance for students of health and social care will be shared.

Using Kolb Cycle to underpin the module, the session will consist of an interactive format in which participants will share their successes and identify barriers to achieving a quality-learning environment for interprofessional learning. Responses will be transposed onto the Leicester Model. Participants will take away practical tools to facilitate replication in their healthcare environment.

ANDERSON, ELIZABETH; EWING, ALI; FORD, JENNY; GOODYER, SANDY;
JAMES, ALISON; LAKHANI, NEENA; THORPE, LUCY

University of Leicester, England

A partnership with patients for safe interprofessional team based practice

Conference Theme: Pedagogy, Practice Type: Poster

In 2002, The National Patient Safety Agency, in the UK, supported the development of an interprofessional education (IPE) programme on patient safety awareness, focussed on the expertise of patient experiences. The work was completed in partnership with Burton hospital clinical team.

Actual events were scripted into a patient journey from primary care to hospital after a stroke. The patient is depicted receiving a primary care home visit, on admission to an emergency unit, on ward transfer and on subsequent surgery which culminates in a potential lethal outcome. The film has actors and some clinical team members. The training DVD resource highlights the importance of effective teamwork to prevent error and protect patients' safety. The film won a gold award for education potential in the USA in 2006. Themes in the story include;

- 1) communication
- 2) situational awareness
- 3) teamworking roles including leadership
- 4) empowerment within teams

Prompted by the patient journey, each theme is explored using small group, experiential, problem-based learning to examine the competencies required for protecting patients. Learners are encouraged to reflect on personal experiences to develop and apply tools for recognising risk and improving patient safety, both as students and beyond registration. Outcomes are fed back into practice via hospital clinical governance/safety education liaisons. Workshops with small interprofessional groups require teaching rooms either in practice or in a University. Tutor pairs include academic and practice staff.

The course has been positively evaluated by 139 students over 3 years, across all learning outcomes ($P < 0.005$). Focus group data identify learners' perceptions on the benefits of the workshop to prepare them for safe teamwork and on how to maintain a reflective tool for future use.

The learning supports the UK guidance on the Health Service drive to reduce adverse patient events through effective teamwork.

ANDERSON, ELIZABETH; GOODYER, SANDY; EWING, ALI; COX, DEREK
University of Leicester, England

Teaching for Learning ~ Focus on interprofessional education. A regional course to prepare educators of IPE in Leicestershire, Northamptonshire and Rutland Health Authority

Conference Theme: Pedagogy

Type: Poster

Recognition for the need to prepare educators for interprofessional education is an integral aspect of the delivery of the Three Strand Model of undergraduate IPE, within Leicestershire, Northamptonshire and Rutland Workforce Deanery. Over 3,500 students from over 13 professions are engaged in the strategy. Delivery of teaching in small student groups depends on a large number of facilitators. Regional evaluation has highlighted the need for their preparation.

Regional leads with the University of Leicester's Staff Development Centre have designed a two-day course to prepare academic and practice based educators. Two years of pilots have led to a region-wide M level course entitled 'Teaching for Learning- focus IPE'. Over 60 educators have been on the course, running throughout the year.

Course content is delivered using adult learning theories which underpin the teaching methods in the regions' IPE learning sets. Learners engage with up to date learning theory, evidence and political drivers for and appreciation of theories which underpin IPE. Managing diversity is a core theme with learners given scenarios based on actual problems faced by IPE facilitators. Attendees are equipped with skills to design quality IPE. The course outlines the Leicester model of IPE used throughout the region in placement learning1.

Pre course questionnaires gather the unique needs of each group of learners, who receive a workbook on preparation and to support the learning. Post course M level credits depend on producing a reflective portfolio on the delivery of an IPE session, observed by one of the course leaders, completed within 6 months.

Course evaluations include one to one interviews, questionnaires and focus groups and are positive. Examples of data will be shared.

ANDERSON, JILL; BURGESS, HILARY; TANG, LYNN

Mental Health in Higher Education (mhhe), England.

Educators learning with, from and about each other – lessons from the UK

Conference Theme: Pedagogy, Partnership Type: Workshop

“Although the literature is replete with examples of interprofessional educational programs at the undergraduate and postgraduate levels of training, few professional development programs are described; and yet, without appropriate and effective role models, teaching in this area is bound to fail” (Steinert, 2005) Creating opportunities for educators to learn with, from and about each other - whether at local, national or international level - is arguably essential to the development of interprofessional learning opportunities for students. This conference and the EIPEN project itself bear testament to that fact. Yet interprofessional learning opportunities for educators can be few and far between. In this workshop we will report on the work of a UK project (Mental Health in Higher Education - mhhe) which set out to address this: creating opportunities for educators to learn with, from and about one another and - through case studies, scoping work and events - to learn together to work together in higher education (Anderson and Burgess, 2007). Our definition of educator includes those teaching both in universities and in practice settings; users and carers involved in teaching as well as academics.

What needs to be in place if interprofessional learning is to take place between those who may identify themselves, primarily, as teachers? To what extent are such opportunities available (and developed) within universities? How can they be enhanced? Does increased cross-fertilisation between educators necessarily result in a flowering of interprofessional education initiatives? These are some of the questions which this workshop will seek to address. A small group exercise will, in itself, model a group learning exercise for educators.

Interactive Component

Group exercise: Participants will consider how they would design a university in which interprofessional learning opportunities for educators are maximised. They will then consider how close that picture is to a description of their own university - and identify strategies they might introduce to enhance interprofessional learning opportunities for educators.

ANDERSON, LIZ

University of Bristol, England

I learn, you learn, we learn: how medical students experience interprofessional learning

Conference Theme: Pedagogy

Type: Paper

Inter-professional education (IPE) has positive benefits to interprofessional working. There is considerable interest in the potential impact of including an IPL component in medical programmes. This paper will describe the experience of a group of medical students in an established UK Medical school, introduced to IPL for the first time. Methods: In 2006-7 all year 2 students from Bristol University Medical School joined an established IPE programme for all year 2 Health & Social Care students from the University of the West of England. Afterwards, medical students were invited to participate in a focus group. We used the rapid approach methods described by Kruegar to collect & analyse the data.

Results: 14 students attended two focus groups. Participants were invited to bring comments from their peers. Two major themes and several sub-themes emerged from the data. 1) “Us” and “them”. This defined the cultural dissonance between the medical students and their fellow students. The medical students were not previously aware of some of the negative stereotypes associated with being a doctor and felt their relative lack of experience in the clinical environment disadvantaged them. They experienced a sense of vulnerability and exposure to uncertainty. 2) “I learn, you learn, we learn”. This depicted an exposure to different learning styles. Medical students were more used to didactic styles of learning and sought solutions to problems. They were unable to see that attention to the IPE process was “learning”. They could however, see the benefits of learning (and working) with others.

IPL is a relatively new phenomenon in medical education. It exposes medical students to potential work-colleagues and is beneficial. It can also expose them early on to challenges i.e. feelings of vulnerability. Whilst they are in a safe environment they can learn that teams are supportive.

ARAI, TOSHITAMI

Saitama Prefectural University, Japan

University-Community Partnerships for the Advancement of Interprofessional Education in Japan

Conference Theme: Partnership

Type: Poster

This study aims to examine the background and extant situation related to partnership between universities and the community in Japan.

The following factors affecting partnership are considered important. Firstly, it has been necessary for universities to provide the community with intellectual property in a positive manner. Secondly, universities are required to adopt an 'individualization strategy' since this is the era of free college admissions. Thirdly, the effective and efficient theme of research and education necessitates a partnership with regional issues. Fourthly, for management purposes, universities should obtain government grants, for example, for maintaining partnerships with the community.

From 2004, the government initiated the support programme for universities which has the classification about a community development project. The criterion for this classification is a relationship between the resolution of a regional problem and student education. In this classification, some projects pertain to health and social care issues, as follows: improvement of the unbalanced supply of health and social care professionals; promotion of community health; support for young parents and children; support for challenged persons in terms of working, learning and living; support for elderly persons in terms of working, learning and living; support for volunteer activities; support for the residences of foreign citizenship; support for children with school refusal; city planning with the incorporation of therapeutic activities; life-long learning programme on health and social care; life-long learning programme for women; professional education in the community; and disaster prevention measures.

All the above categories do not necessarily relate to the interprofessional education, but they offer valuable suggestions on the learning theme of IPE. Moreover, these projects are carried out by not only the faculty of health and social care but also those of education, sports science, art and engineering. There is a great potential in IPE collaboration with the community.

ARMITAGE, HELEN; PITT, RICHARD

Sheffield Hallam University, England

The challenges and successes of facilitating service-user centred interprofessional learning in practice in the UK

Conference Theme: Partnership

Type: Workshop

This workshop will involve the participants in exploring the challenges and successes of facilitating interprofessional learning (IPL) in practice in the current climate of health and social care in Europe.

Effective interprofessional team working is essential to improve the quality of patient care (DOH, 2000). Interprofessional learning occurs when learners from different professional groups 'learn with, from and about each other to improve collaboration and the quality of care' (Barr, 2002). Many universities have responded to the demand for curriculum developments in this area and now provide opportunities for students from different professional groups to learn together whilst studying at university. However there is evidence that it is learning in practice that has the greatest impact. Barr (2000) found that work-based IPL was markedly more likely than college-based teaching to improve the quality of service and/or bring direct benefits to patients/service users. The TUILIP project (Trent Universities Interprofessional Learning in Practice <http://tuilip.hwb.shu.ac.uk>) is a collaborative venture between Sheffield Hallam University and the University of Nottingham, working with 13 different professional groups and primarily concerned with facilitating interprofessional learning in the practice setting for the benefit of patients/service users, carers and families. The TUILIP project has had both success and difficulties across a diverse range of practice learning environments within health and social care. It has been a challenge to engage service users appropriately at times and to incorporate medicine into interprofessional learning.

This workshop will draw on the experiences of TUILIP and workshop participants in exploring the practical problems that arise from promoting IPL in practice and to identify solutions through the creation of innovative learning opportunities that are sustainable and enable both practice supervisors/mentors and their students to collaborate effectively for the benefit of service users. Creative thinking around facilitating interprofessional learning in the current, financially constrained climate will be encouraged.

Interactive component:

- How to integrate all professional groups into IPL in practice
- Development of an idea into an IPL model in practice
- How to involve service users in IPL in practice
- Breaking through the constraints - taking forward IPL

BALEN, RACHEL

University of Huddersfield, England

“What would your grandparents say about this?” : Interactive learning for health and social care

Conference Theme: Pedagogy

Type: Paper

Collaborative working practices in the UK have been increasingly promoted in order to remedy the problems highlighted in various inquiries and reports across a range of health and welfare agencies and activities. This has drawn attention to the need for inter professional education. In addition, concerns have been expressed, by academic staff and placement (practicum) providers / agency partners / employers, about the lack of critical thinking skills amongst new undergraduates and, indeed, amongst those emerging with degree qualifications.

The approach outlined in this paper is one that has the aim of enhancing students’ “skills of acquiring and evaluating information about new ideas and new forms of practice” (Eraut, 1994, p. 113) and is stimulating, effective and rewarding to use with students who have differing levels of experience, ability and understanding. One objective is to discourage passivity both in relation to knowledge and learning. We want to provide students with the opportunity to look at the things they may have taken for granted in a new and perhaps different way. Thinking skills in our students are promoted through involvement in a range of workshop activities requiring openness to ideas, self-questioning and engagement in dialogue with others.

The outcomes achieved during the workshops:

- are relevant to the curriculum that students are currently engaged in.
- focus broadly on practice and the health and social care professionals involved.
- allow students to interact in inter professional groups.
- are enjoyable and ‘add value’.

This paper explains the 3 levels of workshops that we have developed and includes examples of the materials used.

BALWIERZ, WALENTYNA; KLEKAWKA, TOMASZ; MORYL-BUJAKOWSKA, ANGELINA

Department of Pediatric Oncology and Hematology Polish-American Institute of Pediatrics, Jagiellonian University Medical College, Krakow, Poland

Multidisciplinary aspects of pediatric oncology in primary treatment

Conference Theme: Practice

Type: Paper

Cancer does not only affect adults but it does also occur in children. The annual incidence of new cancer cases reaches 110 – 130/one million persons in developmental age. In Poland there are 1100 – 1200 newly diagnosed cancer cases annually among persons younger than 18 years. The cancer management comprises several important stages:

1. Early diagnosis of neoplastic disease what remains a challenge for:
 - a. physicians of each medical specialty. The most important tasks are: detailed history taking and physical examination, careful observation of patients. Informative actions and continuous patient and parent education are intrinsic part of their function.
 - b. diagnostic laboratories faculty and staff
 - c. patients, parents or parents' guardians
2. Diagnosis of neoplastic disease and staging procedures including assessment of important risk factors are the task for specialized oncology centers
3. Introduction of multimodal therapy (surgery, chemotherapy, megachemotherapy with hematopoietic stem cell transplantation, radiotherapy as well as supportive treatment) should be performed in specialized and experienced centers of pediatric oncology. Modern therapy in oncology requires the strict cooperation within numerous medical disciplines as well as cooperation between different oncology centers and university departments. The treatment team consists of pediatricians and pediatric oncology and hematology specialists but also of properly educated nursing staff, pharmacists, psychologists, pedagogues, social workers and occupational therapists. In the University Children Hospital of Krakow one could hardly find a department or laboratory that doesn't take part in entire cancer care. Relevant financial support is required for completing these tasks and also for continuous improvement of station facilities.
4. Cooperation of primary care specialists with pediatric oncology centers, which is particularly important when dealing with maintenance chemotherapy, neutropenic patients, infections, central venous catheter care as well as in solving psychosocial problems.

Realization of all these multidisciplinary ventures can help cancer curability in our country.

BALWIERZ, WALENTYNA; KLEKAWKA, TOMASZ; MORYL-BUJAKOWSKA, ANGELINA

Department of Pediatric Oncology and Hematology Polish-American Institute of Pediatrics, Jagiellonian University Medical College, Krakow, Poland

Multidisciplinary aspects of pediatric oncology after treatment completion and in palliative setting

Conference Theme: Practice

Type: Poster

The Pediatric Oncology and Hematology Department takes care of about 100 newly diagnosed oncological patients each year with another 200 patients continuing the treatment which was started earlier. Despite the fact that neoplastic diseases are relatively rare in children and adolescents and the fact that the results of anti-cancer treatment are continuously improved (the cure rate reaches 70 – 80%), cancer still remains the leading cause of death among pediatric patients. In post-infantile life neoplasms are the second most common cause of death after: poisoning, accidents and injuries. Thus cancer remains a substantial problem in pediatric care. Cancer management after primary treatment comprises:

1. Care after completing cancer treatment, when one has to focus on bringing the child back to normal life. Cooperation of parents, psychologists and teachers has to be initiated short after the therapy is started. Medical care after the completion of the therapy has to identify the relapse of cancer early but also to track the therapy-related complications. It also has to cope with psychological problems, solving the social and family issues. It also has to help the patient get proper education and work and finally to put the patient back into normal life.
2. Palliative care which has to be offered to a patient in case of progression of disease which is beyond curative intervention. Terminal care constitutes a comprehensive and multidimensional issue within which one has to manage more than diverse, multiple and difficult somatic symptoms but also has to deal with psychosocial, emotional and ethical problems.

Continuous cooperation of each participant in long term patient's follow up and of every person engaged in terminal care is essential for maintaining the cancer treatment results but also to indicate new targets in pediatric oncology.

BECK, JAMIE; OWENS, MELISSA

University of Bradford, England

Monitoring Student's Level's of Online Engagement in a Pre-registration, Interprofessional Education Module

Conference Theme: Pedagogy

Type: Paper

This presentation will describe how monitoring students' level of on-line engagement was used as part of the evaluation process for a pre-registration, interprofessional, module at the University of Bradford, and the results that this elicited.

The module was delivered using a blended learning approach and, using problem based learning (PBL), required students to engage in small group work: firstly face-to-face, and then virtually via electronic discussion boards for a period of twelve weeks, with one student in each group taking turns to act as group Chair. No further face-to-face activities took place once on-line engagement had begun. Both qualitative and quantitative methods were used to evaluate the module and will be referred to within this presentation in relation to the results found in monitoring on-line student engagement.

Throughout the module, students were required to work in small, interprofessional, groups on-line. Members of the teaching team were appointed to facilitate a number of these small groups to review levels of participation and to ensure the learning outcomes were being addressed. As part of the evaluation process, the level of engagement in this activity was measured and examined with four questions asked as follows:

- Does engagement reduce over time?
- Is there a correlation between level of individual engagement and final assessment results?
- Is there a relationship between undertaking the role of student Chair and assessment results?
- Is there a relationship between level of presence of staff facilitation and individual engagement?

This presentation will show the data collected over two student cohorts and the results that were obtained. The significance of these results will also be discussed in relation to other evaluation tools for interprofessional learning, used.

BOMAN, *LENA*; WEURLANDER, *MARIA*; MOGENSEN, *ESTER*

Karolinska Institutet, Sweden

Interprofessional aspects of teacher training at Karolinska Institutet

Conference Theme: Pedagogy

Type: Poster

The need for faculty development regarding interprofessional education (IPE) has recently been emphasized (Steinert, 2005). Karolinska Institutet (KI) is a medical university with 20 different programmes in undergraduate education. KI has, since 2001, offered courses in pedagogy to clinical and preclinical teachers from all disciplines. The aim was to evaluate the teachers' experiences of the interprofessional aspects of the course in pedagogy.

Between October 2005 and May 2006 participants (n=103) in five courses in pedagogy were asked to fill in a questionnaire. The questionnaire consisted of five items. Four items were formed as statements to be answered on a six point Likert scale. One item had a-n open ended answer alternative. The items concerned the participants' experiences of the interprofessional aspects of the course.

Ninety participants (87%) from the five courses answered the questionnaire. The findings indicate that the teachers in general consider it valuable to meet and learn together with other professions during the course. They gained an insight in other teachers' work situation. No differences were found between physicians, health care professionals and preclinical researchers.

In conclusion the majority of the teachers found the interprofessional aspects of the pedagogic course valuable. However, in the future, the course should address development of IPE for teachers and students as well as issues related to specific professions.

BROWN, NORRIE; NICOL, MAGGIE

Napier University, Scotland; Queen Margaret University, Scotland

Setting up a National IPE Special Interest Group: Benefits & Challenges - A Scottish Perspective

Conference Theme: Partnership

Type: Paper

Interprofessional Education is evolving at different rates in universities and colleges within the United Kingdom (UK). However, Interprofessional Education has now achieved a significantly higher profile within the Higher Education sector generally, but more specifically within the Health Sciences and Practice Subject Centre aligned to the UK Higher Education Academy. This specialist section operates on a UK basis but appreciates the need to have a more devolved IPE Special Interest Group (IPE SIG) to take account of the differences in the provision of Higher Education in constituent countries of the UK (Scottish Executive 2006).

Following the success of the IPE SIG in some parts of the UK it was decided to establish a Scottish IPE SIG.

This paper will focus on this task detailing;

- the process of setting up this group;
- the benefits of increased participation and closer collaboration between Scottish HE institutions delivering IPE
- the development and provision of a wider network of staff working within IPE
- the development of closer research collaboration and associated activities
- the effective sharing of IPE resources in order to promote, and hopefully to sustain, this collegiate network
- the generation and sharing of IPE initiatives, knowledge, skills and attitudes
- the promotion of IPE to a wider Scottish HE audience
- initiating and fostering collaborative partnerships with NHS Education for Scotland (NES); NHS Quality Improvement Scotland (QIS); Scottish Executive Health Department
- the human, financial and professional resource issues affecting the potential sustainability of the Scottish IPE SIG;
- the different models of IPE operating within various Scottish HE institutions
- the nature and type of IPE operating within other parts of the UK HE sector

BUDAI, ISTVÁN; NÉMETH, TEODÓRA

Széchenyi István University, Hungary; United Institute of Health and Social Care, Hungary

“Strong resistances and developmental understandings”. Models for introducing IPE in Hungary

Conference Theme: Pedagogy

Type: Paper

This paper concerns an on-going search for answers about basic connections in education - what, why, how, and using which framework, schools can teach human professions. Inter-professional work and education require theories and practices for moving from narrow, one-sided strategies to modern approaches and integrated working. This means recognising the need and importance of IPE, and requires introducing new methods, strategies and systems in vocational and higher education. The study eventually intends to present the problems and dilemmas for the introduction of IPE in different human professions (health and social care, public education, employment, administration of justice) in Hungary. This paper reports some of the causes and interconnections of the difficulties for students, teachers, and policy-makers in introducing IPE in Hungary, from work undertaken so far. The authors draw on wide experience of graduate and post-graduate courses for social workers, including casework, group- and community-work; different pre- and post-qualifying inter-professional training for nurses, teachers, health visitors, physicians, psychologists, lawyers, social workers, occupational therapists. The study will contribute to appreciation of some of the results, problems, outcomes, and dilemmas in developing new approaches and practices. The study will also provide some answers about how we can make connections between training and daily activities, between schools and workplaces, and between theories and practice in human professions. Finally, the study will indicate effective pedagogical methods and strategies from the participant's perspective, taking account of their reactions, possibilities for modifications of behaviour/attitude, and developing understanding and acceptance of the importance of IPE/IPW especially between the overlapping fields of health and social care, for example the application of experiential learning, reflective practice and constructive learning.

BUGAJSKI, ANDRZEJ; CZAMARA, ANDRZEJ; JETHON, ZBIGNIEW

University College of Physiotherapy in Wrocław, Poland

Interprofessional education in the opinion of physiotherapy and cosmetology students

Conference Theme: Pedagogy, Research Type: Paper

In Wrocław University College of Physiotherapy interprofessional education is realized during training and outdoor practical activities.

The aim of the questionnaire investigation performed was to estimate its effectiveness in the opinion of students. We have evaluated 338 questionnaires correctly fulfilled by the II and III class students from the Departments of Physiotherapy and Cosmetology. The questions were related to 6 groups of problems: general characteristics, interests before study, opinion on study course, interprofessional contacts, opinion on study effectiveness and proposals for study improvements.

The education received was assessed in general on the level 7.2 ± 1.1 by physiotherapy students and on 7.8 ± 0.9 by cosmetology students (10 points scale, 1 = insufficient). Apart from programmed interprofessional classes, about 35% of students had additional training (consultations) and accidental contacts.

About 16% of all respondents stated this form of education had insignificant utility for further professional activity. About 45% of students have postulated the educational form as panel discussions. From this group about 60% indicated it would be most usefulness if it was organised on the basis of disciplines closely related to their study specialization. Only 30 – 40% have seen the positive effects of the participation of participants from other disciplines. One of the most important reasons of this situation was a disrespectful attitude towards other specialists. This has been stated by about 15% of physiotherapy students and by about 50% of cosmetology students.

The results received constitute important data for the improvement and modification of the present forms of interprofessional education.

BURNS, PAULA; PREECE, MARY; PARKER, KATHRYN

The Michener Institute for Applied Health Sciences, Canada

Teachers as Learners: Curriculum Comes Alive at Camp

Conference Theme: Pedagogy

Type: Workshop

The Michener Institute for Applied Health Sciences is Canada's largest educational institution dedicated solely to the education of highly competent applied health practitioners, who are members of the interprofessional health care team. Responding to a plea for new and innovative models of educating these professionals (Health Canada Council, 2005), the Michener has developed and implemented a new curriculum model based on the tenets of Interprofessional Collaboration, Simulation-enhanced Education and Healthcare Competency Assessment. A critical ingredient to the successful implementation of this new curriculum is meeting the professional development needs of the Institute's staff and faculty. To this end, a unique, 3-day residential experience (Interprofessional Collaboration Camp) was created by choosing significant components of the new curriculum that integrate communication, team work, and conflict resolution to use as learning activities. The goals of Camp include communicating a shared understanding of Interprofessional Collaboration, discovering effective teaching strategies for embedding Interprofessional Collaboration in the curriculum, developing a collaborative practice framework for Michener and utilizing reflective practice for personal and professional growth. The impact of Camp on participants' perceptions of and readiness for collaborative practice was assessed and disseminated for future Camp iterations.

Introducing a new curriculum model is as much about change management as it is about the new content. This interactive presentation will describe the process used at The Michener Institute to facilitate the introduction of a new Interprofessional curriculum model. Participants of this workshop will discuss how active, constructive, collaborative, conversational, reflective, contextualized, complex and intentional learning were used in a professional development experience to foster a climate for transformational change.

Interactive component

An overview of the curriculum model (Presenter)

Interactive learning activities (examples of what were used in IPC Camp facilitated by presenter - group to participate)

Use of a Debrief process to consolidate learning from the Interactive Activities (presenter led - group to participate)

Closing Reflections (group)

CAMPION-SMITH, CHARLES; DOWLING, BERYL

Bournemouth University, England; Weldmar Hospicecare Trust, England

An innovative interprofessional palliative care course using a narrative approach

Conference Theme: Practice, Partnership, Pedagogy

Type: Paper

The aim was to enable professionals providing palliative care to enjoy learning with, from and about each other, and through improved knowledge, skill and confidence to provide better care for their patients.

In this highly interactive course half the time was spent in facilitated small groups with the emphasis on sharing stories from professional practice.

What did we do? This six session (2 hours each) course attracted GPs (the majority) nurses from hospital and the community, social workers, an emergency care practitioner and a hospital doctor.

At an introductory meeting the ideas of both the format and the possible content for the course was introduced and participants' ideas and views sought.

Participants committed to the course as a whole and completed a quiz that raised a range of palliative care issues to highlight learning needs.

The facilitated small groups allowed exchange of expertise as stories were shared. External resources responded to learning needs identified by the participants and also introduced some new concepts or challenges.

The course was led by a nurse educator and local GP / Macmillan facilitator, supported by the local GP s experienced in group facilitation. Local hospice consultants provided consistent inputs and specialist outside resources addressed issues such as communication, ethical and moral issues, information on benefits. A patient's spouse related the story of her husband's final illness illustrated by writings, photographs and drawings.

Each session was evaluated by a 'fast-feedback' form asking for comment on format and pace, points requiring clarification, the impact on practice and points for further meetings. A final questionnaire asks participants to consider the course as a whole and it is hoped to conduct interviews with participants after the course to assess the impact on their professional practice (299)

CANDISH, CAROL; METCALF, JANE; WARDLE, IAN; LAMB, ANN

Universities in North East of England

CETL4HealthNE early clinical exposure and IPE for pharmacy and medical students: short clinical session

Conference Theme: Practice

Type: Paper

Traditional pharmacy undergraduate education in the UK has had a science base, and this may put pharmacy at a disadvantage in the healthcare arena (Wright and Loftus, 2006 and Nathan, 2006). The time spent in interprofessional education (IPE) and in patient-focused placements varies between UK schools of pharmacy. At the University of Sunderland we have an MPharm programme with 600 undergraduates; however there are no formal clinical placements and we have faced difficulties in developing IPE, largely because of our geographical position in the North East of England where there are considerable distances between hospitals and the University, plus a lack of close working arrangements with other regional providers of higher education for health and social care.

Working within the IPE workstream of the Centre for Excellence in Teaching and Learning for Healthcare Professional Education (CETL4HealthNE) we have planned and delivered a practice-based IPE event for first year medical and pharmacy students within 4 months of beginning their programmes.

Learning Outcomes included clinical (around cardiovascular disease) and development of understanding of IPE.

Students were invited to attend the event at the University Hospitals of North Tees and Hartlepool in January 2007 and a total of 38 medical and 33 pharmacy students took part.

Students were split into pairs each with a pharmacy and medical student. They were facilitated by a final year medical student and visited a patient on the ward. They took a focused history including medication (pharmacy) and medical details (medical student), then measured and recorded radial pulse rate, blood pressure, temperature and respiratory rate. This was followed by a facilitated discussion about cardiovascular drugs.

Feedback from the event will be presented but was very positive. Students reported learning about history taking, including structured medication histories and also found the final year medical students had been helpful.

CARPENTER, JOHN; SZILASSY, ESZTER

University of Bristol, England

Interprofessional and interagency training for safeguarding children in England

Conference Theme: Pedagogy Partnership Type: Paper

A series of official inquiries in England into the deaths of children through abuse and neglect pointed to the lack of a co-ordinated approach to safeguarding children by health agencies, social services, the police and education services. These inquiries and research studies have all advocated that the professionals concerned should learn together to work together. The government has required the setting up of Local Safeguarding Children Boards (LSCBs) with the responsibility for identifying the training needs of staff from relevant agencies and for commissioning appropriate interprofessional training.

Interprofessional training is being provided at three levels:

1. Introductory courses in recognising abuse and making appropriate referrals for anyone working with children.
2. For those who work directly with children or adults who are carers for children including probation officers, primary care doctors, and adult care social workers.
3. For professionals involved in assessment and intervention, e.g. health visitors, police officers, school nurses, paediatricians and child and family social workers.

Courses are between half a day and two days in length and typically involve 20 staff in presentations, group exercises and case discussions. The aim is to improve understanding of abuse and neglect and of how different professionals and agencies can work together more effectively to safeguard children in contexts including domestic violence, drug abuse, and parental mental illness.

This paper will describe the courses and report the development of measures of outcomes, in terms of knowledge, attitudes and self-efficacy, and implementation of learning. Emerging findings from a national study will be presented. This employs a times series design using repeated measures:

T0 at registration – T1 at start, T2 at end of course, T3 at three month follow-up.

CHAMBERS, ALISON; GREY, JANETTE; GREEN, LOUISE

The University of Central Lancashire, England

Listening to and learning about each other-Identifying the hot spots and developing academic staff to deliver inter-professional learning

Conference Theme: Partnership

Type: Paper

Recent UK policy documents,(DOH 1999, 2001, 2000a,2000b,2000c) re-emphasise the continuing drive towards an agenda of modernisation and improvement in health and social care services, predicated upon the view that effective inter-professional working is central to and key to success. Evidence is emerging that more positive patient outcomes are realised through greater and more effective collaboration between professionals (West et al 2002). This, together with the current UK social and political agendas, provides the impetus for education providers to engage proactively and genuinely with the inter-professional agenda. Thus, the inclusion of IPL opportunities for students to meet emerging and future service needs is of importance. The challenges associated with embedding inter-professional learning into pre-registration and under-graduate health and social care programmes cannot be underestimated. The approach taken by the the University of Central Lancashire to ensure a firm foundation for building IPL activities into its teaching and learning activities was based upon:

- A clear articulation of the drivers for change,
- Identification of the 'hot spots' in the curriculum where IPL had a 'best fit, promoting learning from and about each other.

Developing academic staff to deliver IPL was an imperative for success. Anecdotal evidence suggested that amongst academic staff there were some long standing/long held assumptions about each other's professional role and scope of practice which did not reflect contemporary practice nor support the introduction of IPL into the curriculum. These assumptions (supported by Mattias et al (1997)) were seen by staff as a potential barrier to embedding effective IPL into the student's learning experience. Staff development together with identifying the IPL 'hot spots' were key to greater inter-professional collaboration between both staff and students. Staff development was seen as a necessary precursor to effective IPL for students (Whitehead, 1992;Nixon 1995). A series of staff development workshops were delivered across health and social care academic staff to explore these long held assumptions resulting in an increased understanding of each other, promoting the delivery of inter-professional learning through curricular collaboration. Early evaluation suggests that greater understanding and mutual respect for each other has been fostered. This increased understanding has helped to identify the hot spots for IPL within the curriculum resulting in meaningful IPL for students, where emphasis is placed upon learning from and about each other (Barr 1997).

CHROSTEK MAJ, JAN; * SZPANOWSKA-WOHN, AGNIESZKA

Outpatient Clinic for Addicted Persons. Rydygier Hospital. Krakow. Poland

*Department of Hygiene and Ecology, Jagiellonian University Medical College.
Krakow. Poland

Interprofessional activity in the treatment of addicted persons

Conference Theme: Practice

Type: Paper

Addiction to psychoactive drugs used to be recognized as a psychiatric disturbance. On the other hand according to the opinion of many researchers the reasons for this disturbances lie in biological as well as psychological and social bases. The conclusion from this description is that prophylaxis and treatment of psychic disturbances must be interdisciplinary. Unfortunately in Poland there is a significant difference in attitudes between persons who are in favour of the so-called drug free model and persons who are in favour of the so called harm reduction model in conjunction together with substitution therapy in the case of the most heavily addicted patients. The fact is that for effective therapy the close cooperation of both mentioned models is absolutely crucial.

In this paper the author will present routine, daily work and cooperation of several different professional specialists during the methadone maintenance program realized in Krakow. The program is directed mainly for therapy of opiate addicted patients. The methadone maintenance program exists since 2000 to the present day for 50 up to 80 persons in the Outpatient Clinic for addicted persons of Rydygier Hospital in Krakow. During the realization of this program various medicine specialist meet together – toxicologists (doctors and analytics), specialists of occupational medicine, psychiatrists, internists, specialists of infectious diseases, surgeons, dermatologists, laryngologists, genetics, epidemiologists but also psychologists, psychotherapeutics, sociologists, lawyers not to mention about wide group of non-governmental organization representatives.

The presented group of patients is a serious challenge in terms of therapy and diagnosis due to the fact that a significant group of them are infected with HCV, AIDS, tuberculosis and pneumonia. They also suffer from skin and vessel inflammations and various mental disorders. The coordination of those actions is a difficult task but subsequently might to be the basis for scientific research as well as can be used for interprofessional student education. We also hope that our work will be helpful in widening the cooperation field between various specialists in realization of very basic aim which is the effective treatment of patients, we also hope that our educational aspect of this work will help students in the development of skills necessary to solve every difficult problem in cooperation together with colleagues from other schools and of other specializations.

CLARKE, *ELINOR*

Coventry University, England

Learning from each other - cultural exchanges in Interprofessional learning

Conference Theme: Partnership

Type: Poster

This presentation will reflect upon the delivery of Interprofessional Education across three institutions.

The presentation is informed by a Higher Education Academy (HEA) and Centre for Interprofessional e-Learning (CIPeL) funded exchange. Staff from Coventry University (Central England), Sheffield Hallam (England) and Karolinska Institute (Sweden) is participating in an academic exchange in April 2007.

Each institution has a distinct approach to Interprofessional learning. What can we learn from each other and how has each institution worked to reduce the boundaries to Interprofessional learning?

Using a structured model of reflection (Gibbs 1988) consideration will be given to comparing and contrasting the design, delivery and student experiences across all three institutions. Focus will be given to the culture and organisation of Interprofessional learning. The reflection will identify what was learnt about each other and will suggest how we may work together in the future.

CLARKE, *ELINOR*; BLUTEAU, *PATRICIA*

Coventry University, England; Centre for Interprofessional e-Learning (CIPeL), England

This is Interprofessional learning - but not as you know it!

Conference Theme:

Type: Workshop

This workshop will provide a unique opportunity for delegates to learn about an innovative approach to Interprofessional Learning. By working together to produce an Interprofessional learning object the delegates will participate, interact and create a tool which may be utilised in their own teaching. Utilisation of a CIPeL template will enable participants to structure and share their teaching tool. Access to and storage of the Learning objects will be provided by the CIPeL Repository. No Information Technology (IT) experience is necessary. “A must” for delegates who wish to try something new!

Interactive component

Working in small groups delegates will identify a “trigger” for health care and social care professionals. They will then utilise the template to construct student activities which will enable them to learn “with, from and about each other” CAIPE (2002)

CLEMOW, RUTH; PARKER, MELANIE

University of Plymouth, England

A methodology for developing authentic interprofessional placement education

Conference Theme: Pedagogy Partnership Type: Paper

A key area of activity in the Centre for Excellence in Professional Placement learning (CEPPL) within the Faculty of Health and Social Work, at the University of Plymouth, UK, is the development of transformative placements for health and social work students with disenfranchised and marginalised groups. The Centre is concerned with placement learning and the development of new placements through an ethos of person-centred care and education for collaborative practice. Through a constructivist methodology, scenarios and cues, as educational tools will stimulate reflexive dialogue for the student as a developing professional. Central to this educational process is the public voice that promotes an empowering environment in conjunction with other professionals and agencies.

Research and public informed UK policy (for examples see: Department of Health, 2001; 2006; Department for Constitutional Health, 2005) indicates that marginalised groups have multiple needs that impede their access to the health and social care community. Our work is to facilitate, support and progress the development of innovative placements to ensure transformation at both an individual and organisational level that values authentic person-centred care. We interpret 'authentic' as a moral concept where the individual's development emerges alongside social responsibility (Taylor, 2003).

Authentic person-centred involvement entails observation and engagement within the naturalistic environment rather than participation in an unfamiliar Higher Education environment. We have grounded this constructivist approach in postmodern theory and therefore anticipate an emerging pedagogy for collaboration to emerge from the multiple voices, perspectives and truths from individual experience and knowledge (Foucault, 2003).

CLOUDER, LYNN

Coventry University, England

Six 'Thinking Hats' to promote interprofessional learning

Conference Theme: Pedagogy

Type: Workshop

This interactive experiential workshop will explore the potential of the 'six thinking hats' technique developed by Edward de Bono to foster collaboration and promote interprofessional learning (CAIPE, 2002). The technique is used extensively in management for product and process improvement and team productivity and communication. However, it is its pedagogical potential within an action learning set context that will be explored within the workshop.

The technique is designed to help individuals deliberately adopt a variety of perspectives on a subject that might differ from the one they would naturally assume. Six thinking hats are used to explore different perspectives towards a complex situation or challenge. Each 'hat' has a different colour, which is descriptive of a perspective and represents a mode of thinking. For example, the black thinking hat is for the devil's advocate. The thinking hats 'speak' rather than the people. None of the hats (modes of thinking) are inherently better than the others.

The six thinking hats approach has not to my knowledge been used to promote interprofessional learning. However, its potential includes giving everyone an equal voice, neutralizing professional status and enhancing collaboration and communication. The workshop will revolve around a scenario which will provide an interprofessional challenge. Workshop participants will be divided into groups of six. Each participant will be allocated a 'hat' and each group will be asked to discuss the challenge so that all of the 'hats' contribute to the discussion. It is envisaged that feedback from participants as to the usefulness of the six thinking hats, specifically for interprofessional learning, will inform further development of it as an e-learning resource. The workshop will conclude by sharing experiences of utilizing the technique with health and social care professionals in a community setting in the United Kingdom.

Interactive Component

Following a brief introduction, participants will be divided into groups of six to achieve an interprofessional mix in each group. The thinking hats group work will last for a thirty minute period. Participants will be asked to share their thoughts on the suitability of the approach to facilitate interprofessional learning

COLYER, *HELEN*; JONES, *ISABEL*

Canterbury Christ Church University, England; Derby University, England

Working across professional boundaries; the cultural challenge of interprofessional education (IPE)

Conference Theme: Partnership

Type: Workshop

The focus of this workshop is to explore and understand the nature of cultural challenges associated with trans-boundary professional education. The presenters have wide knowledge and experience of developing and delivering IPE in UK universities where it is an embedded philosophy for many health and social care education programmes. It is their perception that such programmes pose considerable, sometimes painful, challenges for the staff involved and they are keen to explore this further in a European context.

The approach taken in the workshop will be to give participants an opportunity to exchange ideas about and experiences of the challenge to and change in professional cultures required during the development and delivery of IPE programmes. The facilitators will present relevant theories which may illuminate the issues, such as loss & bereavement, identity and intergroup behaviours, and point to coping styles.

The outcomes for the workshop are that participants will be able to;

- gain understanding of the challenge to professional culture and identity posed by IPE,
- explore ideas of change and risk to their own experience of IPE development,
- begin to apply theory to these experiences,
- begin to consider their own and others' coping strategies.

The format for the workshop is interactive and experiential; the facilitators' role is to enable participants to make sense of their experiences through focussed discussion and debate. After initial introductions and agreement of ground rules, they will work in pairs to explore experiences of working in IPE development (15 minutes). The focus will be expression of cultural and professional identity within the development process. This will be followed by a facilitated group discussion to draw together key perspectives (15 minutes). The facilitators will then present two short, written theoretical summaries for consideration and application by the group (20 minutes). There will be a concluding summary that attempts to derive strategies which may assist those participating in IPE development (10 minutes).

Interactive Component

Working in pairs (15 minutes); Group discussion to develop key perspectives (15 minutes); Application of theory (10 minutes); summarising (5 minutes)

DIACK, LESLEY; GIBSON, MICHAEL; MCHATTIE, LORNA

The Robert Gordon University, Scotland

Elearning for sharing across medical and pharmacy undergraduate students

Conference Theme: Pedagogy

Type: Paper

Interprofessional education (IPE) in health care has been shown to develop an appreciation of the importance of teamwork and communication. In the first two years of the undergraduate health and social care courses in Aberdeen all students are involved in face-to-face interactive group discussions. However such sessions become difficult as many students are involved in off-site placements. The use of e-technology to deliver education is becoming recognised and can overcome many logistical issues as well as being cost effective.

The aim of this project was to develop and assess a web-based virtual learning environment (VLE) module for use by medical and pharmacy students in two universities.

This was a quantitative/qualitative study including focus groups and online questionnaires. Phase 1 was design, development and delivery of the module and phase 2 was the evaluation and analysis of the educational value of the module as an IPE tool.

There was agreement from the respondents of the questionnaire that they had received adequate technical support to allow them to complete the module (66.7%). Despite a majority of respondents indicating that face-to-face interaction was preferable (77.8%) a number of respondents (33.3%) agreed that the course was likely increase their future interprofessional communication with the doctors or pharmacists (as appropriate) in the future and that the course had increased their understanding of the importance of interprofessional working necessary an efficient health service (44.4%).

This project has successfully developed, delivered and evaluated a common shared learning online module which has now been embedded in the medical and pharmacy curricula. The project has demonstrated the feasibility of using a virtual learning environment as a tool for facilitating interprofessional collaboration and communication and provides a useful template for further online interprofessional learning initiatives.

DIACK, LESLEY; GIBSON, MICHAEL

The Robert Gordon University, Scotland

Making Interprofessional Education (IPE) Work in a Virtual Learning Environment (VLE)

Conference Theme: Pedagogy Partnership Type: Workshop

Over the past years there have been a number of interprofessional education (IPE) initiatives throughout the United Kingdom, however many of these have been short-lived due to the lack of staffing, logistical and funding problems.

Since 2003 the School of Medicine at the University of Aberdeen and Faculty of Health Social Care at The Robert Gordon University have been developing and embedding an interprofessional education programme funded by the Scottish Executive Health Department. This project has been to generate an appreciation of the importance of interprofessional team working, communication and role identities between nine health and social care professional groups and two universities. This programme has used a number of diverse strategies to build a flexible IPE curriculum which includes online materials. There have been a number of Elearning IPE initiatives between the two universities since 2004 and these will be showcased. A toolkit for developing successful IPE online will be distributed for discussion and a list of 'do's and don'ts' of online IPE will be unveiled.

The purpose of this workshop is to investigate a variety of the different issues that could be seen as barriers to successful IPE online and to suggest and demonstrate a number of different methods that could be used to address these. Examples of successful and not so successful strategies in online interprofessional education initiatives will be demonstrated and discussed. These methods include: role play, simulations, problem based learning, computer conferencing and e-learning. The workshop is interactive and there would be a limit of 30 participants.

The workshop facilitators are Dr Lesley Diack, Lecturer in elearning at the Robert Gordon University and Principal Investigator on the Scottish Executive IPE project and Dr Michael Gibson, Joint IPE Research Fellow at The Robert Gordon University/The University of Aberdeen.

DOBROGOWSKI*, JAN; WORDLICZEK**, JERZY

* Vice-Director of The Postgraduate Medical Training Centre of Jagiellonian University, **Representative of the Rector of Jagiellonian University for Scientific Research and Postgraduate Training at the Medical College, Director of The Postgraduate Medical Training Centre of Jagiellonian University Poland

The Interdisciplinary character of the Postgraduate Medical Training Centre of Jagiellonian University

Conference Theme: Pedagogy

Type: Poster

The Postgraduate Medical Training Centre of Jagiellonian University is an interdepartmental unit whose most important aim is to facilitate the access to the most recent developments in different fields of medicine. Because of a dynamic progress of medical knowledge and new approaches to treatment it is necessary to ensure continuous education not only to young doctors but also those who are more experienced and in a specialized practice. The main activities of Postgraduate Medical Training Centre of Jagiellonian University concern:

- 1) Within the limit of postgraduate training:
 - Organization of obligatory courses for specialty training for Physician and Dentists
 - Since 2003 provision of organization of the specialty training for Małopolskie, Świętokrzyskie and Podkarpackie Province
 - Organization of non-obligatory courses improving skills
 - Organization of the postgraduate studies: The Pain Medicine since 2007, The Essentials of Psychotherapy, The Particular Problems of Psychotherapy, and The Essentials of Therapy Acting in Youth Age.
- 2) Appointment of the examination commissions to carry the specialty examinations.
- 3) Coordination of postgraduate training and specialty training of foreign medical doctors.
- 4) Publishing activity – publication of the scientific medicine materials.

From 2001 to 2006 in a range of postgraduate training for Physicians and Dentists, The Postgraduate Medical Training Centre of Jagiellonian University organized 586 courses for 14882 participants. The number of courses planned for 2007 is 116 in which 2400 participants are expected to take part.

Doctors from all over the world who are interested in postgraduate courses are welcome to our Division for Training of Foreign Medical Doctors. The main purpose of the Division is to coordinate the process of postgraduate training and specialization of foreign medical doctors in different fields at Collegium Medicum of Jagiellonian University. The Division cooperates with National Consultants, Medical Associations and the District Chamber of Physicians and Dentists.

DRAGAŃSKI, KAZIMIERZ

Polish Society of Hygiene, 00-324 Warszawa, Poland

Polish Hygienic Society activity in the field of interprofessional education

Conference Theme: Partnership

Type: Poster

In the 21st century, ecology and environmental hygiene tries to protect healthy homeostasis for people in present and future generations. The observations of ecological factors are very important in modern preventive care and health education of the population. In the field of health care a new kind of doctor is emerging - preventive medicine specialists.

The problems connected with preventive medicine were understood in Poland many years ago and therefore the Polish Society of Hygiene was founded at the end of 19th century. Its founders were excellent physicians, hygienists, social activists and the most influential persons in the field of culture as well as originators of the concept of contemporary public health. Since the origin of its existence the aim of the Society has always been to master Polish society's health through researches, journalism, training activity and developing the interdisciplinary and multi-sectional cooperation in common action for health prevention and amelioration of the quality of citizens' life. For more than one hundred years ago the Society has concentrated on health education and disease prevention in school, workplace and in general environment. The society prides itself on organizing above 200 congresses, conferences, didactic and scientific courses and cooperation with many institutions and non-governmental organizations in Poland and abroad. The Society has a rich publishing activity. Dr Józef Polak (one of the founders of Society) in 19th century started to publish one of the first journals in Europe called "Health" (published up till now as "Public Health"), "Hygea", and "Hygiene Problems" recently changed to "The Problems of Hygiene and Epidemiology" in which the international achievements of EIPEN have been published lately.

Both Governmental Body and members of Polish Hygienic Society are aware that only interdisciplinary and interprofessional activity may be the way of development and progress in preventive medicine.

DYCHAWY-ROSNER, IRENA

Kristianstad University, Sweden

Implementing a Quality Improvement Process in Services for Learning Disability

Conference Theme: Partnership Practice Type: Poster

Community based local health care plays a significant role in the health care system. The improvement and delivery of daily activity programs for developmentally disabled adults, challenges the community health care practitioners to create new knowledge.

The purpose of this study was to improve the services for the clients and improve changes by the way of engaging participants in action research. This project was a collaboration work between university and community. The project was carried out in setting providing sheltered work placement in an urban municipality in southern Sweden.

The participants (n=97) were clients, their relatives, staff and other stakeholders. The data was collected using participant observations and semi-structured interviews. Results identified the need of training and environmental adaptations. The inquiry was used to build up key features on the principles of case management. It is concluded that the collaborative service development provides a framework for engaging and including clients and community members in research.

The collaborative approach to research can expand the role of the participants, as researchers, change facilitators and active collaborators in community based services for the target population.

FARESJÖ, TOMAS; PELLING, STAFFAN; WILHELMSSON, MARGARETHA; DAHLGREN, LARS-OVE

Linköping University, Sweden

Quality improvement in health care - a new challenge for Interprofessional education

Conference Theme: Pedagogy

Type: Paper

Health care organizations worldwide recognize the importance of interprofessional competence. But an increasing awareness is now also growing that improvement knowledge among health care personals is a key factor for an effective health care in the future.

As the only medical faculty among the six current in Sweden, Linköping University has for 20 years allocated up to three months of the curricula for IPE between all our health science programmes, with the aim of achieving inter-professional competence. In a revised and forthcoming Interprofessional new curriculum in Linköping, different components of quality improvement will be implemented. The pedagogical approach for IPE as well as the entire curriculum is problem-based learning (PBL).

Three steps of Interprofessional education are today defined in our curricula. In the first step all new students from the health science programmes within the faculty participate in an obligatory common course labelled “Health, Ethics and Learning part I”. The course aims to be a platform and common value basis to establish the concepts of health and ethics as well as to introduce problem-based learning. An obligatory personal improvement project will be implemented in this course.

After about two and a half years, all students again participate in an integrated two-week course “Health, ethics and learning part II in mixed tutorial groups. These groups will continue to work part time together during the rest of the semester and form a community-based Interprofessional health team. This second stage is aiming to strengthen the students’ own professional identity as a prerequisite to gain interprofessional competence and further to get interprofessional practice by working together in a quality improvement project in the local community.

The third step is to reach collaborative interprofessional competences in clinical practice through a two week practise at a hospital training ward. At all our student training wards there would be continuously ongoing quality improvement projects to attend for our students.

FORD, JENNY; ANDERSON, ELIZABETH; BRIGGS, SHELLEY; HARRISON, SUE
De Montfort University, England

Listening to Service Users, Parents and Carers; an Interprofessional Workshop

Conference Theme: Partnership

Type: Paper

This paper reports on a newly developed interprofessional workshop designed by academic staff and service users, parents and carers who deliver the teaching together. The workshop aim is to improve the service user experience through developing students' listening skills. The focus is on listening to people who have challenging communication, including disabled people across the lifespan. Students from 4 professional groups; speech and language therapy, social work, medicine and nursing took part in a pilot. A research approach is used to explore ways of enabling service users to lead teaching.

The day-long workshop follows the robust and extensively evaluated learning format known as the "Leicester Model". The teaching and learning methodology is based on problem-based learning. During the workshop students work in small interprofessional teams including students from at least 3 professional groups. Each small team meets 2 service users, parents or carers and from each, hears the "story" of their experience of health and social care. Each small interprofessional student team then identifies the key learning points from what they have heard, focusing on the improvements to practice that are needed. They are guided to focus on two levels; interpersonal communication by professionals and effective inter-professional working. Each team presents their key learning points to the service users and staff who listen and comment. The service users give feedback on the communication of the students they met.

Preliminary results from students and service user feedback on the pilot indicate that service users greatly valued the opportunity to tell their experiences to students. Students reported some powerful learning experiences. Future plans are to embed this event in the regional programme of interprofessional events for all health and social care students and to develop a sustainable means of involving health and social care users as tutors.

FORSBERG LARM, MARGARETHA; HEDBERG, MAGDALENA*; WIKNER, JOHAN;
ÖSTBERG, MONICA

Karolinska Institutet, Stockholm, Sweden

*Centre of Rehabilitation at Södermalm

Interprofessional Learning in Primary Health Care Settings – Students and Supervisors Experience

Conference Theme: Pedagogy Practice Type: Poster

Clinical education in Primary Health Care started 2005 at Södermalm, a district close connected to the hospital Södersjukhuset, Stockholm. The goal is that students at Karolinska Institutet shall meet to learn from, with and about each others. The ambition is to let students from medical-, nursing-, occupational therapy- and physiotherapy programs go out together visiting patients in the home health care organisation. They shall also prepare an interprofessional care plan for each patient and present it in a seminar.

The aim is to gradually develop the concept. For this purpose the students evaluate the program with a questionnaire and interviews are put through with the supervisors.

The students from different programs mark questions about professional collaboration in primary health care and support from supervisors equally high. When the supervisors participate in the same interprofessional teams as the students, they even mark it higher. They also express that with all four professions in the team, the patient get a higher quality of care out of four perspectives.

Students and supervisors are very pleased with the concept of interprofessional learning in primary health care settings. They want the concept to be continued and developed and they consider it very valuable for students in medical programs at KI.

FOUGNER, MARIT ; MADSEN, VIGDIS; HABIB, LAURENCE

Oslo University College, Norway

“Rich pictures” – a promising tool for inspiring team spirit in interprofessional education

Conference Theme: Pedagogy

Type: Poster

Background:

At the Faculty of Health Science, Oslo University College, the three-year Bachelor programmes include an interprofessional module organized in three units, one for each year. An interprofessional network group, originally established within The Faculty of Health, has recently been enriched with staff from other faculties (Social Sciences and Nursing). This extended group aims to develop alternative teaching programmes across disciplines.

Purpose:

The team had looked for appropriate tools to map out possibilities and challenges associated with running a project bringing together three faculties with different curriculums. A collaborative project management method based on the use of rich pictures was chosen for the purpose of developing a working environment that supports an open and creative approach to thinking interprofessional education. Rich pictures provide not only a visual representation of an organizational system, but also insights into *how* the various stakeholders understand the system.

The introduction of “rich pictures” is an attempt to explore and to visualize existing and potential teaching programmes. The method allows an investigation of *what* might be of common interest for students within the branches of nursing, physiotherapy, occupational therapy, social work and welfare. The idea behind “rich pictures” is also to document the working process within the network group reflecting elements that enhance or hinder a dynamic unity.

Results:

The team members consider “Rich pictures” to be a promising tool to create a team spirit and to make the group more cohesive. It has opened up for involvement, creative thinking and room for logistic and pedagogical improvements. This has shown to be a method that the group members can easily identify with. It has contributed to giving a flying start to the project, particularly for the purpose of further planning, and for the implementation of alternative projects for interprofessional competence.

FRĄCZEK, BARBARA; GACEK, MARIA

Academy of Physical Education, Krakow, Poland

Forming pro-healthy attitudes of the physical education academy students by interprofessional education

Conference Theme: Pedagogy

Type: Poster

According to the biopsychosocial model of human health care, the development of attitudes promoting the pro-somatic and wholesome life style of a student of physical education is facilitated by multidirectional education. This should cover not only points concerning biological processes but also the influence of physical and psychosocial milieu on the conditioning of human health.

Physiological aspects of physical exercise, supplemented with current knowledge provided by sport medicine, enable our understanding of the biological basis of human health. Questions connected with the nutrition of sportsmen and women seem to be an integral part of this problem; detailed questions concerning specificity of diet during the development of motor traits of sportspersons and during the preliminary, competition and recovery periods are discussed and compared between various categories of sport activity.

Discussion about the influence of environmental factors on the sportsman's state of health is provided by specialised courses of hygiene, which deal among other aspects with the effect of physical and microbiological factors on human physiology. On the other hand, sport psychology remains a crucial aspect of the education of sportsmen, especially with regard to problems concerning psychological aspects of competition such as motivation, and managing the stress and emotion.

Thus, the development of high standards of an active and conscious health care is of special importance for persons undertaking high physical activity. It requires interprofessional education covering both biomedical and humanistic aspects.

FRĄCZEK, BARBARA

Academy of Physical Education, Krakow, Poland

Goals of inter-professional group of experts and success in record-seeking sport

Conference Theme: Practice

Type: Poster

Maintenance of a good state of health and fitness of sportsmen and women, i.e. two basic conditions of a successful competition, requires the cooperation of professionals representing versatile branches of knowledge.

First of all the coach, as an organizer and coordinator of the training cycle, bears the responsibility for the optimal agility and motor performance of the competitor. In consequence, the coach is predominantly responsible for the achieved results.

Further, the cooperation of the coach with the physiologist facilitates the optimization of the training cycle, while the continual monitoring of the sportsperson's state of the health, including preventive examinations, diagnostics of disease and injury treatment is a task which should be managed by a sport physician. Intervention facilitating the process of posttraumatic rehabilitation is coordinated by physiotherapist.

On the other hand, successful competition depends on the psycho-emotional state of the competitor, which should be monitored and managed by a sport psychologist.

Last but not least, of special importance is the role of nutrition consultant, whose task is to estimate the competitor's nutrition parameters, correction of nutritional misconceptions and the establishment of nutritional strategies optimal for the particular training cycle.

GAŁECKA-WANATOWICZ, D.; DARCUK, D.; CHOMYSZYN-GAJEWSKA, M.; KĘSEK, B.

Department of Periodontology and Oral Medicine, Division of Dentistry CMUJ, Krakow Poland

The principal methods of learning using by students and dentists

Conference Theme: Pedagogy

Type: Poster

Purpose

The aim of the study was to present the principal methods of learning used most often by students and dentists, as well as estimating the frequency of using the Internet to gain specialists knowledge of dentistry.

Materials and methods

Special questionnaire has been prepared for the survey. It included questions on the age and sex of the examined people. The questionnaire was anonymous; the sample group consisted of 60 students of the fourth year in dentistry and 30 dentists employed at the Institute of Dentistry, Collegium Medicum, Jagiellonian University in Krakow.

Results

All together 90 people have been questioned. The average age in the group of dentists was 36,2 and 23,4 in students. In both groups study-books predominated in learning and teaching. 50% of dentists and only 22% of students use the Internet to collect information about the subject. As much as 60% of dental surgeons and 66% of dentistry students have permanent access to the Internet. Of the examined sample 48% of students and 76% of dentists use the Internet to gather the information in foreign languages. All of them consider the Internet to be an additional source of information.

Conclusions

1. The principal method of learning using by students and dentists is still study-books.
2. Despite an easy access to the Internet only a small percent of examined students use the information available there and concerning dentistry.
3. The findings of the survey suggest the necessity of increased propagation of the Internet usage to gain information and knowledge.

GIBSON, CAROLINE; MACDONALD, KATH

Queen Margaret University, Scotland

Learning to work together: reflections from the coal face

Conference Theme: Pedagogy

Type: Paper

Queen Margaret University (QMU) offers degree courses to nurses and professions allied to healthcare. In response to government policy and the changing context of healthcare. QMU recently introduced an innovative approach to interprofessional learning into the curriculum. Modules entitled Interprofessional Education (IPE) were integrated into all health care pre-registration programmes across the institution. The aim of IPE is to allow exploration of roles of other health care professionals in order to develop skills of team working and joint decision making. This presentation outlines the experiences of lecturing staff involved in teaching the first two cohorts since September 2005.

Over 350 students across 7 disciplines: (physiotherapy, nursing, speech therapy, dietetics, podiatry, radiography, occupational therapy) enrolled in the module. Students were grouped in classes of 20 with at least one student from each discipline in each class. Students attended taught sessions in a week block, followed by online support via WebCT. Students worked collaboratively in groups towards the assessment; a poster presentation based around a case study. Assessment also included an individual written reflective account of the group processes that led to formulation of the poster. 15 members of lecturing staff from across the School of Health Sciences were involved in teaching and facilitating the student groups.

Some significant issues have arisen. This presentation will focus on:

- Planning and timescales
- Content of modules
- Resources
- Staff support and communication
- Staff perception of other staff's knowledge base

Developing an IPE module has raised issues regarding our own interprofessional working; the assumptions we make about other professions and they about us.

GIBSON, MICHAEL; DIACK, LESLEY

The Robert Gordon University, Scotland

Simulated ward conferences: A novel approach to demonstrate the importance of multidisciplinary team working

Conference Theme: Pedagogy

Type: Paper

As part of the interprofessional education (IPE) programme all first year health and social care students in Aberdeen take part in a series of face-to-face workshops. Previous data have demonstrated a decline in the appreciation of the benefits of interprofessional working between first and final years of the undergraduate programmes in Aberdeen. It is therefore important to build on these workshops. This initiative aims to analyse the components of interprofessional team-working and to demonstrate its potential impact on patient or client experiences.

These aims were to be achieved using multidisciplinary workshops with a cohort of 2nd year undergraduate Social Work, Pharmacy and Nursing students. In each workshop, groups of up to ten students answered a series of questions designed to analyze the components of interprofessional team-working shown in three video clips. These clips focused on aspects of interprofessional communication in a simulated multidisciplinary ward meeting. At the end of the session the students, as a group, provided written feedback on their experiences.

Written and verbal feedback from students and workshop facilitators was extremely positive. Key themes arising from the feedback included recognition of the role each profession plays in a multidisciplinary team, the necessity for good communication and respect between disciplines and the usefulness of the video clips as a tool for demonstrating interprofessional communication. A majority of respondents stated that the sessions would have been more successful with representation from additional professional groups.

The findings of this initiative demonstrate the benefits of using a video tool to instil an appreciation of the importance of multidisciplinary team working in health and social care. This initiative builds upon the first year IPE workshops in Aberdeen and will be rolled out to all second year health and social care students in the coming academic year.

GORDON, FRANCES; BYWATER, HELEN; BOOTH, KAREN

Sheffield Hallam University, England

Can Cultures be Crossed via Interprofessional e-Learning?

Conference Theme: Pedagogy

Type: Workshop

Across the world a political concept of modernisation gives rise to new frameworks to promote interprofessional collaboration. This modernising endeavour, to develop a more collaborative, integrated health and social care workforce, is one of international significance. There is a view that interprofessional education, that is, learning with, from and about other professions in order to improve collaboration and the quality of practice, can help bring these aspirations to fruition (Barr, 2002). It has also been suggested that the development of cultural competence, as a component of interprofessional learning, is supportive in promoting collaboration across professions and with the patient/client (Arthur, 2006).

This workshop will engage participants in considering the potential for e-learning objects to cross cultural borders. Two commonly quoted definitions of learning objects are: “A digitized entity which can be used, reused or referred to during technology supported learning” (Rehak and Mason, 2003) or even more simply “Any digital resource that can be re-used to support learning” (Wiley, 2002).

We will provide an example of a learning object produced by the Centre for Interprofessional eLearning (CIPeL). The CIPeL is a collaborative Centre of Excellence in Teaching and Learning between Sheffield Hallam University and Coventry University in the UK. The learning object will be translated into various languages and participants will explore the extent of cross-cultural transfer of the learning objects. This workshop will give insights into how far working across professional, organisational, cultural and national boundaries can contribute to the development of interprofessional e-learning.

Interactive component

Participants will:

- make an assessment of their own practice and culture around interprofessional education and e-learning
- interact with digital learning objects and consider their potential in their own culture and work context
- share perspectives and support each other in finding solutions to culture change and curriculum development

GREY, RICHARD

University of Brighton, England

An exploration of the preparation and support required by teachers involved with inter-professional education

Conference Theme: Pedagogy

Type: Paper

Inter-professional Education (IPE) prepares students for effective team working (Barr et al, 2005). The General Medical Council recommends that IPE is included within the undergraduate medical curriculum (GMC, 2003). The value of IPE is strongly linked to the quality, content and delivery of teaching (Cooper et al, 2005) and there is a need for research to focus on medical undergraduate IPE and the training and accreditation of teachers involved (Barr 2002, Horder 2004).

This study surveyed 31 UK medical schools to assess (a) whether IPE is occurring and (b) the extent and nature of preparation/support for teachers of IPE.

A questionnaire was posted to IPE leads in 31 UK medical schools. A second questionnaire was sent to 13 medical schools reporting preparation/support for IPE teaching to ascertain the content and process, and the perceptions of those involved in implementing such programmes. Six organisers of IPE support/preparation and six participants of such sessions were interviewed by telephone. Four teacher preparation sessions were observed. Qualitative data were analysed by content analysis.

25 out of 31 medical schools responded: 17 of these reported IPE sessions. 15 schools provided preparation sessions for new teachers and 11 provided support for established teachers of IPE.

Content analysis revealed that:

1. IPE is challenging and requires skills over and above mono-professional teaching.
2. Preparation and ongoing support for teachers of IPE, although practically difficult to arrange, are essential.
3. Preparation should include theory, practice (especially facilitation skills) and developing and understanding an inter-professional philosophy.
4. Ongoing support should include evaluation of student sessions to aid continual development of the programme and teachers.

In conclusion, this content analysis will inform the development of preparation/support of teachers involved with IPE. Further research could involve the design of a flexible framework for preparation and support of such teachers that could be offered to all UK Medical Schools

HARRIS, LINDA

NHS Education for Scotland, Scotland

Supporting transition from student to qualified health practitioner using a web-based development programme

Conference Theme: Practice

Type: Workshop

Supporting newly qualified health professionals to move from student to registered practitioner is a universal challenge (Gerrish 1990, Field 2004). NHS Scotland has taken a unique, innovative and contemporary approach to this issue with the introduction in January 2006 of the national, web-based development programme “Flying Start NHS”. The programme, initiated by the Scottish Executive Health Department, supports new practitioners to develop confidence and competence, through an on-line blended, inter-professional model.

Following extensive consultation and scoping, a project team from NHS Education for Scotland saw an opportunity to take a creative, inter-professional approach, which would also support the national policy agenda (Scottish Executive 2001,2003,2006). The conclusion that a common educational solution could address what were common issues across many professional groups was drawn. From a workforce development viewpoint the programme supports recruitment, retention and career development. Ten Learning Units make up the learning programme, and individuals set achievable goals with support from work-based mentors, recording their progress in a reflective portfolio. The programme concludes with a reflective summary and an agreed Personal Development Plan for the forthcoming year, providing a unique foundation for practitioner’s future careers. Flying Start NHS supports NHS Scotland’s newest employees and now has over 2,800 registered users. Nurses, midwives and allied health professionals share learning and experiences, reflecting the contemporary nature of multi- professional teams delivering healthcare today. In its first year, Flying Start NHS has successfully combined a blended approach of work-based learning and mentoring, with web-based learning activities and peer support to address the universal problem of supporting the transition from student to registered health practitioner. In the second year of operation, the focus has moved to supporting the role of the workplace mentor through an on-line Discussion Forum, training and more co-ordinated support.

The workshop will enable participants to

1. Explore the on-line learning resources which support the transition from student to qualified practitioner.
2. To critically consider the role of the workplace mentor in facilitating role transition and goal-setting using a learner-directed development programme.

HATTON, KIERON

University of Portsmouth, England

Culture, Communication and Collaboration

Conference Theme: Practice

Type: Paper

The challenge of interprofessional practice is to enable professionals to create the environment in which people from one or more discipline or profession have the opportunity to learn, with, from and about each other. Normally this activity takes place between professionals in domains closely related in terms of professional outcomes - Health and Social Care, Juvenile Justice and Probation - national parameters - people sharing the same legal and institutional structures - and professional status.

This paper seeks to challenge this understanding of interprofessional collaboration by introducing the themes of inclusion and internationalism into the debate.

Based on the authors experience of working with professionals from other disciplines across Europe (Denmark, Germany, Czech Republic, and Norway) and with people who use and experience services in the social sphere (people with mental health problems, people with disabilities, people misusing substances, young people in the public care system and homeless people) the paper evaluates Creative work undertaken jointly by a group of international students and people who use services. The creative work involved Drama, Film, Creative Writing and the organisation of a Creative workshop to explore issues of identity and difference. Drawing on UK traditions of social work and European traditions of social pedagogy the workshop aimed to produce material which illustrated the complex reality of the lives of people using services. It challenged the perception that people who use services lack the capacity to become empowered and sought to develop models of the active, engaged expert of their own experience. The material is being used to engage with professionals who have previously seen the involvement of people who use services as symbolic rather than real. It is also being used to challenge the orthodoxy in the UK that professional training is about skill acquisition and professional competence rather than the empowerment of people using services.

The paper title reflects this approach. It highlights the importance of intercultural understanding to professional practice. Central to this is the ability to communicate not just across professional boundaries but through those boundaries to the people who legitimate our work - those using the services we deliver. It ends by suggesting a model of interprofessional practice which integrates inclusion and internationalism into the discourse of collaboration.

HAYS, RICHARD

Keele University, England

Designing IPE activities with a focus on community-based education

Conference Theme: Pedagogy

Type: Paper

The quality of health care depends in part on the ability of individuals from different health professions to work together, understand each others' roles, and work in effective teams to produce agreed health care outcomes. Interprofessional education aims to facilitate the development of effective teamwork through increasing mutual understanding of roles and expertise and, ideally, requiring students of different professions to achieve IPE learning outcomes in workplace settings. However, many activities claimed by educational institutions to be IPE are at best low level activities, relying on placing together large numbers of students for relatively passive, even if shared, learning.

This approach may be less likely to produce the desired workplace behaviour after graduation, which may explain the relative lack of firm evidence that IPE is effective. This paper proposes a model of IPE development that reflects a hierarchy of assessment, based on the belief that assessing actual interprofessional behaviour in clinical settings is more likely to be effective than assessing only knowledge acquisition, and certainly more effective than not formally assessing IPE activities at all.

An educational design approach is described to enhance the capacity for students to achieve the learning objectives. Examples of appropriately designed IPE learning activities are provided, using examples that reflect community-based opportunities. All examples include students of medicine and at least one other health profession, with combinations reflecting the specific learning objectives of each activity. All IPE activities should be evaluated, as the literature on effective strategies needs development.

HOWDEN, STELLA; BOVILL, CATHERINE; NICOL, MAGGIE

Queen Margaret University, Scotland

Student Experiences of Undergraduate Interprofessional Education in Scotland: Emerging Views of Teamwork and Professional Identity

Conference Theme: Pedagogy

Type: Paper

In 2005, Queen Margaret University (QMU) in Edinburgh launched its Interprofessional Education (IPE) modules, bringing together undergraduate students from eight healthcare disciplines (occupational therapy, physiotherapy, speech and language therapy, nursing, dietetics, radiography, podiatry and audiology). IPE is increasingly becoming part of undergraduate healthcare programmes; however, there is a paucity of comprehensive evaluation research in this area. An ongoing programme of IPE evaluation at QMU aims to explore the views of undergraduate students and IPE tutors towards these new modules. This work is essential for module development and makes an important contribution to knowledge about IPE processes and outcomes.

This paper outlines one part of the IPE evaluation at QMU. Selected findings from first year students are presented in relation to three student groups: physiotherapy, nursing and radiography. Quantitative and qualitative data are used to explore student perceptions of interprofessional teamwork and emerging professional identity. Relatively few studies use mixed methods in investigating undergraduate IPE (Freeth et al, 2002).

Both qualitative and quantitative data demonstrated students had a positive view of teamwork and collaboration, associating this with enhanced patient care. In contrast, there were differences between disciplines in their views of professional roles and identities. Physiotherapy and nursing students clearly described what they perceived to be their distinct and valuable, 'profession related' qualities. Radiography students were less certain of their sense of professional identity, describing concern that other health care professionals may fail to value radiographers' contribution to teamwork and patient care.

In these early educational stages, students hold positive and negative views of their own and others' professional identities which may impact on how they 'learn with, from and about each other' (Barr, 2002). Within this paper we expand these findings in light of current research and explore the implications for pedagogical approaches and curriculum design.

HUGHES, LISA

Creating an Interprofessional Workforce Programme, England

Embedding IPE across national boundaries: are the CIPW recommendations useful?

Conference Theme: Policy, Practice

Type: Workshop

This workshop aims to outline the CIPW Framework, its recommendations and the EU, WHO and UK policies that underpins them, invite the group to explore some strategies employed in the participants' countries and discuss how the CIPW recommendations may support this activity.

Creating an interprofessional Workforce: an Education and Training Framework for Health and Social Care is the final outcome of the Creating an Interprofessional Workforce Programme; a 3-year Government funded initiative, which was delivered with the Centre for the Advancement of Interprofessional Education (CAIPE). CIPW collaborated with a wide range of stakeholders* in the UK and internationally to ensure inclusion of their perspectives. The collaborative work was used to generate the recommendations and accordingly the Framework reflects the diversity of its stakeholders. The Framework evolved to complement and support the implementation of UK, EU and WHO policy, and took account of the requirements of the health and social care statutory and regulatory bodies. The CIPW stakeholders identified the integral processes required to develop and sustain an interprofessional health and social care workforce: effective leadership and culture change, engaging stakeholders in IPE, planning IPE, delivering IPE, evaluating IPE and sustaining IPE. CIPW is a partner in the EIPEN project and Lisa Hughes is the lead for EIPEN valorisation.

This workshop is planned to benefit delegates and organisations for which they work as individual action plans will be drawn up, but also benefit EIPEN through the identification of national strategies and future valorisation activity. Following a brief presentation, the group will split into small groups and use appreciative inquiry grids to identify what is happening in the participants' countries to mainstream IPE and how the CIPW recommendations support this. After feeding back their findings, discussion will take place resulting in individuals identifying action plans to take away.

Following a brief presentation, the group will split into small groups and use appreciative inquiry grids to identify what is happening in the participants' countries to mainstream IPE and how the CIPW recommendations support this. After feeding back their findings, discussion will take place resulting in individuals identifying action plans to take away

HUISH, EILEEN; HARWOOD, LINDA; NICHOLLS, TRACEY; WESTON, JANET
University of Hertfordshire, England

Development of a Pilot Practice Based IPE Experience for Pre-registration Nursing and Diagnostic Radiography Students in Theatre

Conference Theme: Pedagogy

Type: Paper

A practice based inter-professional education, IPE, (CAIPE, 2002) pilot project which brought together pre-registration students of nursing and diagnostic radiography in theatre. Freeth et al, 2005, suggest that one of the aims of IPE is to improve the relationships between staff and to reduce stress. This pilot was developed to provide students from these two disciplines with a relaxed and directly relevant learning opportunity (Oandasan and Reeves, 2005a) in a setting that is often stressful to work in. It was delivered at the QE11 Hospital, Welwyn Garden City and the Lister Hospital, Stevenage in the U.K. in July 2006. This learning opportunity was offered to second and third year nursing students on placement in theatres and to first year radiography students on placement at the QE11 and Lister.

Pedagogical issues addressed in the planning of this pilot included matching the level of knowledge and skills of working in theatres between these two groups of students. Students were put into small mixed discipline groups and asked to follow a virtual patient pathway through theatre from anaesthetic room to recovery to include imaging and to explain their discipline's roles and responsibilities along the care pathway, exchange based learning. (Barr, 2005) A student explaining their own profession's roles and responsibilities encourages deep learning and strengthens professional identities.

The model of this learning experience, the evaluative findings linked to educational outcomes for IPE (Oandasan and Reeves, 2005b) and future plans to include other disciplines from other Higher Education Institutions will be discussed. Conference delegates will gain an understanding of how the key elements of successful IPE have been applied to develop a practice based learning opportunity that is capable of widespread replication.

To be presented by Eileen Huish, other authors are included to acknowledge their direct involvement in the development of the pilot.

HYNDES, KIRSTY; PITT, RICHARD; McCULLOUGH, FIONA

University of Nottingham, England

Professional stereotypes: do we have them?

Conference Theme: Pedagogy Research Type: Paper

IPL should aim to ‘undo’ traditional blocks to effective team-working in healthcare, which include poor communication, negative professional stereotypes, and poor understanding of ones’ own role and the role of others within the system of care (Jones & Salmon 2001; McNair 2005; Reeves et al 2002).

Barrington et al (1998) found that stereotypes of other professionals were well-established by the final year of qualification, and difficult to overcome (cited Cooper et al 2001). Whilst a study by Tunstall-Pedoe et al (2003) found that university students, on entry, already had strong stereotypical views of others in health and social care professionals, which became more exaggerated during a Common Foundation Programme. A review by McNair (2005) found that many students reported having stereotypes ‘thrust upon them’ by clinical educators and tutors.

However it has been shown that when given the opportunity through IPL sessions, students are very keen to represent their professions and dispel any stereotypes (Cooper et al 2005), thus making implementation of IPL an essential part of health courses to prepare students for future team-working (Cooper et al 2005; Reeves et al 2002).

Third year students from health and social care programmes within the University of Nottingham complete an exercise that aims to break down the stereotypical attitudes that they may have developed during their undergraduate education. They use ‘manikins’ to express their views (written) of other professionals, and then in small interprofessional groups discuss these views. The small group discussion is an opportunity to share with others what their actual role in health and social care really is and therefore attempt to break down some of the barriers. Preliminary results of the data gathered from the past 4 years will be presented here.

HYNDES, KIRSTY

University of Nottingham, England

Evidence of Interprofessional Collaboration on Practice Placement

Conference Theme: Practice

Type: Paper

The NHS Plan (Secretary of State for Health, 2000) and Wanless (2004) called for partnership and co-operation to ensure a seamless service of patient care. The NHS workforce strategy (DoH, 2000) called for “genuinely multiprofessional” education for the promotion of teamwork, partnership and collaboration between professions and with patients. Higher Education Institutions have been developing methods to deliver that agenda.

All physiotherapy students have to complete at least a 1000 hours of clinical practice over a number of placements during their undergraduate education. During that time the student will work in a multiprofessional environment thus having the opportunity to learn from others. Patients are central to the care of all health professionals, and may have a multitude of different people involved in their treatment.

The use of portfolios to encourage reflection and demonstrate learning and continuing professional development is well documented. The addition of evidence demonstrating collaboration with and learning from another professional in health and social care would be an excellent addition to the portfolio.

Therefore a document was developed to facilitate IPE during clinical placement. This encouraged students to reflect on what had been learnt from collaborations with other professionals also involved in the care of their patients.

Learning outcomes

- Understanding of the roles of other health and social care professionals;
- Participate effectively in IP approaches to health care;
- Understand the need for a high level of communication between and within professional groups and the patient and carer;
- Recognise the similarities and differences in assessment and management of patients by other professionals;
- Improved communication with and between other health and social care professionals, patients and carers;
- Development of reflective practice.

Preliminary findings from content analysis of these documents will be presented.

JACKSON, ANN; BLUTEAU, P A S

University of Warwick, England; Coventry University, England

The Collaborative Model -Moving IPL Forward

Conference Theme: Partnership

Type: Paper

This paper will build on previous work of the authors (Jackson & Bluteau 2007) and others (Barker et al 2005, Gilbert 2005) of the challenges, hurdles and opportunities of establishing Inter Professional Learning in clinical and academic settings, using virtual and face to face models of delivery. This work focussed firstly on establishing an understanding of the challenges of developing and piloting a small transferable practice based Inter Professional learning opportunity and secondly the challenges of developing and implementing an Inter Professional e learning pathway catering for 1000+ students. Using experiences and reflections gained from both of these projects, covering a 5 year period, this paper will unpack underlying pre requisites which are essential as the infrastructure for sustainability. A working model of collaboration will be shared identifying components necessary for implementing successful and sustainable Inter Professional Learning in a range of environments. The model is built around key themes which are interdependent and impact fundamentally on the process and development of collaboration. Qualitative and quantitative evaluative data will be used to illustrate participants' perspectives of the key themes which lend support to this collaborative model. This paper will suggest that key components within the model are essential to the creation of a sustainable and successful interprofessional opportunity, and that collaboration underpins not only the process but also the growth of the individual and team.

JACOBSEN, FLEMMING; LINDQVIST, SUSANNE

Region Hospital Holstebro, Denmark; University of East Anglia, England

The effect of an Interprofessional Training Unit on students' attitudes to health professionals

Conference Theme: Pedagogy

Type: Paper

Attitudes amongst health professionals are thought to impact on the effectiveness of team working and patient care.

Interprofessional Education (IPE) is thought to contribute to the development of positive attitudes which has been one of the contributing factors to the growing interest over the past decade in providing IPE during health care training

The Interdisciplinary Training Unit (ITU) at the Clinic of Orthopaedics, Holstebro Hospital was founded in September 2004 with the aim of bringing students from different training programmes together to share the care of patients and to foster positive interprofessional attitudes.

The aim of this study was to investigate the effect of students working together in ITU on students' attitudes towards their own and other health professions.

The study is part of an international collaboration between ITU, Nordic Interprofessional Network (NIPNET) and Centre for Interprofessional Practice (CIPP).

The Attitudes to Health Professionals Questionnaire (AHPQ) was chosen as a measure to assess interprofessional attitudes. The AHPQ includes 20 items looking at two different components: caring and subservient. The student is asked to indicate, on 10 cm visual analogue scale, where s/he thinks a typical member of the profession in question will be placed. There is a section for each profession containing the same 20 items.

From September the 1st 2006 until June the 15th 2007 students will be asked to complete the questionnaire before and after their stay at ITU. Students are training to become: nurses (75), occupational therapists (30), physiotherapists (32) and doctors (35).

Data collated during this study will be analysed by the authors of this paper and preliminary results presented at the conference.

JOHNS, ROBERT; GOREHAM, CELIA; ROBSON, PAUL; HARDING, CELIA
University of East London, England; City University, England

Health-care students, social work students and carers working together as an inter-professional learning project to evaluate multimedia resources for people with communication disabilities

Conference Theme: Pedagogy

Type: Workshop

This workshop will be based on an evaluation of an inter professional learning project which comprised two key elements: a focus on the use of information technology innovations to develop communication skills; and active participation of carers of people with health or social care needs.

The project involved students in the later stages of professional qualifying post-graduate or undergraduate degrees in nursing, social work, speech and language communication sciences, and medicine. It took place in London from January-March 2007, being funded by the UK Higher Education Academy (Subject Centres for Health Sciences and Practice; Medicine, Dentistry and Veterinary Medicine; Social Policy and Social Work).

Presenters will outline how and why the inter-professional learning project was set up, exploring the challenges of mixing students from different professional backgrounds, and comparing perspectives of students, carers and facilitators.

Participants will be invited to share in the initial findings emerging from the first evaluation and assess the merits of a focused inter-professional education project. They will be able to explore how information technology can serve as a topic of common interest and how the experience of carers is a valuable common focus.

At the end of the session delegates will be familiar with how one specific element of inter-professional learning has been undertaken, and will be able to adopt and adapt the approach for use in their own fields. Delegates will also gain an awareness of some of the challenges likely to emerge from setting up a project which is truly interprofessional, integrating the different perspectives of healthcare and social work students.

If the appropriate facilities were to be available and delegates were interested, the presenters would also be prepared to demonstrate some of the communication development possibilities offered by multi-media technology.

After outlining the project, presenters will invite delegates to divide into groups:

One group explores methods of encouraging professionals in training to work together

A second group explores inter-professional communication skills development (using web-based examples?)

The third group reflects on how carers' perspectives might be incorporated into students' learning.

JONES, ISABEL; HELME, MARION

University of Derby, England; HEA Health Sciences & Practice Centre, England

Origami : ways to enhance reflection on individual collaborative skills and potential

Conference Theme: Practice

Type: Workshop

Goals: 1) To explain the model of collaborative potential development and its construction 2) To pilot the use of the model in enhancing individual reflection on collaborative skills and potential

Context: Personal and professional development are key to the effective growth of the collaborative practitioner who is able to work across and with professional boundaries. Growth and development of the individual practitioner are essential in order to enable collaborative practice within multiprofessional and multidisciplinary teams (Dickinson and Carpenter 2005) (Odegard 2005).

Previous study through open interview of the perceptions of the term 'boundary' by members of different subjects and disciplines outside health and social care led to the distillation of themes which are relevant to the development of collaborative skills and to the improvement of interprofessional working in health and welfare (Jones 2005). Utilisation of the identified themes, which include Control, Partnership, Respect and others can be directed through a specific focus on development of individual collaborative skills.

Description of Methods: 1) Introduction to Origami as an Analogically mediated Inquiry tool (Barry 1996) (Doyle 2002) and to exploration of previous choices and decisions made in a collaborative context. 2) Presentation of model of Collaborative Potential Development 3) Plotting individual collaborative potential within the model-using exploration of previous choices to enhance reflection.

Interactive Component

A brief agenda for the workshop:

- Participant introduction and individual aims
- Paper folding by participants as introduction to Origami as an Analogically mediated Inquiry tool
- Presentation of Collaborative Potential Development Model
- Individual and pair work to plot individual position along model axes and within model quadrant
- Summary and conclusions-implications for interprofessional education and learning

JONSSON, PATRIK; EDELBRING, SAMUEL; FORS, UNO
Karolinska Institutet, Sweden

A web based educational system for interprofessional use of virtual patients

Conference Theme: Pedagogy

Type: Poster

Background: A demand for creating patient cases for learning, which facilitates interprofessional aspects.

Summary of work: Multi Interprofessional Case System (MICS) was developed to allow students from multiple professions work with the same virtual patient case. Experts from three professions authored the case from within their respective profession and perspectives. A pilot study with two groups of students was performed. Summary: Preliminary findings indicate that the virtual patient cases were relevant, and that the students showed a high level of engagement when working with the patient cases. The students experienced an added value compared to the more “classic” educational methods. However, the pilot studies were not conducted in an interprofessional course setting.

Conclusions: Working with virtual patient cases in this way is highly appreciated by the students. The interprofessional aspects need to be addressed specifically in a suitable course setting, to be fully applicable. It is important to use MICS at an appropriate stage in the curriculum. Previous experience in working with patient cases seems to have an impact on the time the student needed for each virtual patient case. Take-home-messages: MICS was highly appreciated. Interprofessional goals need to be defined for courses using MICS and similar tools.

JOŚKO, J.; ZEMŁA, B*.; KLIMASARA, J.; GÓRA-KUPILAS, K.; KASPERCZYK, J.;
MALARA, B.; TYRPIEŃ, M.

Silesian Medical Academy,

*Centre of Oncology - Institute Maria Skłodowska-Curie. Poland

Primary prophylaxis against neoplastic diseases conducted in cooperation with Polish Cancer Prevention Committee and International Federation of Medical Students' Associations IFMSA - Poland

Conference Theme: Practice

Type: Poster

The personnel of The Chair and Department of Environmental Medicine and Epidemiology take part in many different actions dealing with the problem of neoplasms prevention and prophylaxis in order to improve public health. Primary prophylaxis against neoplastic diseases is particularly essential because it is very important for people to realize the factors which are harmful for the organism and to know how to avoid them, especially how to avoid carcinogens. It depends on ourselves how we change our life style and if we live according to healthy rules including proper diet, avoidance of smoking, alcohol and drugs.

More than 80% of neoplasms are associated with an unhealthy life style. The role of physicians is to promote a healthy life style. In accordance with this, the idea of educational actions for students, within National Cancer Prevention Program, in corporation with Polish Cancer Prevention Committee has originated. Educational lectures for students performed by the Chair personnel are consistent with the current knowledge and present risk factors of neoplastic disease development such as smoking cigarettes, alcoholism, drug addiction, eating disorders and stress. Moreover, possible ways of successful prevention against neoplasms are also widely discussed. Together with students of IFMSA (International Federation of Medical Students' Associations) - Poland we promote rules of prophylaxis against neoplasms among students attending different schools. The group of 15 well-educated IFMSA students will perform interesting lectures for students attending Silesian schools dealing with the problem of obesity and its influence on neoplastic diseases development.

KARCZEWSKI, JAN

The Hygiene and Epidemiology Department of Bialystok Medical Academy
Poland

IPE as a key element of the didactic process realized in the Hygiene and Epidemiology Department of Bialystok Medical Academy

Conference Theme: Pedagogy

Type: Poster

The Hygiene and Epidemiology Department, based on the didactic activity in all faculties of Bialystok Medical Academy (AMB), has devised its own system for carrying out seminars and lectures. This new system is not limited to involvement in the teaching process of only our own teaching staff, but tries to take an advantage of specialists from other disciplines of the science, e.g. sociologists, employed outside the Department. So far we've established good cooperation with the Public Health Dept, General Nursing Dept, and the Biostatistics and Bioinformatics Dept. Most of the seminars and meetings are carried out through a joint process, so that students are enabled to have a holistic insight into the issues which are tied to health. The realization of the course "Methodology of the scientific research in different specializations: nursing, obstetrics, physiotherapy, medical salving, dietetics, public health" is a good example of our cooperation. A close collaboration with the Voivodship Sanitary and Epidemiological Station (VSES) in Bialystok was also initiated. Specialist practitioners from various disciplines employed in the Station lead some part of the courses. They also look after practical exercises being realized in VSES area. Major topics of discussion include sanitary surveillance and the promotion of health.

Within the structure of the Nursing and Health Protection Faculty, the Hygiene and Epidemiology Department realizes its own goals. A primary goal is signing up for close collaboration with the Philosophy and Human Psychology of the AMB in the near future. Planned research subjects will be bound with the usage of research tools in the form of specialized questionnaires designed to help in the estimation of patients' satisfaction with medical services.

As shown above, cooperation of different schools, faculties and non-academic partners can lead to many possible benefits in the area of interprofessional learning. However we are well aware that we need further development for interprofessional learning for this model to be adapted by other schools for their needs.

KARLGREN, KLAS; MASIELLO, ITALO; DAHLSTRÖM, ANDERS; KIERKEGAARD, ANNE; BERGLUND, SOPHIE; LONKA, KIRSTI; PONZER, SARI

Karolinska Institutet, Sweden

Conceptualizing Leadership and Teamwork in Interprofessional Neonatal Resuscitation during Simulation Training

Conference Theme: Pedagogy

Type: Poster

To avoid error and adverse events, clear leadership as well as efficient teamwork and communication are essential in interprofessional neonatal resuscitation teams. To improve team performance, abilities to identify and analyze problematic and successful teamwork are required. Yet acquiring such abilities can be very difficult and even experienced practitioners may lack a suitable and shared conceptual model for observing and describing critical team incidents. The challenge is even greater if team members have different professional backgrounds and expectations which is usually the case in these medical teams.

In the interprofessional pediatric simulations carried out at the Center for Education in Pediatric Simulators (CEPS) at the Södersjukhuset hospital, teamwork and communication are trained and particular emphasis is on the clarity of leadership (interprofessional education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care). With the European KP-Lab project, a conceptual model (APCER) has been developed to provide explicit goals, a shared conceptual framework and terminology, and to train teams in self-assessment.

As a part of developing the model and the pedagogical setting 46 participants in neonatal resuscitation team simulations and several instructors have been studied using video and questionnaires. But instead of using pre/post course questionnaires, data about self-efficacy, stress, communication and teamwork issues was continuously collected before and after each simulation over the course enabling comparisons of the experiences and effects of individual simulations. Moreover, the rich data enables us to study and compare the experiences of individual participants with different professions and roles. The results indicate that participants' stress decreased while self-efficacy increased during the courses although simulations continued to be challenging. Participants' ratings showed clear improvements in the communication and teamwork of the teams, and they reported having clearly improved their skills in analyzing teamwork.

KELLY, VALERIE; ROSEWALL, TARA; YANG, SUSAN

Princess Margaret Hospital/University Health Network, Canada

The Distribution of Kolb Learning Styles Across Radiation Therapy, Physics and Oncology

Conference Theme: Partnership

Type: Paper

The aim of this study was to identify learning styles and trends between individuals and professional groups within radiation medicine.

This was a prospective study in which the Kolb Learning Style Inventory questionnaire was distributed electronically to all radiation oncologists, physicists and therapists within a single cancer centre.

Responses were calculated to assign one of four possible learning styles to each individual. The majority of the 46 respondents have a Converging learning style (54%). Perception is mainly via Abstract Conceptualisation. Active Experimentation then processes this into action. The tendency towards Converging indicates strengths such as problem solving, deductive reasoning and logic – reflecting a technological approach. The second most common learning style is Assimilating (30%) with perception via Abstract Conceptualisation. However in this case, Reflective Observation processes this into action. Physicists are the most homogeneous group since all respondents displayed a Converging mode of learning. The majority of radiation therapists (55%) also display a Converging mode of learning, while the oncologists are more evenly divided between Converging (40%) and Assimilating (40%). All three disciplines most commonly use Abstract Conceptualisation to perceive or consider information but are more evenly distributed throughout the continuum of how information is processed or transferred into action. The chi-square value was found to be significant at the 0.01 level, indicating that the proportions of individuals displaying each learning style vary substantially between professions.

In conclusion, individual healthcare disciplines are increasingly required to learn with or teach each other, particularly in areas such as radiation medicine where hybrid technology has blurred the edges of traditional responsibility. Kolb's Learning Style Inventory has shown a statistically significant variation between learning styles between professions learning and working together within radiation medicine. This awareness should be incorporated in the development of future educational strategies.

KŁYS, MAŁGORZATA

Jagiellonian University Medical College, Krakow, Poland

Multidirectional aspects of patient safety in the Polish medical system

Conference Theme: Practice

Type: Paper

The old principle formulated by Hippocrates “primum non nocere” seems to prove that patient safety is a fundamental issue. Patient safety not only encompasses the body of normative acts and numerous legal regulations in force in this area but also includes provisions of the law that regulate the organization of health care infrastructure. Unfortunately, problems of patient safety within the health care system are closely associated with a common category of situations, termed an “error in the art of medicine”, a “medical error” or an “adverse event”.

It is customary in Poland to regard adverse events as belonging to the category of errors in the art of medicine – or “doctor’s errors”, although such errors may also appear in consequence of other groups practicing their professions, such as nurses, pharmacists, technicians, etc.

Nowadays, the new culture of patient safety is slowly emerging in the Polish reality. In order to achieve these goals is necessary to increase the awareness among medical personnel, introduce self-evaluation of behaviour patterns and create the consolidation of the teamwork, with the patient being an integral element of the team. In 2004, the Faculty of Medicine JUMC in Krakow initiated a public debate devoted to this subject.

Closing my presentation, I would like to discuss a case where a female patient died in consequence of a sequence of adverse events. The case that was recently referred for an expert opinion to the Chair of Forensic Medicine is a dramatic illustration of deficiencies plaguing the Polish health care system, although in our opinion it might have happened anywhere, even in countries where the system functions in a much better way. This is why it is, perhaps, worthy of presenting here.

KÓBOR, KRISZTINA; PEISSER-PULI, EDIT

Széchenyi István University, Hungary

Collaborative practice in Hungary from the micro to the macro level

Conference Theme: Practice

Type: Paper

This paper is running search for the answers of the base connection between dimensions of collaborative practice in Hungary - under what conditions can professionals of human professions do interprofessional cooperation, if they can. Interprofessional work is a new way of thinking and practice in Hungary which should move from narrow, one-sided strategies into the modern approach, integrated working and service developing.

The study undertakes to present the challenges, ways and problems of introduction of interprofessional thinking in different human professions (mainly health, social care and child care) in Hungary. The paper reports some new initiatives in Hungary from the micro- to the macro level (from practitioners to policy makers) in collaborative practice.

As basis of this paper serve the authors' experiences from Hungarian social care practice and their PhD's researches in connection with the Hungarian policy makers, NGO-s and local governments. The study is based on the idea that collaborative practice and interprofessional work is important for both practitioners and policy makers; and contributes to presenting some success, problems, barriers, dilemmas to develop a new approach and practice in Hungary at all levels.

KOLARZYK, EMILIA; SZPANOWSKA-WOHN, AGNIESZKA; JAWORSKA, JAGODA
Department of Hygiene and Ecology, Jagiellonian University Medical College,
Krakow, Poland

Polish e-nutrition system

Conference Theme: Pedagogy Practice Type: Poster

In Poland, similarly to all over the world, effective actions are being stimulated by government policy which set targets for changes in dietary behaviour and for achieving reduction in incidence of illnesses, such as, for example, obesity and premature deaths from heart disease and some cancers. In order to increase the level of awareness of correct nutrition the interdisciplinary group from the Medical College of UJ (Department of Hygiene and Ecology, Department of Human Nutrition and Computer Centre) created a Polish e-nutrition system (<http://www.e-nujag.cm-uj.krakow.pl/>). Also this system enables the development of collaboration between students and practitioners in solving the problems connected with the evaluation of type of nutritional status disorders and the assessment of feeding patterns.

The relationship between proper nutrition and health is also the subject of seminars and classes conducted during post-gradual specialization courses with use of e-learning and b-learning methods. During the nutritional course medical students are prepared to care better for patients in their future clinical work in Surgery, Gastroenterological, Diabetic and Pediatric Departments. The conclusion is that not only dietitians but the interdisciplinary group is essential in introducing nutritional standards for achieving better health status. We teach students how to assess nutritional status and recognize the syndromes of undernutrition and overnutrition. The students are given the information about the classification and the usage of diets in the hospitals. They have practical exercises in preparing the diets for patients and study about basic recommendations and differences concerning nutrition in particular periods of human development. The important issue in our education activity is parental nutrition.

The clue of interdisciplinary education for medical students in nutrition problems is that nutrition is a very important part of general treatment of patient in hospital. By experiencing interdisciplinary education medical students will be able to collaborate better together in their future roles as doctors of different specializations.

KOLARZYK, EMILIA; JAWORSKA, JAGODA; SZOT, WOJCIECH

Department of Hygiene and Ecology, Jagiellonian University Medical College,
Krakow, Poland

Activity of the Department of Hygiene and Ecology UJCM, Krakow in interprofessional education

Conference Theme: Pedagogy

Type: Paper

Since October 2005 the Department of Hygiene and Ecology has been a member of EIPEN, an international organisation promoting IPE. We understand that current challenges are good collaboration and exchange of experiences at both national and international level. In order to share our experiences and learn from best patterns the Polish- British Conference was organized in Krakow in September 2006. The title of this Conference was: “Interdisciplinary teaching-contemporary challenges for teachers and students”. The speakers included people with expertise in the development of interprofessional education in England. The Heads of all Polish Chairs and Departments of Hygiene, Epidemiology, Environmental and Preventive Medicine and assistants responsible for didactic activities from all Medical Universities in Poland took part in the Conference. In order to disseminate the idea of interprofessional education and to share our experience among EIPEN partners a special edition of the Medical Journal “The problems of Hygiene and Ecology” was published. Twenty five articles were prepared in Polish and in English and they are available on the website: www.phie.pl and next www.phie.pl/konf-Krakow06p.html.

The possibility of introducing interprofessional teaching in the medical curriculum is apparently limited but most probably this can be done in the field of hygiene, epidemiology and public health. A promising mechanism to obtain further experience is the scientific activity of an interdisciplinary group of students. The current profile of Medical Universities in Poland (schools of medicine, dentistry, nursing, physiotherapy, pharmacy and public health) promotes scientific collaboration across a range of students, representing various areas of education. Under those relatively new circumstances interdisciplinary research has become a reality.

Our Department closely collaborates with the Department of Bioinformatics and Telemedicine of Jagiellonian University Collegium Medicum. To meet students’ expectations in the e-learning field these two Departments created new possibilities in this kind of teaching for students – future health and social care specialists.

KOLARZYK, EMILIA; ŁĄCZKOWSKA*, TERESA

Department of Hygiene and Ecology, UJMC, Krakow,

*Occupational Medicine Centre of the Małopolska Region, Krakow, Poland

Interdisciplinary activity in the light of multifactor aetiology of voice organ diseases

Conference Theme: Pedagogy Practice Partnership Type: Poster

Poland, as a member of the European Union, is obliged to adjust the health protection system and the law concerning regulations for diagnosis and treatment of occupational diseases to meet European standards. Recently there have been fundamental changes in the structure and organisation of industry in Poland. Following the systemic reforms, new patterns in occupational diseases emerged. Among others, diseases connected with voice abasement (glottis inefficiency, vocal nodes, hyperfunctional dysphonia) are found significantly more often in the group of teachers than in those people who do not use voice in their work. Initially the changes in vocal organ are only functional, but later they become organic. Therefore early prophylaxis of voice organ disturbances is essential. The Department of Hygiene and Ecology UJMC together with Occupational Medicine Centre of Małopolska Region created special rules of prophylaxis for secondary and high schools teachers and also for students for whom voice will be the fundamental tool in their professional activity. People with voice organ dysfunction were included in the programme, which uses relaxation techniques, respiratory exercises and exercises improving the coordination of rib-diaphragmatic respiration and phonation (secondary prophylaxis). In the range of primary prophylaxis the special hygiene program (including the school environment) was created and health consciousness was extended concerning knowledge of risk factors: smoking, stress, overweight or obesity, disturbances in respiratory tract and anti-oxidative mechanisms. In order to achieve these goals interdisciplinary collaboration is necessary. Special seminars for occupational and preventive medicine doctors, laryngologists, rehabilitation specialists and dieticians have been organised and these specialists share their experiences and discuss together best solutions. Also a number of medical students joined us in preparing a special e-learning educational program for Pedagogical Academy students. We hope that our interdisciplinary efforts contribute to the reduction of voice organ disturbances and occupational voice organ diseases.

KONONOWICZ, ANDRZEJ; OBTUŁOWICZ, PIOTR; PYRCZAK, WIESŁAW;
ROTHERMAN-KONIECZNA, IRENA

Department of Bioinformatics, Collegium Medicum Jagiellonian University,
Poland

Two Years' Experience of Medical E-Learning

Conference Theme: Pedagogy

Type: Workshop

Effective medical education is a very complex task particularly due to the variety of topics under consideration. However, a long list of professional software tools as well as various resources available on the web facilitates the work on preparation of e-learning materials.

Electronic forms of medical teaching may be oriented on regular student courses, the education of hospital staff (nurses and technicians), permanent education of doctors and widely understood open education addressed to the society for preventive medicine and health self-control. A key to a successful introduction of e-learning in the daily routine is the choice of a appropriate e-learning platform facilitating access to learning materials, communication between participants which seems to be welcomed by the students. Materials can be prepared by professionally educated specialist, although the ability of medical students to deal with computers makes them able to prepare e-learning materials for their younger fellow students. E-learning specifically needs a high level of interdisciplinary collaboration. This is why the students of computer science work together with medical students, achieving very promising results. The expectations addressed to e-learning techniques are continually growing, particularly in the field of practical medicine. Training in tele-diagnostics is highly anticipated especially in radiology. The TeleDICOM system which has been developed by the University of Science and Technology AGH and is deployed in our department seems to meet these expectations.

The idea of teaching using Virtual Patients seems to be applicable in all clinical disciplines. The limited time spent by patients in a hospital and the movement of patients among different wards makes it difficult for the students to observe the whole treatment process. The dynamic form of educational materials presenting the whole pathway of a patient with a particular disease seems to be the right solution of this problem.

The above mentioned examples of medical e-learning developed in the Department of Bioinformatics and Telemedicine will be presented in the form of a live presentation.

KOPACZ, MAREK STANISŁAW; KAMIŃSKA, ALICJA

Jagiellonian University Medical College, Chair of Epidemiology and Preventive Medicine, Krakow, Poland

Reproductive Health Education in Poland—From the Perspective of Adolescent Mothers

Conference Theme: Pedagogy

Type: Poster

Adolescent reproductive health education (RHE) has been a topic of special interest over many years. The goals of such education have been well defined to include factual knowledge and sexual risk reduction methods. Such programs have the potential of preventing unintended adolescent pregnancies. For this reason, this field is especially relevant to both educators and health professionals alike. Poland currently subscribes to an abstinence-only model of education titled Education for Life in the Family (ELF). The aim of this study was to examine to what extent the characteristics of effective pregnancy prevention programs are present in Poland's ELF course.

This study was conducted using focus group interviews which took place with fourteen adolescent mothers aged 13-18 years. This allowed for a unique perspective of this course at a ground level. Discussion was centred on the characteristics of effective adolescent pregnancy prevention programs.

Findings suggest that there is much room for improvement in Polish RHE. There was little or no mention of the sexual behaviours leading to pregnancy, nor did these classes include a clear message concerning pregnancy prevention. Beyond encouraging abstinence and natural family planning, no vital skills for pregnancy prevention were effectively taught. Teaching was limited only to didactic instruction and use of visual media by teachers who seemed to take little active interest in the course. Lastly, instruction in this course did not seem to be developmentally appropriate for sexually active girls in late-stage adolescence.

Conclusion—in practice, Poland's "Education for Life in the Family" course does not seem to meet most of the characteristics of effective adolescent pregnancy prevention programs.

KORPI, MARI; ALHOLM, TAINA

Oulu University of Applied Sciences, Finland

Interprofessional Learning in Common Basic Studies

Conference Theme: Pedagogy

Type: Poster

Common basic studies are offered at the School of Health and Social Care of the Oulu University of Applied Sciences in order to support interprofessional learning. They consist of study modules on joint theme areas in the health and social sector and of ones offered by different study programmes. With common basic studies, students can build up their degrees in accordance with their personal study plans. Studies can be selected as obligatory or optional studies. Common basic studies are available during every period during the school term and are pursued in interprofessional study groups.

The aim with common basic studies is to prepare students for interprofessional cooperation and to outline the information base shared by the health and social sector. By offering common basis studies, the intention is to help students draw up and implement personal study plans and to ensure that they will be able to continue their studies fluently even after absence. The aim is to gradually move towards a class-free system and more flexible studying.

Common basic studies are open to all students in the School of Health and Social Care. The study groups also include students from the open university of applied sciences. The studies take place on certain days of the week for one period at a time. Students plan their studies on their own and enrol for period-specific study modules. The necessary instructions and information on the availability of studies are provided on the School's website and enrolment takes place electronically. Student guidance and counselling is also provided.

Introduced in autumn 2003, common basic studies have improved the availability of study modules and increased the freedom of choice. The system supports the implementation of personal curricula. Its development challenges are connected with developing guidance and diversifying the range of courses available. Another challenge is to help teachers outline core competence in each study programme and the competence areas shared by different study programmes and thereby develop interprofessional teaching and learning methods.

KRET, MARIA*; RUDNICKA, ANNA**

*Krakow Medical and Social Service School ** Polish Dietitian Society Poland

Nutritional prophylaxis as a basis for good health of society

Conference Theme: Practice

Type: Poster

The Polish Dietitian Society closely collaborates with the Krakow Medical and Social Service School No 3 (Medical School educating dietitians).

Common activity includes:

- nutritional recommendations in health and in case of health disorders
- constant education of dietitians
- good nutritional habits spreading in schools
- the edition of publications concerning proper nutrition, special magazines for people suffering from diabetes mellitus, gastrointestinal tract diseases, metabolic diseases, cardiovascular diseases and kidney diseases.

The Director of the school leads a centre of nutrition in health and the diseases listed above.

The teachers from our school give professional and practical advice on nutrition of children, teenagers, persons working in different professions, elderly people and people suffering from many diseases.

The Medical School participates in events organized by elementary and secondary schools to promote a healthy life-style.

The Polish Society of Dietitians is a partner of the Polish Heart Diseases Prophylaxis Forum. We take part in The World Day of Heart and in the White Saturday being organized by the Government offices in Kraków. On this occasion we give advice to people about how to avoid obesity and the increase of the level of cholesterol in the blood and how to conduct a good prophylaxis for heart disease. We give people examples of proper low calorie diets directed to the prophylaxis of social diseases.

The Polish Society of Dietitians was a participant in the national program of promotion of plant fats as a source of unsaturated fatty acids preventing arteriosclerosis.

The teachers of the school and the members of Polish Society of Dietitians take part in many national conferences improving their nutritional knowledge in this way.

KRZYŻANIAK, ALICJA; STAWIŃSKA-WITOSZYŃSKA, B.; KRZYWIŃSKA-WIEWIOROWSKA, M.; GAŁECKI, J.

Adam Mickiewicz University and the Medical University in Poznan, Poland

Interdisciplinary approach to the studies of ethiopathogenesis of arterial hypertension in children and adolescents

Conference Theme: Practice

Type: Poster

Multicentre investigations are focused on the identification of etiological factors of arterial hypertension as a basis for its early prophylactics. In the evaluation of arterial blood pressure, apart from somatic factors, which are frequently investigated, we can't ignore the role of certain, mainly emotional, personality characteristics.

The aim of this paper is to propose a project of the study which investigates relations between arterial blood pressure values and anxiety and anger levels.

This multimember project will integrate researchers from Adam Mickiewicz University and the Medical University in Poznan – physicians of different specialties, psychologists, sociologists, anthropologists and also educators and school nurses.

Physicians will be assigned to evaluate the causes of hypertension as well as the health status of school children, while anthropologists will evaluate their morphological characteristics.

Psychologists and educators will quantify anger and anxiety levels as factors influencing arterial blood pressure values. Sociologists will examine socioeconomic and environmental factors.

These multi-centre studies will have practical applications as well as scientific.

KUHN, LESLEY

University of Western Sydney, Australia

Utilising complexity as an integrative framework and as fostering transformative learning

Conference Theme: Pedagogy

Type: Workshop

Interprofessional education necessarily involves people in learning that is both complex and highly sophisticated. Complex, because of what is required in bringing together various substantive fields of knowledge, and sophisticated because of the need to integrate not only various knowledges, but also associated cultural norms, preferences in styles of inquiry, epistemologies or ways of knowing, professional identities and so on. Assuming that people often simultaneously practice many ways of knowing without necessarily being aware of the antecedence of the predominant models through which their knowing is constructed, I propose that a novel approach to improving interprofessional learning is through introducing complexity science (or theory) as an integrative theoretical framework. Founding this workshop on the perspective of the complexity sciences, a complexity cosmography and basic concepts (Kuhn 2007) will be introduced that:

1. Enable new and effective ways of making sense of complex phenomenon (Kuhn 2002, Kuhn and Woog 2005) where there are 'a great many independent [and inter-dependent] agents interacting with each other in a great many ways' (Waldrop 1994:11), such as implicated in interprofessional education.
2. Provide metaphors by which integrative interprofessional models may be generated.
3. Foster cognitive and epistemic development (improved cognitive sophistication implicating transformative learning) through leading to more complex, self-aware and theoretically informed styles of thinking (towards 'contextual c

The workshop will be patterned as:

1. Workshop facilitator (10 minutes)
2. Participant buzz groups (10 minutes)
3. Whole group discussion (5 minutes)
4. Workshop facilitator (10 minutes)
5. Participant small group discussion (10 minutes)
6. Whole group reflection and critique (10 minutes)
7. Workshop facilitator - concluding comments (5 minutes)

There is a total of 35 minutes of participant activity proposed.

LAMB, BRYONY; CLUTTON, NICK

CAIPE (Centre for the Advancement of Interprofessional Education), England & Pipp Associates, England

Leadership and team working: changing cultures to support and sustain interprofessional education and working

Conference Theme: Practice

Type: Workshop

The aim of the workshop is for delegates to explore the importance of leadership and team working in the development of collaborative cultures. This is required to support and sustain effective interprofessional education and interprofessional practice. Delegates will work on some of their own experiences of leadership and team working, identify what works well and further actions which can make a difference in their own teams and organisations.

The workshop will begin with a brief presentation on the Effective Leadership grids, part of the 'Creating an Interprofessional Workforce' (CIPW) Framework developed in partnership with CAIPE. The grids were developed in response to the CIPW stakeholders' vision for effective leadership, teamwork and management support, which they perceived as essential for true partnership and collaboration. The grids provide guidance for leaders and managers within organisations and communities of interprofessional practice, on leadership and team working strategies, to change cultures and to develop new ways of working across professions, organisations and across agencies. The grids have also been informed by the Interprofessional / Multidisciplinary Teamwork (IPTW) grid, developed by Lamb and Clutton from their multidisciplinary teamwork development workshops for Nokia teams in England and Finland. (See abstract for presentation 'Using aviation scenarios to develop and enhance teamwork, leadership and collaborative practice', for theoretical underpinning) Reflections on the value and use of the grids will provide the basis for small group work on their transferability within and across teams, organisations, agencies and national boundaries. Most of the workshop will comprise some paired work, small group work and then feeding back and discussion within the large group. Group work will involve sharing experiences and stories and developing answers to a range of questions, including: What works well within your organisation in relation to leadership and teamwork? Can you identify commonalities and differences across cultures and nations?

Interactive Component

Work in pairs, then groups of 4, with feedback and discussion to develop a vision for the future. Appreciative inquiry type questions used to elicit their experiences of teamwork and leadership. See abstract above

LAMB, BRYONY; CLUTTON, NICK

CAIPE (Centre for the Advancement of Interprofessional Education), England;
Pipp Associates, England

Using aviation scenarios to develop and enhance teamwork, leadership and collaborative practice

Conference Theme: Practice

Type: Paper

When the airline industry and health and social care come together to deliver one day workshops on teamwork development expect to be taken outside of your box! This presentation focuses on the experiences of an airline pilot and trainer, and an experienced teacher and manager of interprofessional education delivering workshops on teamwork development for interdisciplinary teams within Nokia in Finland and England. The paper explores the transferability of this work for interprofessional teams, organisations and working across agencies. We consider the need to change cultures starts with effective leadership and teamwork, to support and sustain interprofessional education, and interprofessional and cross agency working.

In the initial workshop aviation scenarios (videos) are used to identify effective team working, within the context of risk assessment. Delegates then relate their learning to their current experiences to identify areas for team and individual improvement. An Interprofessional Teamwork grid was developed for these workshops, which includes characteristics and processes of effective teamwork and the appropriate leadership and membership skills. The Teamwork grid has been informed by the work of Headrick et al (1998), Nowacyk & Zang, (1998), Goleman (1999), the NHS Leadership Qualities Framework (2003), West (2003) and Suchman et al (1998).

The grid enables leaders and team members to identify both what works well and areas for improvement. The workshops focus on positive and transformative approaches to the development and enhancement of team working. Approaches include: Appreciative Inquiry (Cooperrider & Srivastva, 1987), and Continuous Quality Improvement (Waters, 1997; Wilcock, 2003). Evaluations of the workshops, as well as positive feedback two – three years after the workshops, confirms their value.

This grid provided the basis for the Effective Leadership grids which the authors developed for the 'Creating an Interprofessional Workforce' Framework, to address the need for effective leadership for culture change to support and sustain IPE.

LATHAM, GAIL; AKOBI-EBHOTE, ANGELA; WILSON, PATRICK

University of Central England - Birmingham, England

A Partnership Experience: Interprofessional Education Partnership – It is Possible ... and we proved it on our trip to Brighton

Conference Theme: Partnership

Type: Paper

In the last decade, interprofessional education (IPE) has become increasingly important to Higher Education providers offering programmes in Health and Social Care. Following the growth of consumerism, Department of Health policy guidance and professional body requirements now support initiatives to incorporate IPE into curricula. For example, the UK Nursing and Midwifery Council guidelines (2004) explicitly identify interprofessional education as a criterion for validation in pre-registration courses. UCE Birmingham launched an Interprofessional Education programme in 2005 and this is now in the mid-term evaluation phase. However, learning also occurs informally and in this paper, we will illustrate the personal, professional, educational and social benefits of informal interprofessional education in a non-traditional group.

Supported by the Centre for Excellence in Stakeholder Learning Partnerships, UCE Birmingham was able to draw together a small group of students to work as equal partners with a small group of staff. Our aim was to build research awareness, understanding and confidence through a shared journey of learning and discovery. As a collaborative working group, we successfully submitted an abstract to attend and present a workshop at the Society for Research into Higher Education (SHRE) annual conference in Brighton, UK in December 2006.

In this paper, we will present two key benefits identified from attendance at the conference and the evolution of our group as we continue to develop our confidence and competence to become active members of the academic research community. So...Interprofessional Education. Is it possible??!! Is it worth it?? What can be learnt from it?? The answers are simple... YES! YES! AND LOTS!!! We proved it on our learning trip to Brighton!!!

LINDQVIST, SUSANNE; WRIGHT, ANNA; WRIGHT, DAVID

University of East Anglia, England

Development of a task sheet to facilitate students' shadowing of healthcare professionals during an interprofessional learning programme

Conference Theme: Pedagogy

Type: Paper

The Centre for Interprofessional Practice at the University of East Anglia, Norwich, UK, offers three levels of interprofessional learning (IPL) to all healthcare students. The second level (IPL2) integrates professional practice into the learning process by requiring students to shadow a qualified healthcare professional (from a different profession) for half a day.

Formative assessment of the shadowing experience is via a reflective statement. Although this has been a very successful exercise, some students have expressed a wish for the Centre to develop a shadowing task sheet to both focus the student learning and to enable the shadowed healthcare professionals to identify the main learning objectives.

The aim of this paper is to: i) share the outcome of the development of a 'shadowing task sheet'; ii) describe how this tool fits in with the assignment of reflecting on the shadowing experience, and iii) show feedback from students using this tool.

The task sheet was developed by the authors of this paper. It includes two parts; one which focuses on the observation itself, and another which provides questions for the students to ask the healthcare professional they have been shadowing.

The task sheet was distributed to students, facilitators, and schools to ensure everyone was clear about the purpose of the exercise.

At the time of writing this paper, students have just completed IPL2. Both students and facilitators have given informal comments about the task sheet, describing how it helped in keeping the focus on communication and enable them to truly reflect on the experience.

The shadowing task sheet will be shared with the audience together with details of its effectiveness in helping students reflect on the shadowing experience. Feedback from students who have used this tool will also be presented at the conference.

LOW, HELENA

CAIPE (Centre for the Advancement of Interprofessional Education), England

Practice Learning for Collaborative Practice' in programmes leading to the Social Work Degree in England

Conference Theme: Practice

Type: Paper

The Department of Health commissioned CAIPE to ascertain how higher education institutions (HEIs) in England, which offered programmes leading to the Social Work Degree were providing practice learning for collaborative practice. The Project aimed to explore, clarify and support the development of learning in practice for collaborative working, in the Social Work Course. It focused on the role of the Degree in preparing social workers to be competent to practice and to work collaboratively with other professions and agencies in a wide range of settings. Thirteen of the 72 relevant HEIs took part. Eighty five participants – heads of programmes, social work tutors, practice teachers and assessors, students, service users and carers, and employers distributed between HEIs were interviewed. Although the Project subscribed to the CAIPE definition of IPE, (CAIPE 2002 revised) this was used interchangeably with collaborative learning or 'practice learning for collaborative practice'.

Respondents were invited to comment on the following areas; these were informed by earlier research (Whittington 2003)

- Underpinning theories and values relating to interprofessional education
- Learning outcomes relating to collaborative practice
- Service user involvement
- The range and nature of the practice placements
- The practice teacher role
- Preparation to facilitate practice learning for collaborative practice
- Assessment of collaborative practice learning.

The findings of the Project showed that a well established partnership approach with service users existed within all the programmes; the focus on practice learning highlighted an emergence of underpinning concepts and values for collaborative practice, which had evolved from the service user/social worker axis and which could form the basis of a developing theory of interprofessional education. Other findings also demonstrated the creativity that HEI's have to develop in order to overcome obstacles to interprofessional learning in practice; the importance of the practice teacher/assessor role and their preparation for facilitating interprofessional learning; and how context shapes and influences the way in which collaborative, interprofessional learning is developed and taken forward.

ŁYSZCZARZ, JUSTYNA; JANKOWSKA, KATARZYNA

Chair of Orthodontia, Jagiellonian University Medical College, Krakow, Poland

Interdisciplinary efforts in orthodontics

Conference Theme: Practice

Type: Poster

The development of the masticatory system is closely related to the child's general growth. The way of breathing has a large influence on the general psycho-physical development of the child. Proper physiological nose-breathing positively affects the formation of maxillae and the development and functioning of the whole organism. Mouth-breathing can cause frequent infections of the respiratory tract, disorders of hearing, defect of posture, occlusion and pronunciation. Knowledge about the causes of mouth-breathing gives the possibility of prophylactic activities in the field of breathing function. Since early childhood orthodontic prophylaxis should be performed in order to control the proper growth and the development of the masticatory system. The close co-operation between parents and specialists (pediatricians, laryngologists, orthodontists) is necessary to achieve the proper results.

The parents should take care of proper upper respiratory tract patency as well as the suitable coaching of the respiratory muscles through breast-feeding the infant, lying down to sleep in the proper position, appropriate food consistency. Abnormalities of the respiratory tract such as patency impairment of the nasal passage, the overgrowth of the adenoid glands, mainly third tonsil, and the recurrent otitis or sinusitis should be eliminated by the pediatrician in the cooperation with the laryngologist. The role of orthodontists is re-education of proper breathing and elimination of malocclusions accompanying or causing mouth-breathing.

Dentists and students of dentistry make use of exercises eliminating the lips hypotension and increasing their tension, exercises of the tongue muscles as well as the posture practice in the therapy and prophylaxis of mouth-breathing. Medical students are also instructed how to diagnose and perform the primary and secondary breathing abnormalities prevention.

ŁYSZCZARZ, ROBERT; PIETRZYCKA*, AGATA; STĘPNIEWSKI*, MAREK

Department of Oral Surgery, Jagiellonian University Medical College,

*Radioligand Laboratory, Pharmacy Faculty, Krakow, Poland

Inter-professional collaboration between dentists and cardiologists in ischemic heart disease prophylaxis

Conference Theme: Practice

Type: Poster

Despite spectacular achievements in medicine, unfairly leading to trust in the omnipotence of the life-saving procedures, myocardial infarction still awakens general fear.

Since the demonstration of convincing proofs that arteriosclerosis is an inflammatory disease, researchers have tried to explain what is the role of inflammatory diseases in the etiopathogenesis of ischemic heart disease and whether their presence correlates with the intensification of the coronary artery disease.

Probably the most widespread chronic bacterial infections in human are the diseases of periodontium, teeth and their inflammatory complications. Both *gingivitis* and *periodontitis* are caused by micro-organisms which role in the pathological process is unquestionable and well documented. It is known that in patients with dental bacterial infections bacteriemia appears after so commonly executed interventions like tooth extraction, endodontic treatment, or the healing or hygienic interventions on periodontium, like the tartar removal or even teeth brushing. PCR examinations of atherosclerotic plates revealed the presence of the periodontal pathogens genetic material in 44% samples and the investigations in scanning electron microscope showed *Porphyromonas gingivalis* ability to invade epithelial cells and smooth muscles of coronary arteries.

The numerous clinical investigations (including the author's own) into patients with ischemic heart disease in comparison with healthy patients, showed considerably lower level of oral hygiene, worse periodontium and dentition status and more frequent signs of past and present chronic dental infections. This may be evidence that inflammatory diseases of the oral cavity can play an important role in the pathophysiology of coronary artery disease. So the dental treatment should be an important part of prophylaxis and the treatment of the IHD and close cooperation between dentists and cardiologists can considerably contribute in the improvement of the patients' health state and decrease the risk of acute coronary incidents.

MACHIN, ALISON; MCGOVERN, MICHAEL

Northumbria University, England

Symbolic Interactionism: A Framework for Understanding Inter-professional Working in an HE Context

Conference Theme: Policy

Type: Paper

As inter-professional education (IPE) matures as a pedagogical approach in HE, there is a need to embed the philosophy of “learning together to work together” in mainstream curricula (CIPW 2007). Northumbria University in the North East of England has a five year history of mainstreaming IPE in its health and social care programmes. Ongoing programme enhancement has facilitated alignment of validation dates and a collaborative curriculum development initiative for programmes leading to registration in the four branches of Nursing, Operating Department Practice, Midwifery, Occupational Therapy and Physiotherapy. Underpinned by user/ carer focused IPE, a suite of distinct programmes has been produced that recognises professional commonality whilst valuing the unique components of individual professions.

The development process has been characterised by challenge and opportunity. All programmes share two modules in each year which focus on developing skills for collaborative working and core skills for professional practice. These modules, in conjunction with other programme specific modules, facilitate the development of core, common and collaborative competence and capability (Barr et al 2005). As a teaching and learning strategy, inter-professional learning is undertaken both on campus and in practice, facilitating the integration of theory and practice for specific professional roles. The aim of the initiative is to produce health professionals who are equipped to use transferable skills to provide high quality professional services, in a dynamic practice environment, working with a wide range of stakeholders

This paper will summarise the curriculum and its embedded approach to IPE. However, its focus will be on the curriculum development process. Using a theoretical framework of symbolic interactionism (Mead 1934), professional, cultural and organisational challenges encountered will be identified along with solutions to problems identified through the interactive, dialectical development process. Sharing our successful inter professional working experience may help others in a similar higher education development context.

MACHIN, TONY; MACHIN, ALISON

Northumbria University, England

Theoretical Perspectives of ‘Bonding and Bridging’ Applied to Inter-Professional Learning and Working Roles

Conference Theme: Pedagogy Partnership Type: Paper

Theoretical Perspectives of ‘Bonding and Bridging’ Applied to Inter-Professional Learning and Working Tony Machin & Alison Machin

The value of inter-professional learning and working in Health and Social Care (as defined by CAIPE, 2002) has been increasingly acknowledged in recent years (Barr et al, 2005; Meads & Ashcroft, 2005).

This presentation will draw upon theoretical perspectives relating to professional roles, specifically the concepts of ‘Role Adequacy’ (skills), ‘Role Legitimacy’ (boundaries) and ‘Role Support’ (infrastructure). This conceptual framework will be applied at the level of individual professional roles (Machin & Stevenson, 1997), and inter-professional team working (Machin, 1998). These theoretical considerations of individual and collective professional roles are considered together with broader social theoretical perspectives drawn from the work of Putnam (2001), concerning ‘social capital’ and the integration of communities. ‘Social capital’ has been described (Putnam & Feldstein, 2004) as referring to: ‘social networks, norms of reciprocity, mutual assistance, and trustworthiness’, this in the context that social networks have real value both for the people in those networks (professional groups in the context of this analysis), as well as for ‘bystanders’ (service users and carers in the context of this analysis). Putnam’s (2001) concepts of ‘bonding’ (relationships within communities) and ‘bridging’ (relationships between communities) will be applied to ‘professional communities’ in the context of inter-professional learning and working.

This presentation aims to elaborate upon these theoretical perspectives concerning individual and collective roles, social capital, ‘bonding and bridging’ to elicit insights applicable to facilitating inter-professional education and working.

MARCINKOWSKI, JERZY T.; KANIEWSKI, ANDRZEJ

Poznan University of Medical Sciences, Poland

Changing aspect of Internet Teaching

Conference Theme: Pedagogy

Type: Poster

For several years the Academic Teaching Committee of the Students Autonomy Commission from Poznan University of Medical Sciences has been regularly presenting didactic remarks about the way of teaching certain subjects at the Committee's department meetings. This has helped to improve teaching by perfecting, innovating and making classes more attractive. All necessary data is being gathered: 1) at the meetings with students and trainees from individual years, 2) by online form: "Didactic Remarks", which was created by the Students Autonomy; moreover it is constituted by: 3) written and oral students proposals, 4) online researches, as well as 5) other types of opinion pools.

According to the data collected by the Students Autonomy and all received remarks, it appears that Internet means a lot in organizing and managing teaching, which could be summed up in following points: 1) there is the Students Autonomy Commission's website, 2) students ask for all multimedia presentations, didactical help and scripts to be uploaded on the Internet, requesting at the same time the publication status of the electronic script, which would count as scientific and didactical resource, 3) currently almost every clinic/institution has got its own website. The Internet changes teaching immensely, and is a great help while studying.

However, some anxieties arise for the teaching staff, because they are concerned that while uploading more and more didactic resources on the Internet, they leave themselves with less and less information for the actual classes with their students. It is clear that the significance of the Internet in teaching (and in the future occupation) will be growing. Although, benefits of teaching through Internet are numerous, some disadvantages occur as well. Therefore, it is crucial to analyze all possibilities of avoiding those drawbacks. The most important issue is not to make direct contact between students and tutors peripheral, which could lead to dehumanization of the teaching. The last aspect needs special attention especially on all courses educating for such jobs, where interpersonal contacts have enormous meaning – which includes medical occupations, and especially doctors (communication: doctor – patient).

MASIELLO, ITALO

Karolinska Institutet, Sweden

Learning to succeed in European joint projects

Conference Theme: Partnership

Type: Paper

The European Commission is very keen to globalize the European scientific and technological market make-up by offering alluring financial contribution that are very hard to resist. This can lead to the make up of consortiums of very disparate cultures, languages, levels of knowledge and technology, social competences, experiences, ideals and ambitions that may clash with one another.

This paper describes the management experiences in international joint research projects and attempts to exemplify the role of a project manager whose particular skills are to ensure the success of joint projects of considerable complexity, like many EC funded projects. The author will describe this by taking into account three projects that examined learning. Project management is today a key activity in many organizations. Good management and project success is often measured by critical success factors that overlook communication, culture, administrative complexity and setbacks. These latest factors resulted in a personally very rewarding experience in terms of learning, but not without its setbacks and disappointment when working in joint EU projects. The project coordinator of a joint EU project happens to be often a professor with high scientific and educational qualifications but who lacks management skills of both project and people. Instead, “An ideal project manger has to be able to play multiple roles such as a learner, teacher, participant, anthropologist, linguist, epistemologist, researcher, communicator, and debater. [...] Such a manager is more likely to learn locally and act globally”. Such a modern project manager is a new breed.

Can it be so easy to just employ a project manager who can manage the joint EU project? This article answer this question theoretically, by suggesting that having a project manager managing a joint European project is not sufficient condition to the effortless development of the latest. The specific skills highlighted and necessary for the modern project manager are not usually taught in school. The modern project manager has to have skills to manage projects but also to have experience in terms of managing people in terms of social and cultural issues, so a project manager who is also an anthropologist and psychologist. Joint European projects though are rather the result of modern research collaboration and therefore a project manager with such skills is difficult to find. The modern project manager holds skills that are needed to effectively manage the bureaucracy of the EC and the “special needs” of the participating individuals.

MAZUR-KURACH, PAULINA; KOLARZYK, EMILIA; FRĄCZEK, BARBARA

Krakow College of Health Promotion, Poland

Interdisciplinary education of cosmetology students with regard to health promotion

Conference Theme: Pedagogy

Type: Poster

A healthy appearance and slender silhouette are often perceived as an intermediate way to achieve success. Krakow College of Health Promotion is an establishment which provides training for cosmetologists, offering not only subjects directly related to body care and treatment, but also educating its students in many areas of health promotion.

The course programme for cosmetologists has the features of interdisciplinary training. The obligatory professional subjects taught, which constitute the scientific basis for the understanding of issues related to health care, include biology and genetics, histology, the basics of general and organic chemistry, biochemistry, elements of biophysics, anatomy and physiology. The course in cosmetology to a large extent contains subjects belonging to the medical science, such as dermatology, allergology, pharmacology, microbiology, toxicology, immunology and pathophysiology. The student also becomes acquainted with the fundamentals of aesthetic medicine and the elements of plastic surgery. In the course of their training the cosmetology students learn how to take care of their health by performing beauty and cosmetic treatments taught in practical hands-on classes and make-up artistry classes. As the cosmetology graduates might eventually decide to open their own beauty salon, they will also find it useful to obtain certain knowledge of basic computer science, legislation, marketing and management. Psychology, interpersonal communication, and professional allows fuller and improved understanding of the essential, complex, specific problems and conditioning of human behaviour. The students interact with their colleges and teachers from Medical Academy, Polytechnic and Physical Education Academy during training and in practice.

In conclusion, taking into account the acquired skills and competence as well as the interdisciplinary knowledge, it is justified to perceive cosmetologists as leaders in health promotion, as individuals actively engaged in the process of solving health problems of the human population.

METCALF, JANE; CANDISH, CAROL; NOBLE, DAWN; SWANN, RACHAEL
University Hospital of North Tees, England

SHIFT: A CETL4HealthNE collaboration to promote patient safety

Conference Theme: Practice

Type: Paper

The Safer Healthcare Interprofessional Focused Training (SHIFT) is a collaborative venture between the Universities of Newcastle, Sunderland and Teesside together with the University Hospitals of North Tees and Hartlepool, within the Centre for Excellence in Healthcare Professional Education (CETL4HealthNE) Interprofessional education (IPE) workstream.

SHIFT aimed to improve patient safety through weekly interprofessional education sessions for senior undergraduate healthcare staff. These were patient centred with classroom and ward –based IPE activities at University Hospitals of North Tees and Hartlepool. Topics included: prescribing skills; prevention of errors; control of infection (MRSA and *C. difficile*); peri-operative care and long term steroid use.

Students were invited to attend sessions in January and February 2007. Evaluation included the Readiness for Interprofessional Learning Surevy (RIPLS), (Parsell and Bligh, 1999), written feedback using Likert scales and free text from students; verbal feedback from tutors and short questionnaire for patients involved in teaching sessions.

A total of 73 senior students attended (29 medical, 27 pharmacy and 17 occupational therapy and physiotherapy) attended 5 sessions. Early feedback is largely positive and will be completed by June 2007 and presented at the conference. Students found the sessions interesting and informative, although some of the content needs revision. Students were seen to mix with others from different professional backgrounds over the time period. Unfortunately due to timetabling it was not possible to include nursing students and this was highlighted as a missed opportunity by the students participating. As previously reported it was important that tasks were regarded as meaningful by all professions.

We plan to revise and repeat the programme next year, to include nursing staff, and to follow these students into practice and ascertain if the SHIFT programme is associated with improved patient care and awareness of safe practices leading to improved patient care.

MEYER, EDGAR; HUMPHRIS, DEBRA; ASHFORD, CLAIRE

University of Southampton, England

Interprofessional Continuing Professional Development: Towards integrated children and family services

Conference Theme: Pedagogy Practice Type: Paper

This paper outlines the rationale, process, and pedagogy of an interprofessional Continuing Professional Development (CPD) Programme for health, social care and education professionals in Services for Children and Families. The CPD is a flexible programme, currently tailored to the specific needs of a local Children and Young People Directorate in England to encourage implementation of interprofessional working for children and family services in line with Every Child Matters (2003).

The paper will outline the origins of the programme and situate these within the context of current UK policies on children and family services. The programme was developed jointly with a local authority that is currently undergoing restructuring in response to the Children's Act 2004. We will discuss how the process of employer engagement has led to a CPD programme that is not solely focused on academic excellence, but also aimed at facilitating practice change. Adopting this dual focus allows facilitating individual professional development whilst actively supporting the implementation of the learning in practice. Thus, by collaboratively designing the curriculum, the interprofessional CPD is responsive to the needs of the children and family services in the area.

We will discuss how the use of specific pedagogical features was aimed at enhancing the process of interprofessional education. For instance, the programme uses facilitated collaborative interprofessional learning and a problem-based learning approach to support appropriate learning experiences. One of the major attributes of IPL is to learn "...from and about each other to improve collaboration..." Hence, whilst a sound foundation of content is facilitator-led, large parts of the programme are student-led to allow for time and space to reflect on practice and develop areas of particular interest to the CPD groups. The paper will provide indicative evidence on the effectiveness of such process in facilitating interprofessional learning.

MIERS, MARGARET; POLLARD, KATHERINE; RICKABY, CAROLINE

University of the West of England, Bristol, England

‘Highlighting problems does help even if you don’t believe it at the time’. Professionals’ views of the impact of pre-qualifying interprofessional learning on their collaborative practice

Conference Theme: Pedagogy Practice Type: Paper

A longitudinal study of 3 cohorts of health and social care students in an English university has shown higher levels of confidence in interprofessional relationships amongst students and professionals who experienced pre-qualifying interprofessional education (cohorts 1 and 2) than amongst those (cohort 3) who did not have opportunities for interprofessional learning (Pollard et al 2006). In addition, professionals in the two cohorts on the interprofessional curriculum demonstrated increased confidence in their professional relationships after qualification, whereas professionals from cohort 3 did not. This paper reports on a follow-up study of professionals’ views of the relevance of pre-qualifying interprofessional education for professional practice. Social workers, midwives, adult nurses and physiotherapists were recruited to the study. Interviews were conducted with 29 professionals from the three cohorts (19 from cohorts 1 and 2 and 10 from cohort 3). The aim of the study was to evaluate student learning in relation to preparation for interprofessional collaborative practice by comparing cohort responses. Interviews explored educational processes perceived as having been useful to professional development and practice, and suggestions for change. Interviews also explored experience of interprofessional working, perceptions of relevant capabilities and impact on quality of care for service users.

Overall, professionals with experience of pre-qualifying interprofessional education demonstrated understanding of the complexities of interprofessional working and were reasonably confident about their collaborative skills. Some reported greater awareness of their own communication skills and the importance of collaboration; others thought that learning about interprofessional working could only take place in practice. Professionals without experience of interprofessional learning as a student found they lacked knowledge of other professionals’ work. The paper discusses the issues that seem to affect transference of learning from academic to practice settings, and suggests ways of increasing the relevance of interprofessional education in academic settings for practice settings.

MOGENSEN, *ESTER*; FARESJÖ, *TOMAS*; BJÖRKE, *GERD*; HOFSET ALMAS, *SYNNOVE*; LAARIVARA, *PEKKA*; SERLO, *KAIJALEENA*; JACOBSEN, *FLEMMING*

Karolinska Institutet, Sweden and universities in Norway, Finland and Denmark

How to create an interprofessional education network – is good spirit enough? Experiences and reflections from the NIPNET steering group

Conference Theme: Partnership

Type: Paper

A Nordic network for interprofessional education in health and social care, NIPNET, was initiated by Norway and established in August 2001. Health professionals from Norway, Finland and Sweden had a meeting in Alesund, Norway to discuss our common interests in interprofessional learning. Denmark joined the network a few years later. Nipnet is a learning network to foster interprofessional collaboration in education, practice and research. Nipnet is primarily for Nordic educators, practitioners and researchers in the fields of health care.

Nipnet aims at:

- Exploring theories and evidence bases of interprofessional collaboration
- Developing approaches, methods and evaluations of interprofessional learning and practice
- Stimulating exchange of ideas and experiences between the Nordic countries.

Membership is free of charge and available through registration at our website, www.nipnet.org Nipnet has grown slowly. Personal commitments from a few persons in the three countries have led to the organisation of today: a steering-group with 2 delegates from each country, continuous e-mail contacts and teleconferences, an active website, annual meetings in the form of workshops or conferences. Since 2001 we have met in Stockholm, Oulu, Linköping, Oslo and Holstebro. This year we will meet in Oulu again. Coming together regularly has deepened our contacts and promoted networking. Nipnet has until now no economical support. Steering-group and members apply at their home institutions for travel costs, accommodation and conference fees. Each host university has sponsored some minor activities at the annual meetings. Initiatives have now been taken to find some economical support. Recently the network applied for some initial funds “seed money” to a Nordic Research foundation called Nordforsk. The purpose of this application is to start a common research project of “development and implementation of Interprofessional Education in the Nordic Countries”.

The workshop will focus on topics concerning the current IPE situation in the Nordic countries (what we have achieved so far in Nipnet and a short report from each Nordic country) and discussion topics like: How to start initiating networks. Is the neighbour the first choice? What about national regulations? Interest among students? Is there an advantage of living in a geographical region with rather similar conditions regarding culture, policy, economy and population?

The audience is warmly invited to take part in the workshop and the discussion.

MOGENSEN, *ESTER*; FORSBERG LRAM, *MARGARETHA*

Karolinska Institutet, Sweden

Implementing IPE/IPL in clinical practice– in search of guidelines. Reflections from Karolinska Institutet, Department of Learning, informatics, management and ethics (LIME), Stockholm

Conference Theme: Practice

Type: Workshop

Since 1998 IPE has been part of qualifying training for students from several programmes at Karolinska Institutet in Stockholm. During two weeks students from medicine, nursing, occupational therapy and physiotherapy practice together in a clinical ward. The response is overall positive. Many students experience this training opportunity as central in their clinical education. They express an understanding of their own oncoming professional role and their own place in the health care team.

But there are also students who cannot see these advantages at all.

We would like to take this opportunity to discuss questions about the implementation of IPE/IPL.

Core Questions

- Does implementation of the IPE/IPL concept require a certain course of action?
- How do we introduce the students to IPE/IPL? Is there a first step to be taken?
- Do we need to raise questions like “what is in it for me?” together with discussions about attitudes, prejudices etc before students entering collaborative situations in clinical settings?
- What about our knowledge in theories underpinning IPE/IPL?

Interactive Component

The presentation will take the form of a Round Table discussion - the audience is invited to take an active part in discussing own experiences

MONTAGUE, SUE; BRICE, TRISTAN

University of Hertfordshire, England

Developing the team working skills of final year, undergraduate, health professional students through interprofessional education

Conference Theme: Pedagogy

Type: Paper

The process and results of interprofessional groupwork and assessment in the first delivery of a final year, undergraduate module involving students from six health professions, across two schools in the Faculty of Health and Human Sciences, will be discussed from the perspectives of both staff and students.

Enhanced teamworking skills leading to new ways of working are critical issues within the modernising National Health Service (NHS) because it is thought that these changes will lead to better patient experiences and pathways and a more efficient use of resources (Department of Health, 2000). Development and demonstration of knowledge and skill in this area is likely to enhance graduate employability and entrepreneurship – and, arguably, advantage our students in today's competitive labour market (Fallows and Steven, 2000).

The module is run in two, block weeks, one for delivery and the second for assessment. Fortunately this style of delivery fits well with the needs of the module, but was largely determined by the differing campus / placement patterns of the participating programmes. For the first delivery approximately five hundred students, from four health professions, attended a one and a half day conference-style delivery of the module themes, utilising prestigious speakers. They were then divided into sixty-four multiprofessional teams of eight. Following the setting of ground rules they worked to facilitate a workshop. This formative group exercise was followed by the development of a group presentation for summative assessment, using an individual group-site on StudyNet, the University's virtual learning environment. An individual account analysing their teamworking experience completed the assessment.

The students appreciated being treated as if they were qualified professionals. The experience of working in multiprofessional groups demonstrated clear parallels with working life in the NHS and generated some impressive learning, with clear practice application

MOORE, LESLEY; ROBERTSON, YVONNE

University of the West of England, Bristol, England
Gloucestershire Hospitals Foundation NHS Trust, England

Facilitating inter professional action inquiry through work-based learning in the NHS

Conference Theme: Pedagogy

Type: Paper

The emergence of the paradigm of organizational and personal learning, known as work-based learning (WBL) and sometimes referred to as situated learning (Lave & Wenger 1991), has led to more opportunities for partnerships, inter professional and cross organizational working between academia and practice to support workforce development in improving the quality of care in the British NHS. However, traditional learners who have relied on didactic teaching methods may find transitions to learn in different ways extremely challenging. A blended approach to learning and the support of skilled facilitators could empower teams to construct new knowledge through WBL. As knowledge transfer and exchange agents academic facilitators, working with managers, can be effective in inspiring staff to learn and work in different ways.

This paper focuses on a case study of nurses, radiographers, physiotherapists and occupational therapists drawn from 2 district hospitals within one Trust to participate in an action inquiry project as part of a WBL module. The focus for the learners was the need to explore a growing problem in the region of caring for a vulnerable minority group of patients. With time allocated for learning sets the academic facilitator introduced various tools within a soft systems methodology (SSM) to enable systematic thinking, encourage learning for action and for creativity to evolve in the workplace (Checkland and Poulter 2006). A brief description of the tools and the outcomes will be included.

In today's fast changing NHS the managers, academics, mentors and healthcare learners need opportunities to discuss and interpret experience in order to construct meaning and new knowledge of practice. Key to enabling the development of interprofessional education in the workplace is the commitment of facilitators to inspire learning, support the exploitation of workplace resources and encourage networking within and external to the organisation.

MULHOLLAND, JOAN; TURNOCK, CHRIS

University of Ulster, Northern Ireland. Northumbria University, England

“LEARNING TOGETHER” Practice Based Learning/ Learning in the Work Place

Conference Theme: Practice

Type: Workshop

The FDTL Phase 4 project, Making Practice Based Learning Work, aimed to make work based educators more effective at supporting & supervising students in the workplace across a range of disciplines. The project has:

- Identified and documented good practice on preparing all health care practitioners for their educational role.
- Developed learning materials for practitioners.
- Tested usefulness of materials for enhancing work based learning in all health disciplines.

The most recent project activity involved:

- Dissemination of online materials across health and social care communities.
- Evaluation of online materials for enhancing role of practice educators.
- Development and implementation of materials in non health contexts.

The presentation will include an overview of the project's outcomes before focussing on a participatory exploration of:

- Effective ways to disseminate information about project's online materials more widely.
- Strategies to embed developed learning materials into a range of work based learning contexts.

Interactive Component

Discussion on key roles of Practice Educators using resources

Evaluation of a tool-kit for preparation of Practice Educators

MYSZKOWSKA, DOROTA; CZARNOBILSKA, EWA; STOBIECKI, MARCIN

Jagiellonian University, Faculty of Medicine, Poland

Pollen allergy and aeropalynological monitoring

Conference Theme: Practice

Type: Poster

Aerobiological studies involve the biological particles in the air. The importance of the studies increased in the last century and referred primarily to the aeropalynological observations. These studies include the counting of pollen grains and fungal spores and their distribution in the air. The aeropalynological studies started when the pollen analysis have been introduced to reconstruct the history of the plants and the climate in fossil paleontology. Because of the practical importance, at present pollen monitoring is used in medicine (allergology, forensic medicine), agriculture (forecasting of agriculture), apiculture (recognition of pollen grains in honey products), climatology (estimation of climatic changes, global warming), culture heritage (concentration of fungal spores in museums). Aerobiological monitoring is applied in allergology because of the rapid increase in pollen allergy dated back to the thirties. About 30% of the population in Europe is thought to be suffering from pollen allergy. Therefore this type of allergy is called a “global problem”.

The measurements of the concentration of pollen grains and fungal spores in the air are used to diagnose pollen allergy, to monitor the symptomatic treatment and specific immunotherapy (SIT), to estimate the efficacy of the treatment and in prophylaxis.

Pollen reports are available for both allergologists and patients suffering from pollen allergy. These are very useful information about daily pollen and fungal spore concentrations. Pollen data are used to prepare regional pollen calendars and to analyse the variety of pollen seasons in local and national scale.

In Poland the first pollen observations were performed in the thirties. However, since the eighties the increase in these analyses has been noted. In Krakow continuous monitoring has been carried out since 1982 using the gravimetric method. Since 1990 the volumetric method (recommended by IAA) has been introduced. Krakow's monitoring centre is the oldest one in Poland and one of the most important in the countrywide network. The Centre co-operates with other university centres, allergological clinics, the Voivodeship Inspectorate of Environmental Protection, and the Environmental Allergen Research Centre. At the same time Krakow's Centre is a member of the European network (EPI – European Pollen Index in Vienna) and takes part in many international research projects. Thanks to the good co-operation between palynologists, allergologists and climatologists this interdisciplinary field may successfully develop.

NICOL, MAGGIE; GIBSON, CAROLINE

Queen Margaret University, Scotland

Assessing IPE what are we doing?

Conference Theme: Pedagogy

Type: Workshop

All IPE programmes have similar challenges when designing the curriculum. These focus around learning outcomes, course content, learning methods and assessment. This workshop will focus specifically on assessing IPE within undergraduate programmes. Assessment is complex, dynamic and an integral part of the learning process. In designing assessments several principles need to be considered:

- The mode of assessment fits with the learning outcomes of the module.
- The design of assessments caters for different learning styles
- Assessment offers opportunities for both formative and summative experiences
- Assessment is accompanied by appropriate feedback to allow the student to utilise the information in other learning situations
- Assessment opportunities are provided which allows for self and peer assessment as part of the overall learning experience

IPE allows for a wide range of assessment methods which leads to an eclectic mix of strategies which need to be informed by the nature of the module. Assessments used within Interprofessional Education should result in versatile learners who are able to

- Describe and respect the roles and expertise of all team members and explain the differences and overlaps of professions and role flexibility
- Explain the skills and strategies required for team working
- Demonstrate their ability to work within a team utilising teamwork skills
- Including goal setting, collaboration and consensus building, conflict resolution, decision-making and evaluation of outcomes
- Demonstrate effective communication skills
- Demonstrate decision making based on an ethical framework that is user centred
- Describe how client information and team decisions are recorded
- Work effectively in a multi professional team and evaluate the performance of a team
- Make recommendations to improve team working and recognise the impact the multi professional approach can have on clinical outcomes

The whole workshop will primarily be interactive with a short introduction from the facilitators. Participants will work in small groups designed to reflect geographical location and expertise. Discussion will focus on what strategies and how assessments are carried out. Feedback on how students receive these assessments will also be discussed. Outcomes of the workshop are a short summary of the different types of assessments with contact details for further information.

NIERADKO-IWANICKA, BARBARA; BORZĘCKI, ANDRZEJ

Medical University School of Lublin, Poland

Interdisciplinary approach to teaching Polish and foreign students about proper nutrition

Conference Theme: Practice

Type: Poster

Polish and foreign (from the USA, Canada and Finland) students participate in laboratory sessions in hygiene and nutrition at the Chair and Department of Hygiene of Medical University School of Lublin.

The students learn about anthropometric, clinical and biochemical methods of nutritional assessment of an individual, examine themselves and learn how to interpret their own nutritional status. They analyse chemical properties of the six major food groups and analyse their own menus in order to find out what nutrients they consume. After being instructed how to utilise the Food Guide Pyramid as an easy-to-use tool for healthy diet composition they are skilled to make healthy food choices on their own and how to advise their patients in the future.

The skill that is especially appreciated by medical students is the ability to use and understand properly the nutrition facts labels on food packages. Thus they acquire the ability to interpret all the information about foodstuffs provided by the manufacturers. Eventually, the rules of nutritional treatment of certain diseases (according to indications of The American Dietetic Association and the European Society for Clinical Nutrition and Metabolism) are introduced to the students.

All in all we do hope that these efforts will make our students aware of what they consume and able to advise their future patients.

NIERADKO-IWANICKA, BARBARA; BORZĘCKI, ANDRZEJ

Department of Hygiene, Medical University School of Lublin

Differences in anthropometric measurements of Polish and foreign medical students as an alarming indication that they need better nutritional education

Conference Theme: Pedagogy

Type: Poster

Modern societies are believed to be more and more nutrition conscious and seeking reliable sources of information about healthy lifestyles. Medical students should be the ones who need proper nutritional education in order to be good role models and to be able to give advice their patients in the future.

The aim of the study was to find out if the Polish and foreign medical students attending lectures and participating in laboratory sessions in hygiene and nutrition at Chair and Department of Hygiene of Medical University School of Lublin fit in the healthy ranges of body mass index (BMI) and if they meet the criteria of central obesity which is the major criterion of metabolic syndrome according to the International Diabetes Federation 2005 consensus.

117 Polish and foreign medical students were measured (weight, height, waist circumference) in fall and spring semester of academic year 2006/2007 during laboratory sessions in hygiene and nutrition. Their BMIs were counted afterwards.

The BMIs of the foreign students (from the USA and Canada) were much higher than those of Polish students. Central obesity was recognised in two out of thirty six Polish female students, in six out of forty one male foreign students, and in five out of twenty one female foreign students. None of the nineteen measured Polish male students was obese.

The criterion that must be met in order to recognise central obesity is minimum 80 cm waist circumference for European women and 94 cm for European man and minimum 88 cm for American women and 102 cm for American men. Despite the higher threshold set by experts for Americans, they meet the obesity criterion more often than Europeans do.

The conclusion is that American students studying nutrition overseas need more lectures and practice in recognising overweight and obesity than locals do.

NILSSON, ANDERS; CONTE, HELEN; FORSBERG LARM, MARGARETHA;
KALMAN, SIGRIDUR

Karolinska Institutet, Sweden

Parallell tracks or common knowledge? Interprofessional learning in action. A clinical education ward in Intensive Care

Conference Theme: Practice

Type: Poster

The World Health Organisation advocated "learning together by working together" in 1987 and the idea of the interprofessional learning within healthcare originated first in England and Canada. In 1998, four clinical training centres were established at hospitals in Stockholm, Sweden and clinical education wards started.

Communication and interprofessional collaboration are crucial within intensive care. Research stresses that interprofessional collaboration between nurses and physicians in the intensive care team will lead to stronger and safer work. The quality of their collaboration will affect the patients' conceptions of quality of care. Despite this, clinical education in specialist programs runs separately and no interprofessional training wards within intensive care have been established as far as we know.

The aim of this pilot study was to describe how nurses and physicians in intensive care education program collaborated interprofessionally in the clinical area. Focus has been on the round situation. Data was collected through observations, interviews and questionnaires. The results from the pilot study will be presented at the conference and preparate for the start of a clinical education ward in intensive care for nurses and physicians in specialist training at the Karolinska University Hospital in collaboration with the medical University Karolinska Institutet. Our hypothesis is that interprofessional learning deepen the participants' professional learning and communication skills. It is also supportive for patient safety and quality of care.

OBTUŁOWICZ, KRYSZYNA

Jagiellonian University. Faculty of Medicine, Department of Clinical Allergology
Krakow Poland

Subterraneotherapy – Speleotherapy: underground treatment in the chambers of the Wieliczka salt mine for patients with non-infectious diseases of the airways

Conference Theme: Practice

Type: Poster

Subterraneotherapy and speleotherapy are relatively widespread in Central and Eastern Europe in the treatment of non-infectious airways diseases. In accordance with this tradition regular subterranean treatment of patients suffering from bronchial asthma and chronic allergic rhino-conjunctivitis in Wieliczka Salt Mine started in 1958. Salt chambers of the Wieliczka Salt Mine used for the subterraneotherapy are situated on the level III - 115 m and level V - 211m underground.

The crucial healing factors seem to be: a unique microclimate extremely clean in respect of lack of air pollution and natural environmental allergens as pollen, epithelia, mites & low mobility of air [$<0.1\text{m/s}$], low level of bacteria, no moulds & yeasts. The air of the salt chambers is rich in sodium chlorate [30.3mg/m^3 with small crystals about $1\text{ }\mu\text{m}$ diameter] and supplemented with calcium sulphate, magnesium, manganese. High relative humidity [70-85 %] as well as constant and moderate temperature [$12\text{-}14\text{ }^{\circ}\text{C}$], increased air pressure - about 1000 mmHg and normal concentration of O_2 also are very important. A slightly increased concentration of CO_2 [0, 1-0,2%] stimulates the breathing.

At present the main disorders treated in the Wieliczka salt mine are allergic disorders of the airways such as bronchial asthma, allergic rhinosinusitis, conjunctivitis and pollen allergy.

Open trial studies based on the analysis of symptoms, medication use and quality of life made for over 30 years indicate that: 60% of treated patients with bronchial asthma improved their health status after a course of subterraneotherapy. The cure has also good influence on pollen allergy symptoms as well as on allergic rhino-sinusitis and conjunctivitis.

The results of these studies are very encouraging however they should be confirmed by controlled trials. For the objective evaluation of the influence of subterraneotherapy on treated patients interprofessional studies on the mechanism of this therapy are necessary. The characteristics of caves / mines studies of the air and treatment schedules are also needed. Randomized controlled trials with long-term follow up are necessary for the explanation of the observed phenomenon.

OGAWA, YOSHIMICHI; KAZUMI, KOMIYA

Kanagawa Institute of Technology, Japan

Practical Education of Information Technology based on the Collaboration within Community

Conference Theme: Pedagogy

Type: Poster

The Kanagawa Institute of Technology (KAIT) has two faculties: the Faculty of Engineering (5 departments), and the Faculty of Information Technology (3 departments), located in Atsugi city which has a population of around 220,000. KAIT is conducting a collaborative comprehensive programme with community members and different faculties. Its purpose is to promote disabled citizens' quality of life and develop a practical education involving disabled users concerning IT.

This education programme is being conducted to provide motivation for the first-year students of both faculties to study IT and to understand the special needs of the community. The goal of this practical education is to create a digital “accessibility” area map for disabled people. Two departments – one in each faculty – collaborate, with 220 first-year students in total.

The three components of this programme are:

- (1) Introduction and the lecture by a disabled person
- (2) Practice in community & uploading the data correctly. This practice is to organize an effective group with disabled people, observe the environmental situation, discuss about accessibility with disabled people, note comments about the accessibility of streets checked, and upload their comments and photos on the street that they took.
- (3) Presentation & Discussion with the comments from disabled people. Students submit their own report about this practice. Its contents include (a) an understanding of the realistic environmental situation, (b) the effectiveness of the digital “accessibility” map and the IT system, (c) the evaluation of the team working and others.

In conclusion the result of pre & post questioners of this programme indicates that their attitude and consciousness have changed towards positive and reflective. This education programme is different from the conventional one. It is based on the participation of disabled people in the community. The important point is to be user-centred and is involved in the process of being user-centred from the beginning. That is, it should be accomplished for the purpose of “with” the user, based on the user's conception.

O'NEIL, *FIONA*; ESSEN, *CHRIS*; RHODES, *CHRISTINE*; SYMONS, *JOOLS*

University of Leeds, England

Developing ethical and effective approaches to service user and carer involvement in health professional learning across professional and organisational boundaries

Conference Theme: Partnership

Type: Paper

Service user, carer and community voices are increasingly engaged in professional learning at a range of levels across all disciplines (Towle et al 2006). Their voices aim to influence change in practice and support innovation in the transformations of health and social care currently underway (O'Neill et al 2006; Andersson et al 2007). The knowledge and experience of service users and carers gives opportunities for mutual, transformative learning that has the potential to foster truly collaborative working (Morris and O'Neill 2006).

This paper will share learning from a collaborative project across 4 West Yorkshire Universities (Leeds Metropolitan and Leeds Universities and the Universities of Bradford and Huddersfield). The main aim of the project is the development of a shared training approach that supports and provides development opportunities for local people interested in getting involved in health professional learning. Our learning from this has enabled us to identify what helps meaningful, as opposed to token, contribution by the public. One key is recognition of the value of the capacities of users and carers (rather than an emphasis on their deficits and needs) and of their role as co-producers in health. This insight can then be applied to learning opportunities that support professionals and student professionals to listen and work with patients, users and carers to share care and decision making (Hasman et al 2006)

The paper will include practical information about the training approach as well as an analysis of the key lessons so far, and how we reached those conclusions. It will also explore and debate the value of taking a collaborative approach that pools resources and breaks down organisational and professional barriers.

OWENS, MELISSA; BECK, JAMIE; FURNESS, SHEILA; MACVANE-PHIPPS, FIONA; WHITNEY, LIZ

University of Bradford, England

The use of Art as an Interprofessional Learning Tool in Increasing Awareness of Women's Health Issues in a Multi-Cultural Society

Conference Theme: Pedagogy Practice Partnership Type: Paper

This presentation will describe a project which explored the ability of art to act as an interprofessional learning tool in increasing awareness of women's health issues in a multi-cultural society. Taking place in the inner city area of Manningham, Bradford, England, women from the local, multi-cultural community were brought together alongside pre-registration, female, health, social work and housing students for a series of one-day workshops. Delivered in the local community, participants used art to explore women's health issues and collectively create a banner depicting women's health in Manningham. Evaluation of the project took place using an ethnographic approach including: pre and post-workshop focus group interviews; participant observation of the workshops and; 'artography'.

Bringing together students from different health and social care backgrounds to learn with and about each other is now accepted practice (QAA 2001). Equally, they need to work in partnership with service users if they are to understand issues that can impact on people's health (Barr 2005). However, in inner city areas such as Manningham, this means engaging with women who have little or no spoken English. Nevertheless, it is these individuals who are likely to experience the greatest barriers to accessing health care (Esposito 2001) and it is therefore important they are included in interprofessional learning activities for a shared understanding of their needs to be gained.

During this presentation an overview of the project will be given. This will include identification of those issues that need to be considered when implementing an interprofessional learning initiative that involves female service users from minority ethnic groups. Visual images, depicting how art was used as a medium for interprofessional learning, will also be shown. An outline of the evaluation process and conclusions drawn will be provided with recommendations made for other professionals wishing to consider undertaking similar projects.

OWENS, MELISSA; BECK, JAMIE; FURNESS, SHEILA; MACVANE-PHIPPS, FIONA; WHITNEY, LIZ

University of Bradford, England

Using Art as a Medium to Enhance Engagement in Interprofessional Learning Activities

Conference Theme: Practice Pedagogy Type: Poster

Using examples from a Higher Education Academy funded project, this workshop will demonstrate how art can be used to enhance engagement in interprofessional learning with service users from minority ethnic groups who have limited or no spoken English.

Bringing students together from different health and social care programmes in order to learn with and about each other and thus provide a foundation for future, collaborative, care is now well established practice (QAA 2001). Equally, they need to work in partnership with service users if they are to understand issues that can impact on people's health (Barr 2005). What is particularly challenging, however, is including users from minority ethnic groups who speak limited or no English. Nevertheless, it is these individuals who are most likely to experience the greatest barriers to accessing health services (Esposito 2001) and it is therefore important they are included in interprofessional learning activities so that a shared understanding of their needs is gained.

The use of arts is becoming an increasingly popular learning tool which has been found to improve both personal and professional development (Powley and Higson 2005) and enhance expression and interaction within groups to a greater extent than use of language alone (Wikström 2001). As such, it can be a useful medium for use with people who had limited or no spoken English.

During the workshop an overview of the project and its findings will be provided and opportunities given for discussion regarding the challenges faced of engaging service users with limited, or no, English in educational activities. Participants will have the opportunity to consider how art can be used as an interprofessional learning tool and the different forms that this can take. They will also participate in a group activity in order to create a piece of 'interprofessional' art.

OWENS, MELISSA; ALLEN, LIZ; PEARSON, DAVID; HUTCHINSON, JACQUI
University of Bradford, England

Enhancing Interprofessional Learning in the Primary Care Setting

Conference Theme: Practice

Type: Poster

This presentation will describe the findings from a 2.5 year project which aimed to identify and enhance interprofessional learning activities in the Primary Care Setting. Working with six General Practitioner (GP) Practices across two Primary Care Trusts in West Yorkshire, England, the project had three phases as follows:

Phase One: Identify interprofessional learning activities across GP practices and make recommendations for their enhancement

Phase Two: Build on and enhance interprofessional learning activities

Phase Three: Evaluate their effectiveness

Twenty six focus group interviews were completed during phase one of the project which were then analyzed both manually and using the computer software package NUD*IST. From this, general and specific recommendations were made which were fed back to each of the GP practices involved for consideration of how, or if, they wanted to work towards enhancing their interprofessional learning practices.

Four of the 6 practices chose to continue with the project into phase 2, with 3 of these taking forward the recommendations themselves and the fourth with the aid of the project coordinator. Phase 3 then involved returning to these four practices, 18 months later, in order to reestablish the level of interprofessional learning activities and the effectiveness of any changes made. In phase 3, evidence was collated through a combination of both mixed and uni-professional focus-group interviews ($n = 4$) and questionnaire survey.

Results of the study identified how interprofessional learning can take a variety of forms, making quantification difficult to measure and, that there are a number of factors that can impact on their being enhanced.

During this presentation, the findings of the study will be presented and recommendations for further studies made. An overview of the project and the methods used to gather and analyze data will be provided with examples of challenges faced in completing the study identified.

OWENS, MELISSA; ALLEN, LIZ; PEARSON, DAVID; HUTCHINSON, JACQUI
University of Bradford, England

The value of including GP Receptionists in Interprofessional Learning Activities

Conference Theme: Practice

Type: Poster

Little has been published regarding the value of including non-professional staff in interprofessional learning activities (IPL). However, the findings from a recently completed project in the primary care setting showed that the inclusion of one particular group, that of General Practitioner (GP) Receptionists, could help enhance the quality of services provided by all staff in that setting.

The first phase of the project involved establishing a base-line of IPL activity across 6 GP practices in two Primary Care Trusts in West Yorkshire, England. Twenty six focus group interviews were carried out in uni-professional groups with different medical and health care staff, with administrators and GP Receptionists also included. During this phase the important role of the GP Receptionist as a member of the multiprofessional team quickly emerged, with four areas of knowledge and skill they required for their role, identified. These were, the ability to:

- Refer patients to the correct professional;
- Book appointments for the correct length of time required;
- Have a sound knowledge base underpinning their work and;
- Communicate effectively with others.

However, evidence from the study showed that knowledge and skills in these areas were sometimes missing, affecting standards of service provided by themselves and other members of the multiprofessional team. For example, patients were referred to the wrong professional because the GP Receptionist could not differentiate between different professional's roles or, booked patients in for appointments that were too short because they didn't know how long different clinical procedures took to complete.

Using evidence from the study, this presentation will provide specific examples as to how inclusion of GP Receptionists in IPL activities can help enhance the quality of patient services. An overview of the study, including methods of data collection and analysis will also be given and recommendations for future practice made.

PACHOCKA, LUCYNA

The Food and Nutrition Institute, Warsaw, Poland

The collaboration between The Food and Nutrition Institute and Medical Academy in Warsaw in dietary advice

Conference Theme: Practice

Type: Poster

The Food and Nutrition Institute in Warsaw is a leading scientific-explorative institution dealing with human nutrition.

The out-patient Clinic of Metabolic Diseases at The Food and Nutrition Institute promotes prophylactics for diseases connected with bad nutrition performs diagnostic procedures and treats these kinds of diseases. General practitioners send the patients with nutritional problems to this out-patient Clinic. The students of The Department of Health Science and of Medical Academy in Warsaw have had their lectures and practical exercises in this Clinic for a few years now.

The aim of dietary advising is a detailed education in the proper rules for correct nutrition in healthy people and establishing the diets and supervision for their realization in the group of ill people.

The point is to create correct nutritional habits, particularly taking into consideration the choice of good products, proper planning of meals and consumption and proper technology of meals preparing. The basic task of dietary advising in the process of treatment of metabolic diseases is to change the incorrect nutritional behaviors of patients and, in case of obesity, to reach an optimal weight. Many examinations showed that intensive diets lead to the reduction of the costs of treatment and have better results in body mass reduction. Intensive diets also improve the outcomes of laboratory tests and decrease the levels of glucose and lipids.

Experiences from many countries prove that treatment is the most effective when it is conducted by groups of specialists -taking care of particular patient -including dieticians.

The complex program of body mass reduction conducted by interdisciplinary group of specialists (including doctors, dieticians, physiotherapists, psychologists) is precisely beneficial in the treatment of obesity and overweight. Medical students are being prepared to interdisciplinary procedures in this field of their medical activity.

PARK, HYUNJEONG

The Sendai University, Japan

Multiprofessional training program for implementation of team care - Focus on the effectiveness of training aimed at mutual understanding among present office holders from multiple professions

Conference Theme: Pedagogy

Type: Poster

The objective of this poster is to discuss the effectiveness of training attended by present office holders from multiple professions in addition to mutual understanding for improving team cooperation between specialized fields.

The effectiveness of education and training was elucidated for participants of one of five educational and training programs for present office holders in Prefecture A in Japan that involve multiprofessional participation. (Prefecture A was selected by a public organization in Japan as a model case for implementation of multiprofessional education for present office holders in various specialized fields.)

With regard to the research methods, the effectiveness of programs on mutual understanding was investigated at four points corresponding to each stage of education and training, specifically the first day of program implementation, an interim stage, the final day of the program, and one month following the end of the program (the investigation period for programs varies due to differences in periods of courses and training).

In addition, subjects were classified into the following three groups in order to compare the effectiveness of programs: a group of participants in education and training programs related to multiprofessional team care, a group of participants in training for a single profession, and a non-training group not participating in training.

(Since this study was initiated in 2006, and the fourth round of investigation is still ongoing, please refer to data presented at the conference for complete analysis results.)

PAWLAS, KRYSZYNA

Institute of Occupational Medicine and Environmental Health, Sosnowiec
Wrocław Medical University, Poland

Public health impact of long-term, low-level mixed element exposure in susceptible population strata”, PIME- working together and learning together

Conference Theme: Practice

Type: Poster

PHIME is five-year lasting integrated project which involved 31 Partners in 20 countries. We are going to study effects of toxic metals like lead, mercury, cadmium, arsenic, manganese, uranium and platinum group elements in susceptible population like children, women and elderly. The project is a good example of collaboration between different countries as well as professionals with different backgrounds and experiences. Professors and students are involved in the study. The projects involve persons of many professions like toxicologists, physicians, epidemiologists, geneticists, nutritionists, plant physiologists, hygienists and others.

The project will take an interdisciplinary approach and our ambition is to get a huge amount of new knowledge solving problems holistically. We will look for information on geographical patterns and time trends as well as determinants influencing health effects of exposure to metals. Finally we will disseminate our new knowledge not only by publication and conferences but also by training, especially training young scientists. So, PHIME will develop performers who learn together to work together.

PAYLER, JANE; MEYER, EDGAR; HUMPHRIS, DEBRA

University of Southampton, England

Evaluating the impact of interprofessional learning on practice: a pedagogic perspective

Conference Theme: Pedagogy

Type: Paper

This paper describes a specific evaluation of interprofessional education (IPE). The evaluation is run alongside an interprofessional continuing professional development (CPD) programme for professionals working across health, social care, and education, who work within services for children and families in England.

Furthermore, the evaluated programme is not merely academically focused, but aims to initiate and encourage changes to the way integrated services to children and families are delivered.

However, the paper does not only look at the impact of IPE on practice, but also considers the influence of the pedagogy of IPE and how pedagogy may enhance or hinder interprofessional practice.

The evaluation is grounded within a conceptual framework. The framework draws upon elements of situated learning theory, Activity Theory (e.g. Engestrom et al 1999) and Dreier's work (2002, 1999) on trajectories of participation, particularly Personal Action Potency. By combining the resulting analytic framework with an adapted version of Kirkpatrick's (1994) established evaluation model, a theoretically-driven, practicable evaluation matrix is developed. The matrix is capable of evaluating the impact of pedagogic input on practice change. The paper models a process for developing a conceptual framework to steer pedagogic evaluation. Such a process and the resulting matrix have the potential to be of use to other researchers who are similarly developing pedagogic evaluation.

This conceptual framework will be supplemented with preliminary data that has been collected at various time points throughout the CPD programme.

PELLING, STAFFAN; WILHELMSSON, MARGARETHA; DAHLGREN, LARS-OVE;
FARESJÖ, TOMAS

Linköping University, Sweden

Clinical risk management learning in interprofessional student teams

Conference Theme: Pedagogy

Type: Paper

The Faculty of Health Sciences in Linköping is currently implementing quality improvement (QI) education in all programs, especially addressing the interprofessional aspect. The faculty has a problem-based learning and interprofessional profile and all the existing interprofessional modules will be involved in the process. Improvement of the quality of care is a matter for both professional education and health care systems and clinical risk management is an important part of that effort (1, 2).

In a Clinical Education Ward (CEW) students in interprofessional teams perform and organise high quality care, rehabilitation or other interventions within the scope of their respective profession. Under supervision, the teams assume professional responsibility as if already certified.

Since the start of the first CEW in Linköping 1996, the concept has proven to be a powerful pedagogical innovation with applications in different geographical and clinical settings. Incident reporting is a well established part of QI. Testing student incident reports is the focus of an educational pilot study at one CEW. Students, supervisors and pedagogical staff have are involved to design a feasible method to integrate incident reporting as part of the routine at the CEW. The pilot aimed to address several different goals;

- Contribute to patient safety and QI at the ward (3)
- Foster a climate of sincere and open communication and critical friendship and challenge the scapegoat feature of reporting on errors (4).
- Offer opportunities to a majority of the students to personally experience incident reporting in a realistic clinical context.
- Rather support than hinder high quality team performance.
- Examine how student incident reports may link to quality assurance within local health care systems.
- Look into possible contributions from student incident reporting to quality assurance within the educational programs.

The experiences of the pilot project will be reported at the conference.

POREBSKI, G.¹; PIOTROWICZ, K.¹; OLYNIEC, K.¹; SKOWRON, M.¹;
WORON, J.²; OBTULOWICZ, P.¹; JURKOWSKI, W.³; OBTULOWICZ, K.¹

¹ Department of Clinical and Environmental Allergology, ² Department of Clinical Pharmacology, ³ Department of Bioinformatics and Telemedicine, Jagiellonian University, Poland

Drug hypersensitivity reactions require interdisciplinary management

Conference Theme: Practice

Type: Poster

Drug intolerance is one of the most often problems found in daily clinical practice. Every medical doctor is repeatedly faced with adverse drug reactions including hypersensitivity, divided into allergic and non-allergic hypersensitivity (called also pseudo-allergy or idiosyncrasy). Moreover millions tablets of various 'over the counter' drugs are taken by patients without any health professionals' supervision. In this group non-steroidal anti-inflammatory drugs, known as quite frequent reasons for angioedema, urticaria or bronchial asthma attacks, are especially popular. Drug hypersensitivity symptoms (both allergic and non-allergic) are extremely varied and very often include skin lesions (pruritus, urticaria, angioedema, maculo-papular rash, exanthema, purpura, erythema nodosum or vasculitis), and also respiratory tract (wheezing, sneezing), gastro-intestinal tract (diarrhea) and even systemic reaction (anaphylaxis). All known mechanisms of allergy can be involved in drugs hypersensitivity: from IgE-mediated immediate reactions to the reaction depending on T-limfocytes. Nowadays some significant researches focus on the new 'pharmaco-immunological' theory of drugs hypersensitivity. It postulates non-immunological mechanism of reactions, based on direct, non-specific interaction of drugs (haptens) and receptors on immune system cells.

Complicated area of drugs hypersensitivity management and diagnosis requires close collaboration of specialists in many fields apart from allergologists, e.g.: 1) immunologists in research on new concept of mechanisms; 2) pharmacologists in differential diagnosis of adverse drug reactions different from hypersensitivity; 3) epidemiologists in data collection because the increase in amount of described number of cases is crucial for studies on the problem; 4) medical academic staff in appropriate education of students (paying their attention to that common problem during the courses); 5) bioinformatics in modeling the interactions between low molecular weight substance (the most of drugs) and human proteins - especially helpful, when *in vivo* experiments are not possible; 6) specialists in the field depending on predominant symptoms – usually dermatologists and laryngologists. Progress in drug hypersensitivity management is necessary.

POREBSKI, G.¹; BILO, B.¹; OBTULOWICZ, P.¹; NUIJENS, J.²;
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¹ Department of Clinical and Environmental Allergology, Jagiellonian University, Krakow, Poland, ² Pharming Group NV, Leiden, Holland, ³ Polish Association of Angioedema Patients' Aid

Hereditary Angioedema as the example of the cooperation of health professionals, patients' organizations and biotechnology companies

Conference Theme: Practice

Type: Paper

Hereditary angioedema (HAE) is rare disease resulting from mutation of C1 esterase inhibitor (C1-INH) that blocks activity of the first complement system component. HAE manifests as acute edemas of skin in different regions, but also pharynx and larynx edemas, as well as acute abdominal or pelvic pain due to edema of intestinal wall, uterus and genitals. Laryngeal localization can result in asphyxia and death, moreover in many cases abdominal and gynecological attacks are misdiagnosed and treated by unnecessary laparotomies. The crucial problem related to HAE is low awareness of this disease among the health professionals that originates from lack of needful information during medical study and postgraduate education. Therefore patients suffer from the disease, but also from misdiagnosis or delay in diagnosis and lack of appropriate treatment.

Improvement in that situation began with increase in patients' activity (i.e. Polish Association of Angioedema Patients' Aid - PAAPA) supported by medical centres involved in HAE management and engagement of pharmaceuticals and biotechnology companies conducting clinical studies on some new drugs for HAE. It is helpful to enlarge and aggregate experiences on HAE, that at the moment are dispersed into many single cases. PAAPA meetings at Jagiellonian University became forum for personal relationship progress, information exchange and education for all participants: patients, scientists, medical doctors and representatives of industry. The following propositions are: 1) to organize local interdisciplinary workshops for health professionals who can be faced with HAE cases in daily practice (allergologists, laryngologists, internal and family medicine specialists, surgeons and gynecologists) so that they become more familiar with that medical problem; 2) to organize a limited number of advanced centres for HAE diagnostic and treatment.

Successful management of this disease still requires systemic and consequent enlargement of database with HAE medical histories, as well as increase in cooperation of variety medical disciplines.

PREECE, MARY; BANDALI, KARIM; PARKER, KATHRYN

The Michener Institute for Applied Health Sciences, Canada

Skills integration in a simulated and interprofessional environment: An innovative undergraduate applied health curriculum

Conference Theme: Pedagogy

Type: Paper

An innovative allied health undergraduate curriculum is proposed. The model uses simulation and interprofessional education to facilitate students' integration of both technical skill and "humanistic" core skills. The model incorporates assessment of student readiness for clinical education and readiness for professional practice in a collaborative, team-based, patient-centred environment.

Improving the education of health care professionals may ultimately improve patient care and outcomes. A review of the current models in health sciences education reveals a scarcity of clinical placements, concerns over students' preparedness for clinical education, and profession-specific delivery of health care education which fundamentally lacks collaboration and communication amongst professions. These educational shortcomings ultimately impact the delivery and efficacy of health care.

Construct validation of clinical readiness will continue through primary research at The Michener Institute for Applied Health Sciences. As the new educational model is implemented, its impact will be assessed and documented using specific outcomes measurements. Appropriate modifications to the model will be made to ensure improvement and further applicability to an undergraduate medical curriculum.

PRZYSŁAWSKI, J¹; BOLESŁAWSKA, I¹; GRZYMISŁAWSKI, M²;
BERTRANDT, J³; SCHLEGEL-ZAWADZKA, M⁴

¹Chair and Department of Bromatology and ²Clinic of Internal Metabolic Disease and Dietetic, Medical University, Poznań, ³Military Institute of Hygiene and Epidemiology, Warszawa, ⁴Department of Human Nutrition, Jagiellonian University Medical College, Krakow, Poland

The interdisciplinary character of scientific research on the example of the low-carbohydrate “optimal” diet

Conference Theme: Practice

Type: Poster

The dynamic increase of the popularity of various diets targeting the reduction of the body mass is observed from several years in Poland. The most controversial from among them is the low-carbohydrate diet propagated by the physician dr Jan Kwaśniewski as so-called “the optimal - diet”. This diet is recommended not only as leading to the reduction of the body, but also as the only, proper manner of the nourishment during the all life, efficient in the prevention and fighting with already existing diseases and changes in the organism. But whether that is so really? The question this pervades both clinician doctors and epidemiologists interesting himself in the nourishment and dialecticians.

Taking into account above statements, a study was undertaken to get univocal answer, concerning of the safety of the usage this nourishment manner. Because of the interdisciplinary character of research an investigative interdisciplinary team was formed of several representatives from the range such as internal diseases, gastroenterologist, endocrinologist, bromatologist (knowledge of food impact on human health), nourishment, food technologist (technology of food preparations and food components), diabetologist, dietetician.

Exploration will give answers on following questions:

- Whether the manner of the nourishment has the influence on the state of the health of persons using the low-carbohydrate diet as consequence from the base statements of the “optimal - diet”?
- What are epidemiological consequences of the usage of the “optimal – diet”?
- What are clinical consequences of the usage of the “optimal – diet”?

Research is financed as the investigative project from the Ministry of Science and Higher Education No. N404 088 32/3217.

QUINNEY, ANNE; SCAMMEL, JANET; HUTCHINGS, MAGGIE

Bournemouth University, England

Exploring professional boundaries and developing partnership working in undergraduate inter-professional education, using Wessex Bay, an electronic resource representing a typical town

Conference Theme: Pedagogy

Type: Paper

Inter-professional education (IPE) in health and social work has been strongly advocated to encourage effective partnership working in order to improve services and effect change (Barr 2002). Building on previous projects (Hutchings 2002; Quinney 2005, Mulholland et al 2005) and drawing on pedagogic literature on both e-learning (Salmon 2000, 2002) and partnership working (Barrett et al 2005, Quinney 2006), a simulated web-based community has been created to facilitate inter-professional collaboration and learning across a range of health disciplines and social work in an inter-professional curriculum.

Wessex Bay, an electronic seaside town and rural hinterland, contains private homes and public facilities, including a health centre, hospital, and social services department, with information about service users and patients accessing the services and staff employed there, and links to professional codes of practice, legislation and agency policies. Static and evolving scenarios are used to engage students in blended learning activities relating to the residents to generate collaborative strategies for assessment and intervention; develop awareness of the service user perspectives; consider professional roles; develop awareness of services available; explore possible legal interventions and develop an understanding of the debates associated with these themes.

Using the tools of e-learning, bulletin boards can be used to update students on the service users' situation, timed on-line meetings can be used to explore the implications of this 'news' and the discussion forum facility can be used to debate issues and share inter-professional perspectives.

This paper reports on the findings of a funded action research project to evaluate the experience of students and staff using the resource; to share, develop and adapt existing learning and teaching practices and research skills in an inter-professional context and to reflect on the nature of inter-professional learning in order to contribute to the evolving understanding in this area.

REILLY, ANTOINETTE; MCKINLAY, ELSPETH; RAE, DOROTHY

NHS Greater Glasgow and Clyde, Scotland

The Scottish Allied Health Professions Practice-based Education Facilitation Project - A Conduit for Interprofessional Learning and Partnership Working in NHS Greater Glasgow and Clyde

Conference Theme: Practice Partnership Type: Poster

Recent health care policy drivers in Scotland highlight the importance of interprofessional education in supporting “the development of effective and capable (clinical) teams” SCHD (2006 pg. 50). This vision reinforces previous health care policies which articulate the need for health care professionals to work and learn together in partnership (SCHD, 2002).

In response to these drivers NHS Education Scotland commissioned a new and innovative National project - the Practice-based Education Facilitation Allied Health Professionals* (hereafter AHP) project. This project is designed “to contribute to the clinical environment by providing co-ordination, facilitation and support” of inter-professional learning for AHP staff by focusing on culture, capability and building capacity.

The strategic aims of this project are to:

- To enhance the quality of the learning opportunities available for all allied health professionals working in the health service
- To develop local opportunities for inter-professional learning
- To support and facilitate the development of the workplace as a sustainable learning environment for all grades of staff including students.

The poster presentation will demonstrate the outcomes of an initial 6 month scoping exercise which:

- Informed the future direction of the project
- Identified existing good practices
- Explored the issues and concerns of allied health professionals around interprofessional learning and partnership working.

*The term ‘Allied Health Professions’ is a collective term for ten separate professional groups working within health and social care:

Arts Therapy (Art, Music and Drama); Dietetics; Occupational Therapy; Orthoptists; Orthotists; Physiotherapy; Prosthetics; Podiatrists; Radiographers (therapeutic and diagnostic); Speech and Language Therapy.

RISTNER GUNILLA; FORSBERG LARM, MARGARETHA

Karolinska Institutet, Sweden

Education In Health Care Settings Of Tomorrow At Clinical Training Center

Conference Theme: Pedagogy Practice Type: Poster

The Clinical Training Centre is a specially equipped centre for practical and theoretical training to master clinical skills. The purpose is to bridge professional borders, to coordinate undergraduate student's studies with clinical reality. The students are able to train clinical skills, work with standardized patients and also work in a simulated environment with special equipment facilities

The aim of this study is to evaluate the availability of training possibilities, how or if this creates the necessary conditions for learning clinical skills and if students are motivated to develop while feeling secure in their future professions.

The students from different professions filled in a questionnaire. They have all attended the Clinical Training Centre at Södersjukhuset. The students responding to the questionnaire came from different programs, levels and conditions.

The students described that their expectations was fulfilled. They felt that there was a dialogue about suggestions for changing practical training or facilitations and they would like to get recurrent information about how to use the centre.

ROKITKA¹, MARIA; PASOWICZ¹, MIECZYŚLAW; SCHLEGEL-ZAWADZKA²,
MALGORZATA

¹John Paul II Hospital in Krakow, ²Department of Human Nutrition, Jagiellonian University Medical College, Krakow, Poland

Hepatitis C virus problem in children in terms of interprofessional collaboration and studies

Conference Theme: Practice

Type: Paper

Hepatitis C virus infection (HCV) is a serious epidemiological and clinical problem because of a large number of carriers, frequently longer duration of the disease, the risk of carcinogenesis and lack of effective vaccine. Hepatitis C virus infection is also an increasingly important pathology in developmental age.

The possibility of HCV infection is more or less unpredictable. There are so many routes. The analysis of data revealed that in children with chronic hepatitis C virus infection blood and blood product transfusions were significantly frequent risk factors. Another risk factor was admission to hematological and oncological wards and difficult living conditions. Furthermore, combined analysis showed that children with chronic hepatitis C virus infection and children born by HCV infected mothers were more frequently coming from families with the lowest economic status.

So, to protect children, collaboration between different groups of scientists, parents and individuals is needed. Information and implementation of high protection procedures should be known to different groups of medical staff including health managers too.

One of the problems is cooperation with nutritionists. Everyday the intake of several food products and meals co-influenced with the liver metabolic properties. In Poland nutritional advice is not included in the HCV payable procedure. However, in John Paul II in Krakow we have started a project about “children HCV and nutrition preferences”, which is well situated in interprofessional collaboration. Nutrition advice for parents and family doctors are recognized as an important factor for the quality of life of children with HCV.

RUNTTI, MARJA

Oulu University of Applied Sciences, Finland

First-Aid Pilot Course – Students of Nursing and Medicine Studying Together

Conference Theme: Pedagogy Partnership Type: Poster

The First-Aid Pilot Course is part of a joint education development project between the University of Oulu and the Oulu University of Applied Sciences. The design task force consisted of teachers from both the organisations. First-aid is identically treated in the curricula of the students of nursing and medicine, and providing first-aid always requires cooperation. In institutions providing care interprofessional expertise is required for treating emergency patients. A total of 25 first-year students of nursing and 25 of medicine enrolled for the pilot course. The course set out from the principle of self-oriented, student-centred learning and group work. The course content areas were based on the first-aid instructions issued by the Finnish Red Cross. The students were divided into interprofessional groups of 3-5 persons. Each group selected a topic area that it then taught to the other students. The themes included resuscitation, fracture first-aid, wound first-aid and intoxication. The teacher acted as a tutor and mentor for the groups and also helped them find information on the various topics. He/she guided the groups towards the use of activating methods of teaching and guidance, which took the form of case exercises and questioning-based teaching in small groups. Concrete exercise material and anatomical models were available during the lessons for examining the mechanisms by which deep wounds are generated. Teaching videos were also used.

The student groups worked actively and in a responsible manner. Students worked on their topics in groups and also received teacher guidance, together solving problems, practising the use of medical instruments and actively discussing the topics of the lesson in special exercise task points by comparing theory and practise with their own experiences. This helped them obtain a concrete picture of the topics that they were studying. A practical test was arranged at the end of the course for testing and evaluating the skills that they had learned during the course. The students completed the first-aid tasks with the guidance of their teacher. The learning aim was to practise things and to develop team work and the role of the head of the group and of other group members. Planning the first-aid tasks involved making the victims look like they really needed first-aid – including appropriate injury make-up and clothing. The environment of the task points was planned with a view to teaching the students the role of the injury mechanism in first-aid. Small-scale plays were also planned and performed. Learning and course implementation will be assessed through a web-based inquiry (ZEF), and the teachers involved in the pilot course will be interviewed. Joint teaching between the universities will be developed and extended further.

SARGENT, VIKTORIA; FRITH, GARETH; SMITH, CLARE

Assessment and Learning in Practice Settings (ALPS), England

Engaging with mobile technologies for learning and assessment purposes

Conference Theme: Pedagogy, Practice Type: Workshop

ALPS (Assessment and Learning in Practice Settings) is a Higher Education Funding Council for England (HEFCE) funded regional consortium of five HEI partners and one NHS partner*. The partners have jointly committed to enhance the student learning experience by stimulating and supporting innovation in the delivery of learning, teaching and assessment whilst ensuring that students graduating from courses in sixteen (16) Health & Social Care (H&SC) professions are fully equipped to perform confidently and competently at the start of their professional careers. Many of the competences required at graduation are shared across all H&SC professionals. ALPS will draw together uniprofessional expertise in workplace H&SC assessment by looking for commonality of purpose and sharing of scarce resources to assess common outcomes. Mobile technologies will support and enhance this aim by providing a standardised platform with which to collect formative information with the possibility of storing this information centrally to inform summative assessments.

The aim of the workshop would be to introduce participants to using mobile technologies which may be used to support learning and assessment in health and social care practice settings and to discuss how this could be extended to other professions and disciplines.

SCARLETT VALENTINE; MUIRHEAD, ROBERT

University of Dundee, Scotland

The use of co-operative inquiry in developing an inter-professional model of learning

Conference Theme: Pedagogy Partnership Type: Paper

Inter-professional learning is part of the new Social Work Education Agenda and as such has to be brought effectively into University curricula (Scottish Executive 2006). This paper seeks to explore how the use of co-operative inquiry enabled nursing and social work to work together in exploring the value of inter-professional teaching sessions in the area of child protection (Reason 1999). It will demonstrate the inclusive and reflective nature of this approach that encouraged the collaboration of both tutors and students in the process. The paper will evidence the use of reflective learning (Schon 1983, cited Gould and Baldwin 2004)) and cycles of inquiry (Dewey 1933) thus mirroring the approach both nursing and social work encourage in their teaching methods and curriculum development. The study focussed on two methods of teaching: lecture style and small group work. The findings indicate that the latter was more productive in its outcomes. It encouraged discussion and reflection at a deeper level and is a method that those involved will build upon in the next cycle of inquiry.

SHARLAND, ELAINE; TAYLOR, IMOGEN

University of Sussex, England

Interprofessional Education for Qualifying Social Work: Critical Reflection and Review

Conference Theme: Pedagogy

Type: Paper

This presentation reports findings from a recent systematic review of Interprofessional Education (IPE), undertaken for the UK Social Care Institute for Excellence. The review was the first of its kind to focus on IPE in Qualifying Social Work. It examined 42 studies addressing the questions: What do we know about IPE in qualifying social work? What do we know about its outcomes?

A key product was the development of an evidence informed 'Ecological Map of IPE' highlighting the need for Realistic Evaluation of 'what works, for whom, in what contexts, and through what mechanisms of change?' (Pawson and Tilley 1997)

Some key findings were:

- In research, pedagogical and professional terms, IPE interventions and their outcomes are multifaceted and complex. Disciplinary culture and status, learning group composition and dynamics, individual student profiles, and the quality of facilitation and training may be central to success or failure.
- Despite grander aspirations, most IPE initiatives and studies are modest in their focus, on short term individual knowledge acquisition and attitude change. A greater focus is needed on the transfer of learning into sustained collaborative interprofessional practice, services and user/carer benefits.
- Current IPE prepares qualifying social workers for collaboration with health professionals in adult services. There is a significant training gap in preparation for Integrated Children's Services, to include education, law and other professions.
- Most IPE promotes distinct but complementary/collaborative professionals. It does not echo the aspirations of current UK Workforce Strategies, towards meta-professional skills mix and flexible career progression.
- Current IPE provision at qualifying level falls short of espoused participatory principles for involving service users and carers in course planning, delivery, assessment or review
- IPE theorisation must encompass the structural, interpersonal and individual, and address mechanisms of change if genuinely transferable messages for policy and practice are to be gleaned

SCHLEGEL-ZAWADZKA, MALGORZATA

Department of Human Nutrition, Jagiellonian University Medical College,
Poland

From interprofessional collaborative practice to the Brussels' Expert Evaluator in European Programs

Conference Theme: Practice

Type: Poster

European Collaboration is a chance for everybody to develop his or her competence and knowledge in science and practice.

There are two main paths of professional development. The first – a narrow path to become a high class scientist in a very specific subject, and the second – to be a specialist, but with interest in several fields. Lately people have a broader interest in different aspects of the scientific problems. Maybe one is not so sophisticated, but can see black and white sites of the problem and will find an effective solution.

The best example is the system proposed by the DG Research for scientific project evaluation. I have been an active Expert Evaluator in several evaluation teams since 2001. From my observation this is an interprofessional collaborative evaluation process at European level, As a Polish female evaluator, starting from Association Country level to full Member Country, I have now almost seven years of experience in application of a wide knowledge of life science background in an evaluation process.

What does a best Expert Evaluator look like in the private opinion of an experienced evaluator? First of all there is a wide background. What does this mean? One should evaluate several projects with many ideas. One should find a specific contact with other evaluators from different scientific fields to get consensus. The last point is possible if you previously cooperated with your friends from different disciplines. The best example may be the implementation of high technology to protect senior population in their own environment, which means for example in their own village in high mountains. The informatics experts know everything about technology, but they don't know about a senior's attitude to computers and their physical ability to use them. Meeting between these groups is crucial for collaboration for further healthy life of seniors in this specific region. This type of evaluation of problems is not possible without interprofessional collaboration at European level.

SKIZAS, NIKOS; MACVANE PHIPPS, FIONA; WHITNEY, LIZ

Higher Education Academy, England and University of Bradford, England

Art and IPE: creating an interprofessional learning tool

Conference Theme: Pedagogy

Type: Workshop

The purpose of this workshop is to develop creative pedagogical attributes in the assessment of interprofessional learning and teaching in health and social care in classroom, clinical and community settings. Workshop Aims/Learning outcomes:

1. To demonstrate how engagement in creative activities can bring students from different health and social care professions to a new understanding of each other's perspectives and professional paradigms.
2. To explore the potential of art as a learning medium in the health and social sciences and as a medium for engaging professionals, carers and service users as equal partners in the facilitation of learners
3. To build a repertoire of learning and teaching use of art
4. To facilitate through art the development of creative practice
5. To learn through enjoyment

Incorporating art into health and social science education has the potential to assist students in the development of critical thinking, creativity and self and peer assessment. These skills facilitate particular methods of assessment such as seminars or poster presentations but can also make graduates much more employable on completion of their education. Today's employers in the health service, the voluntary sector and in social services look for well-rounded post modern individuals who can think laterally rather than those locked in to a rigid functionalist perspective. Such employees are not only able to engage with people from different backgrounds, their creative thinking skills can be used in many ways by their employers! Such individuals can use right brain thinking to develop workshop or campaign materials, information leaflets and posters, to plan innovative teaching strategies or something simple as creating charts, spreadsheets and documents. The workshop will involve artistic and literary activities such as clay sculpting, collage, painting, and haiku writing in an experiential exploration of inter-professional education in health and social sciences. Participants will also discuss how service users and carers could be involved both as participants and facilitators. The issue of pain has been selected as the focus of this workshop. Investigating pain from the perspective of divergent paradigms in a fun and participative workshop will provide the focus for discussion about how engaging in theme-based art activities can facilitate effective inter-professional education in health and social care.

SMOJKIS, MAUREEN

University of Birmingham

Using the Genogram to explore Identity in Mental Health

Conference Theme: Practice, Partnership Type: Poster

How individuals perceive themselves in this world continues to be explored from many academic perspectives including, psychological, biological, philosophical and cultural; exploration has included the notion of National and Social Identity, ethnicity, culture and religion.

Understanding the people who are accessing services is of extreme importance to ensure the formation of a therapeutic relationship and a worthwhile partnership in care.

The genogram originates from the Family Therapy tradition and is a clinically useful way to gather, organise & store information (Burnham 1986). This information can be used in collaboration with service users to discuss family patterns, significant relationships in and outside the family, Explore the family of origin, show available information and indicate what further information is needed. It can be a useful tool utilised by all professional groups.

The population of Birmingham, England is very diverse, with large numbers of new migrants arriving on a daily basis, some are asylum seekers, others transient migrant workers and others have planned to live as permanent residents; as such it is important that the mental health practitioner understands the significance of the role identity plays in a persons mental health.

Looking at how different migrant groups fit within the host country and using the example of the Polish experience following World War II (Stachura, 2004) and the recent influx of Polish migrant workers the author has developed the use of the genogram in pre and post qualifying education to assist the practitioner to explore the importance of identity in their practice

SMOJKIS, MAUREEN; CLARK, MARION; RUANE, CAROLINE

University of Birmingham and Birmingham and Solihull Mental Health Trust,
England

Service User collaboration in a Preceptorship programme for Newly Qualified Mental Health Nurses

Conference Theme: Practice

Type: Paper

The establishment of Service User and Carers engagement in Mental Health education and research is pivotal in the aims and objective of the Centre of Excellence in Interdisciplinary Mental Health (CEIMH) at the University of Birmingham. By incorporating Service User and Carer input at all levels the centre develops interdisciplinary teaching and learning opportunities with the six collaborative schools in the university; Psychology, Education, Medicine, Health Sciences, Public Policy, and Social Sciences as well as statutory, voluntary and service user groups drawn from local national and international sources.

Although professionally competent and accountable it has been acknowledged that the newly qualified nurse is in need of support during the transitional stage from student to staff nurse, and when supported through a Preceptorship programme the transition is less stressful (Morton-Cooper, 1993). This six-month Preceptorship programme was developed collaboratively with the local mental health trust and is offered to all newly qualified nurses. The groups meet for one day every two weeks, divided into education in the morning and reflective practice groups in the afternoon. In accordance with PREP all preceptees have a professional portfolio which incorporates self rating scales of knowledge and confidence on mental health issues, which they are required to complete on a monthly basis in collaboration with their clinically based preceptor, and are invited to add reflective journal entries.

It is recognized that for mental health services to be Fit for Practice and Fit for Purpose the voices of Service Users and Carers need to be heard, not just within the curriculum and the classroom but beyond. The Service Users voice has become an integral component of the Preceptorship Programme, being involved in the planning, delivery and evaluation of the course material; the response of participants to the Service Users contributions is of interest, acknowledging that those who receive services are people moves towards ensuring that services are indeed Fit for Practice and Fit for Purpose.

SOBOTKA¹, JAN; BROCZEK^{1,2}, KATARZYNA; LEZNICKA³, MALGORZATA

¹Polish Society of Hygiene, Warsaw, Poland; ²Department of Geriatrics, Medical University of Warsaw, Poland; ³Health Policy Department, Torun, Poland

“Problem Solving for Better Health” as an example of interprofessional learning and cooperation

Conference Theme: Partnership

Type: Paper

Interprofessional cooperation and exchange of experience is of great importance in contemporary health care systems divided into a number of specializations and subspecialisations.

The idea of holistic care and transgression from medical treatment towards prophylaxis and health promotion require cooperation of many health care workers on various levels. An example of an initiative aiming at such cooperation is “Problem Solving for Better Health” (PSBH) program, developed by the Dreyfus Health Foundation, non-governmental organization in New York, USA and implemented in over 35 countries around the world. The main idea of the PSBH program is to act as a catalyst for better health through motivating health care workers and community members to undertake personal responsibility for making a difference in health. The PSBH program is implemented through cooperation with local institutions and organization of 3-day workshops for health care workers who develop and subsequently implement their own small health projects in their work places and the community. The Polish Society of Hygiene has been a partner of the Dreyfus Health Foundation since 1993. During 14 years of cooperation, over 1000 persons participated in the PSBH program including physicians, nurses, health care managers, teachers, who developed and implemented individual projects dedicated to health promotion, early diagnosis of diseases, hygiene and other health-related topics. In Kujawsko-Pomorskie Province, the PSBH program has been incorporated into the regional health policy, and several small projects have been transformed into big regional programs financed by the local administration and covering the whole population of the province. Moreover, the methodology of PSBH has been included into the curriculum of public health course in Collegium Medicum of Nicolaus Copernicus University in Bydgoszcz. An important part of the PSBH program is “Problem Solving for Better Health Nursing” (PSBHN) empowering nurses to take active part in interprofessional cooperation for better health.

SOONS, ED

Zuyd University, Maastricht / Heerlen , The Netherlands

Client centred care in an international perspective (15 weeks international module)

Conference Theme: Pedagogy

Type: Poster

The aim of this module is to obtain competencies to work in client centred practice in a multi or interprofessional team and to work with and within different cultures and disciplines.

Topics in this module include real live situations /problems (i.e. client with cerebral vascular accident), the client's perspective, multi and inter professional cooperation; electronic data report system, cooperation with and within different cultures, and competencies required for practice.

Working methods in the module are: problem based sessions, project work / international research in cooperation with students of partner universities, workshops, e-learning, dissertation, presentation report and outcomes.

In order to facilitate student exchanges and for students who are not able to visit students of partner institutions, we will start a pool of international peer students and we would like to invite students from our partner institutions to become a member of this pool for exchange in all matters of health care by e-mail, and VLE

STĘPNIEWSKI, M.; BATKO, B.; PUKAL, M.; PIETRZYCKA, A.

Radioligand Laboratory, Pharmacy Faculty, Jagiellonian University Medical College, Krakow, Poland

Reactive Oxygen Species in rheumatoid arthritis

Conference Theme: Practice

Type: Poster

Rheumatoid arthritis is a disease present in a 1 to 2 per cent of the general population. In other words, its victims are several hundred thousand people in Poland. The disease frequently occurs in the elderly, worsening the quality of their life and often disabling victims by this common inflammatory disease. Therefore rheumatoid arthritis is a subject of numerous papers describing novel molecular mechanisms of this disease. Recently it became evident that pathomechanisms of rheumatoid arthritis involve expression of some pro-inflammatory cytokines and metallothioneins, as well as enzymes known for the defense against Reactive Oxygen Species-also involved in rheumatoid arthritis.

Inflammatory exudate to a knee joint of a patient is proof that previous treatment of a given patient wasn't effective, and from scientific point of view - inflammatory exudate - is an ideal material for biochemical investigations.

Recently, it is possible to measure a vast array of pro- and anti-inflammatory cytokines and other peptides known to participate in the inflammatory process, like endotheline or Tumor Necrosis Factor-alpha.

It is also possible to measure activity of key enzymes taking part in sweeping free radicals and also Reactive Oxygen Species, basic mechanisms of antioxidative balance of a tissue. The relation between oxidative/antioxidative balance and concentration of inflammatory cytokines may be very interesting for elucidation mechanisms of inflammatory process in a joint.

Exudative fluid may be also used for investigation of influence of common used in treatment of this disease drugs on activities of Superoxide Dismutase or Catalase present in the exudate. Such research may be useful for strategy of treatment of rheumatoid arthritis.

In this presentation we present some new insights into pathomechanisms of rheumatoid arthritis and some results on abovementioned fields, obtained in our laboratory.

STEWART, MARCIA; ANDERSON, ELIZABETH; THORPE, LUCY; FORD, JENNY;
LAKHANI, NEENA; EWING, ALI; GOODYER, SANDY

De Montfort University, England

Interprofessional Care Planning: A model of practice based interprofessional education examining the role of teams in the movement of disabled people along their care pathway

Conference Theme: Practice

Type: Paper

A one week interprofessional learning experience for students completing the Leicester Model of interprofessional education focussed on disability equality education in partnership with disabled people within the context of teamworking¹. The practice-based event benefits health and social care students. Led by clinical and academic educators, the learning is problem- based and experiential, focussing on patient and carers analysis of multi-disciplinary teams in the transfer of disabled people from one care setting to another.

On day 1, students in mixed groups (n= 4) are inducted into team-working. They explore professional roles and responsibilities for the assessment and planning of a patient transfer to home or a community setting following an acute admission. Patient and carer perspectives are central. Each student group is allocated one in-patient, whose consent to the teaching process is negotiated through ward staff. On days 2-4, each group explores the clinical team activities related to the patient's expressed goals. Groups self-manage their time with the patient, their family, and the professionals involved. Structured access to tutors and library facilities are organised. On day 5, student groups feedback their findings to an expert clinical and academic panel. Students analyse team working and present solutions to problems e.g. service and system barriers.

As a result of the evaluated pilot studies involving medical, nursing, therapy and social work students (n=>100), an increasing number of clinical units are now involved in delivering this event.

Multi-method evaluation identified students achieve their learning outcomes ($P<0.005 - P<0.000$). They perceive the learning activities to be appropriate (75%), learning about the nature of profession-specific work within teams (88%), found the course enjoyable and would recommend the event to others (71%). All students valued exploring the range of documents used in communication between health and social care and continue to highlight service barriers.

STRÜMPER, CHARLOTTE; TOBIASZ-ADAMCZYK*, BEATA AND THE HEALTH PRO-ELDERLY RESEARCH TEAM

*Representative of the Rector of Jagiellonian University for Education and Foreign Cooperation at the Medical College, Chair of Epidemiology and Preventive Medicine, Collegium Medicum, Jagiellonian University, Krakow Poland

Presentation of the Health PRO-Elderly Programme

Conference Theme: Partnership

Type: Paper

Demographic, civilization, and health transitions have led to an increasing population of elderly persons in the majority of European countries. For this reason, health promotion among older individuals has assumed special significance.

The “health PRO-elderly” project has as its overall aim to promote health promotion for the elderly through producing evidence based guidelines with recommendations for potential actors in this field (on an EU, national, and local level). Strategically, the project focuses on models that have shown to be successful in the implementation, model projects that are to be integrated in the long-term programming, and models that target vulnerable groups (taking into consideration socio-economic, environmental, and lifestyle related determinants) and address inequality.

Participants in the project include scientific partners from 11 countries: Czech Republic (Charles University), Germany (Research Institute for Gerontology), Greece (University of Athens), Italy (La Sapienza Nursing Area Public Health Department), Poland (Jagiellonian University), Slovakia (Slovak Public Health Association), Slovenia (University of Maribor), Spain (Spanish Red Cross), The Netherlands (Verwy-Jonker Institute), and the United Kingdom (University of Kent). The program is coordinated by the Austrian Red Cross.

SZADY-GRAD, MAŁGORZATA; KLAWE, JACEK; SZCZEPAŃSKA, BERNADETA;
ŚWIATŁY-FIGIEL, ANNA; DWORAKOWSKA-KICIŃSKA, MARTA

Department of Hygiene and Epidemiology, Collegium Medicum in Bydgoszcz of
Nicolaus Copernicus University in Torun Poland

Multidirectional research in heavy metal pollution of human environment

Conference Theme: Practice

Type: Poster

The most important dangers for human health are toxic gas and toxic heavy metals dust, especially Pb, Cd, As, Zn and Cu. These elements have a toxic influence for nervous, digestive and skeletal systems, damage liver and kidney and cause tumour. These elements find its way to the human organism in polluted air, water and nutrition.

The main goal of our research is to establish the level of heavy metals' influence on a chosen human population in Province Kujawsko-Pomorskie. Based on the data gathered by Voivodship Sanitary and Epidemiological Station in Bydgoszcz about air and soil pollution, we chose a region where there is the highest concentration of these elements.

The Department of Ecology, Collegium Medicum in Bydgoszcz UMK in Torun periodically prepare plant and animal materials, coming from the same region, for heavy metals contents analysis. The caterer carries on dietary history among the examined population and takes the samples of the polluted nutrition. In our Department we carry on the analysis of heavy metals contents in biological materials gathered by all cooperating teams, using an atomic absorption spectrometry method. Epidemiology, allergology, neurology, oncology and paediatric specialists analyse the results of these researches and gathered data about the pollution in that region. Thanks to cooperation of the mentioned earlier Departments it is possible to analyse the full range of the heavy metals impact to the human organism.

SZCZEPAŃSKA, BERNADETA; KLAWE, JACEK; SZADY-GRAD, MAŁGORZATA

Department of Hygiene and Epidemiology, Collegium Medicum in Bydgoszcz
of Nicolaus Copernicus University in Torun, Poland

Epidemiology of infections caused by *Campylobacter* species – interprofessional scientific research

Conference Theme: Practice

Type: Poster

An interprofessional team of experts from the Department of Hygiene and Epidemiology (epidemiologist, biologists, microbiologists, medical analysts) conduct scientific research in the area of epidemiology of infections caused by the *Campylobacter* rods. This team provide students from the Medical and Public Health Faculty with this knowledge. During laboratory classes students of Medical Analysis and Pharmacy breed and identify such bacteria by means of biochemical tests and the PCR technique. At the seminars students and scientific and teaching staff analyze health and economic issues and problems related to human infections caused by *Campylobacter* species.

Integration of the professional knowledge of the investigating team from the Department and of the food-specialists and epidemiologists from the Voivodship Sanitary and Epidemiological Station in Bydgoszcz make it possible to make students acquainted with all possible ways of interdisciplinary cooperation, in particular in terms of food safety monitoring and assessment of negative health impacts caused by food contaminated with the bacteria.

Close cooperation with the Department of Microbiology of Collegium Medicum and with the Department of Clinical Microbiology Children's Memorial Health Institute in Warsaw provides for an accomplished examination of kinship of the *Campylobacter* spp. strains isolated from clinical materials, environment and food. Clinical materials are obtained by the Department thanks to the cooperation with the Infectious Diseases Clinic, as well as with the Veterinary Clinic.

Interprofessional teaching prepares students not only for their future careers, but it also provides them with a possibility to take advantage of the experience of all those specialists who commit themselves to health protection in a broad sense.

SZOT, WOJCIECH M.

Hygiene and Ecology Dept, Jagiellonian University Medical College, Krakow, Poland

Evaluation and Diagnosis in Cardiology. Can cardiologist really do that alone?

Conference Theme: Practice

Type: Paper

All medical sciences have gone a long way to make what is now called “a modern approach to the patient”. Cardiology is a special case, for like no other medical science it needs a very thorough examination of the patient due to both the nature of illness which affects one of the major organs, and the very broad etiology. One should remember that many initial symptoms are minimized by patients and are characteristic of other, more common disorders. It is clear that the problems in differentiation cardiac illness from other illnesses on the one hand, and with the multi-etiology background of the illness affecting heart on the other cause the greatest problems for modern physicians.

Diseases such as connective tissue diseases, chronic thromboembolic disease, congenital heart defects, chronic hypoxia, portal hypertension, or HIV, as well as exposures to anorexigens, methamphetamines, and cocaine have also been found to have disease- and toxin associated cardiac disorders. Physical exam and first-line diagnostic studies such as electrocardiograms and chest radiographs often show subtle (if any at all) differences compared with normal patients. Many patients with advanced illness (or the presence of concomitant diseases which may mask the most important illness) may have been given wrong diagnosis, which may affect and lead to worse or fatal outcome.

The aim of this presentation is to show using a few examples the problems with diagnosis of cardiac patient and to explain why a multiprofessional – in terms of various medical specializations – approach is essential. The presentation will also shown why collaboration and different views of the patient lead to more accurate diagnosis as well as the necessity of the treatment of the patient as a whole, and not only the particular disease..

SZUMACHER, EWA; HARNETT, NICOLE; HORVATH, NINA; GUPTA TRACEY-DAS
Sunnybrook Health Sciences Centre, Canada

Demonstrating Interprofessional and collaborative roles for patient-centered care (pcc) in radiation medicine-a workshop model

Conference Theme: Pedagogy Practice Type: Paper

Providing health care providers with a framework to consider how to teach the role of the “collaborator” is key to the success of developing competent health professional collaborators.

This workshop was designed to explore theory and practice of professional and collaborative roles in PCC using, as an example, an interprofessional collaboration(IC) within the radiation medicine program. The workshop team consisted of physicians, radiation technologist and nurses. The workshop was presented in April, 2007 at two conferences: an international 4th Radiation Medicine Conference in Toronto, and 17th Annual Ontario Provincial Conference on Palliative and End-of-Life Care, in London, Ontario, Canada.

The following learning objectives were discussed:

1. How interprofessional education (IE) is related to collaborative patient-centered practice (CPCP).
2. The importance of: stereotypes, professional role understanding, role blurring and its negotiation, and their impact on CPCP.
3. Different innovative strategies for facilitating IP.
4. Development of an IE initiative in the participants’ own settings.

The format was primarily interactive with participants sharing their experiences with IC for PCC in their own setting. A brief interactive plenary session explained how IE is related to CPCP. Actual case studies allowed small working groups to describe and develop examples of innovative ideas that can be employed to facilitate IE in the participants’ own settings.

The participants were encouraged to provide a feedback. The pre-test and post-test data were generated. The pre-test was distributed before the workshop and contained seven “true” or “false” questions related to CPCP. The post-test questionnaires were distributed to all participants following the workshop. According to the conferences’ centers 22 participants enrolled for the 4th Radiation Medicine Conference in Toronto and 16 for the 17th Annual Ontario Provincial Conference on Palliative and End-of-Life Care. The results of the pre and post-test data, evaluation summaries and participants reflections will be presented at the conference.

TAANILA, ANJA; LARIVAARA, PEKKA; TERVASKANTO-MÄENTAUSTA, TINA;
SERLO, KAIJA-LEENA

University of Oulu, Finland. Oulu University of Applied Sciences, Finland

Interprofessional education in the Universities of Oulu

Conference Theme: Pedagogy

Type: Workshop

Clients who visit health care centres and social welfare offices have often such complicated problems that it is extremely difficult for one professional to take care of them. In northern Finland several interprofessional courses and training programmes have been arranged during the last decade. From these programmes we have received good experiences and encouraging study outcomes, but we are still faced many challenges. We have realized that professionals working in different institutions have many times such prejudices and obstacles that readiness for collaboration and interprofessional team work in practice is often rather small. Therefore two universities in Oulu have created an interprofessional network for promoting interprofessional education (IPE).

EIPEN and NIPNET projects supported us to take the initiative to start planning IPE programmes for first year students of both institutions. The education programme includes students both from medicine, dentistry, dental hygiene and nursing. The whole project has been divided into four smaller education programmes which have been proceeded as follows: 1) the first aid course for doctor and nurse students was arranged as a pilot in February 2007, 2) dentist and dental hygienist students have been studying together already for some time, 3) in Autumn 2007 approximately 240 doctor, nurse and public health nurse students will participate in the new education programme which includes common lectures, group works, e-learning and health care centre visits and, 4) in order to manage organizing all these programmes well, the tutor teachers are trained during the spring 2007.

It is important to start interprofessional education already in the beginning of the basic occupational education because only this way we can educate the professionals to work well together in future. In our poster presentation and workshop we will present the preliminary results of these education programmes.

TAGUCHI, TAKAYUKI; ARAI, TOSHITAMI; OTSUKA, MARIKO; KAZUNORI, KAYABA
Saitama Prefectural University, Japan

Effects of interprofessional education on health and social care professional education in Japan

Conference Theme: Pedagogy

Type: Poster

The purpose of this study was to evaluate the effects of interprofessional education (IPE) on the students' understanding of their own future profession and other professions in health and social care professional education.

The subjects were 25 students from five disciplines: physical therapy, occupational therapy, nursing, social work and medicine. They participated in the experimental IPE practice. On the first day they discussed a patient's case in the group of five students from the same discipline (S group work). On the second day they discussed the same patient's case in the group of five students from five disciplines (M group work). The questionnaires were administered before IPE, after S group work, and after M group work to evaluate the above constructs. They were composed of ten items concerning their understanding of the roles of the professions and ten items about their awareness of professions. The linear mixture model was used for the analysis.

Affirmative answers from the students regarding the understanding of the roles of their own future profession significantly increased after M group work ($p < .05$) except the medical students. Affirmative answers about the understanding of the roles of other professions significantly increased in all the disciplines after M group work ($p < .05$). Affirmative answers to the question of whether or not they have pride in their future profession significantly increased after M group work ($p < .05$). In terms of the question of whether or not they recommend their future profession to younger students, affirmative answers significantly increased after S group work ($p < .05$), but they did not significantly increase after M group work. In this experimental education, IPE practically promoted the students' understanding of the roles of other professions and contributed to their understanding of the roles of their own future profession.

TARGOSZ, DOROTA; MORAWSKA, JOWANKA; BISKUP-BEDNARCZYK, ANITA
Poison Information Centre Jagiellonian University Medical College, Kraków

Poison Information Centre to insure optimal patient care and prevent poisonings by proper education and prophylaxis

Conference Theme: Practice

Type: Paper

Poisons Information Centres are complex organizations. Fundamentally they are telephone answering services (available for consultation 24 hours/day) that must undertake a variety of vital but unexciting background activities if they are to be able respond appropriately to users in emergency. These include gathering and storing data on commercial and other products, having round-the-clock access to bibliographic search and retrieval services and other electronic databases, having in place appropriate informatics and ensuring suitable hardware, software and communication.

Poison information centres provide telephone advice on the treatment of poisonings to medical professionals and basic information to the lay public. The poison centre staff must be knowledgeable about biological and chemical agents, be aware of the location of antidotes and antibiotics and understand how to interface with a multitude of agencies. The development of basic protocols and a standardized staff education program is essential. The program can provide basic staff education for conducting toxicosurveillance, identifying and responding even to rare consultation and sentinel events.

In Kraków telephone poison information service for public and advisory service for physicians is combined with intensive treatment facilities for poisoned patients, detoxification facilities for substance abusers, supporting toxicological laboratory and out-patient clinical service. The Centre was nominated by Ministry of Health to control a biocides intoxication in the region of south – eastern Poland.

In conclusion poison centres provide a vital service to society by reducing morbidity and mortality. By preventing unnecessary hospital admissions, providing expert advice that may reduce the use of expensive antidotes and lengthy hospital admissions, and by improving patient care poison centres save money and society from a huge financial burden.

TERVASKANTO-MÄENTAUSTA, *TINA*; SERLO, *KAIJALEENA*

Oulu University of Applied Sciences, Finland

MoniEdu Project – Developing Interprofessional Teaching

Conference Theme: Pedagogy

Type: Poster

The purpose of the MoniEdu project is to promote interprofessional team and cooperation skills among health and social sector professionals by providing education to the teaching staff and by developing curricula and teaching methods. The project is funded by the ESR and Oulu Provincial State Office. According to Finland's social and health policy strategy, it is absolutely essential to increase interprofessional cooperation in preventing and treating health problems. To develop education to address these challenges, the teaching staff must adopt a new approach to their work and introduce renewing teaching methods, such as the use of advanced technology. The structural development of higher education institutions and the development of joint teaching are also national challenges.

The education will be carried out in three parts. The scope of the continuing education scheme to be arranged for the entire teaching staff of the School of Health and Social Care is 3 credit points. The core themes will cover the role of interprofessional expertise in promoting health and the developing of pedagogy to support interprofessional expertise. The NIPNET Conference in May 2007 will be part of the education. Pedagogical themes will be the topic in autumn. In addition, a web-based platform will be opened for launching discussion of ways of developing teaching. It will also act as a venue for expressing new ideas and planning common teaching. The aim is to compare the curricula of different study programmes so as to develop and launch joint educational experiments and to reform teaching methods so that they will support interprofessional learning.

A tutor teacher education scheme will be implemented in the project for teachers attending the interprofessional pilot education that will begin in autumn. The pilot education is part of the work done to develop joint education between Oulu University of Applied Sciences and the University of Oulu, involving a total of 240 students of medicine, dentistry, nursing and oral hygiene. The tutor education will include four meetings in spring 2007 and one meeting before the start of the education. The aim is to introduce teachers to the methods of interprofessional learning and the use of the web-based platform as a tool for learning and teaching. The education will end with a workshop on 2 May. The third part of the project will involve a study excursion to the Karolinska Institute and University of Linköping in Sweden. The aim is to exchange experiences and ideas about interprofessional education and the promotion of health. The excursion will promote cooperation and networking within the Nordic NIPNET network.

TERVASKANTO-MÄENTAUSTA, *TINA*; TAANILA, *ANJA*; HAUTALA, *EIJJA*;
LARIVAARA, *PEKKA*

Oulu University of Applied Sciences, Finland

Public Health and Interprofessional Health Promotion – An Interprofessional Education Pilot

Conference Theme: Pedagogy Partnership Type: Workshop

The School of Health and Social Care, Oulu University of Applied Sciences, and the Faculty of Medicine, University of Oulu, set out to plan a joint interprofessional education upon the initiative of the EIPEN project (European Interprofessional Education Network) at the beginning of 2006. Three themes were agreed on the basis of curriculum analyses for planning the joint education scheme. The Public Health and Interprofessional Health Promotion course to be launched in autumn 2007 is a joint interprofessional education pilot, whose participants comprise early-year students of medicine, nursing and oral hygiene. An interprofessional task force was appointed for planning the course, which had earlier been implemented with almost the same content and scope in both the universities. The content and aims of the pilot course were formulated on the basis of the former content and scope. The joint course aim is to introduce the students to key challenges in public health in Finland, the operation of the health and social care system, the strategies guiding operation, and to interprofessional health promotion work. The prevention and handling of health risks (e.g. type-2 diabetes, mental disorders), and early interference with them, call for fluent cooperation between professionals and the use of common, renewable work methods. The same ethical principles apply to all the participants.

It will be challenging to carry out the course, because there will be as many as 240 students. Classroom teaching will be implemented in the form of key lectures, team education and interprofessional dialogue based on case examples. The second stage will take the form of web-based education through a learning platform. The students will be divided into eight discussion groups and a tutoring teacher will be assigned to each group. The first task during the web section is to launch discussion on the course themes on the basis of a motivating article. At the same time, the students will introduce themselves to their fellow students. They will be divided into five groups at the second stage and the groups will choose a limited topic (e.g. families with children, the elderly). The group will formulate a joint case example on the basis of which student-specific sub-tasks will be assigned. Each student writes a short essay backed up by research information. Once the student-specific tasks have been completed, the group will draw up a short abstract for the student conference, in which each group will present their contribution either oral or as a poster. A multiform evaluation will also be provided of the pilot course, with the web-based ZEF inquiry as one evaluation method.

THORPE, LUCY; ANDERSON, ELIZABETH

University of Leicester, England

The preparation of educators to maximise student learning on the undergraduate Three Strand Model in Leicestershire and Northamptonshire

Conference Theme: Pedagogy Partnership Type: Poster

Facilitators from academic and practice, support small group interactive learning in University classroom teaching in strand one while in strand two and three they teach from practice bases in primary health care teams and in hospital settings. We report on a multi-method evaluation, using semi-structured interviews, focus groups and questionnaires, to assess the impact on educators of delivering IPE.

Educators supporting the Regional programme include health and social care academics from three Universities and a range of full-time experienced health and social care practitioners with obligations to teach expected within their role. A region two-day course has been designed to support educators in delivering IPE, offered at Master Level.

Educators have allocated into novice and experienced according to their previous exposure, knowledge and skills in IPE delivery. One to one interviews with complete novice academic educators across the range of professions, $n=16$, reveal a strong willingness to support IPE with a minority uncertain about its value. After taking part in IPE negative views are reversed. All express a desire for preparation. Novice practice educators, $n=5$, are confused, misinformed about IPE and less aware, but prepared to take up support programmes.

Experienced academic educators, $n < 50$, are stating wider benefits both personally in enriching their own teaching and through working alongside other professionals sharing new teaching methods and a broader pedagogical approach. All give additional time to support IPE within busy uni professional curricula. Experienced academic and practice educators are perceiving benefits for healthcare delivery and healthcare.

Recurrent themes identify tutors learning to assimilate their own uni-professional teaching knowledge and skills within IPE, ignorance and misunderstandings in practice settings, general willingness to adopt IPE post experiencing it and challenges towards the development of a modern relevant IPE curriculum.

TSIALA, MARIANNA

National & Kapodistrian University of Athens, Greece

Could Hippocrates “be married to” Themis?

Conference Theme: Pedagogy

Type: Poster

This “marriage”, with IPE as “best man”, could bridge the gap between the belligerent uni-professional “empires” of Medical and Legal science. Realizing the institution of “Doctor-Lawyer” requires imagination and inventiveness, as Medical-Legal IPE faces a basic obstacle: each side lacks even the background knowledge of the other’s science. Obtaining both Bachelors is unlikely, so IPE brings them to learn and work together, leading to effective solutions based on the patient-centred model:

- Undergraduate: Foundation.
- Postgraduate: IPP, “learn with, from and about each other” through: simulated Learners/Facilitators, as a teaching tool: Consolidating “reflection-on-action”, group process/dynamics, creating simulation exercises.
- Exchanging professions: Doctors turn into lawyers and lawyers into doctors. Role-play on an IPE-IPP subject, causing reflection on one’s reactions.
- Theatrical shows: experiential learning on stage, through a celebratory play, with an audience of “real” health and legal professionals, teachers and psychologists.
- On completion of studies, students obtain the “Combined Universities’ Interprofessional Education Certificate”.
- Continual Professional Development/CPD: application of IPE experience, with briefing through: Individual/Joint Subscriptions; conferences/seminars/meetings.
- In-service training: innovative method addressed principally to IPE certified professionals. Legal professionals observe, upon patient’s consensus, medical actions/consultations/surgical operations, pin-pointing medical procedures, enriching Medical Law and vindicating patients. Health professionals attend trials of malpractice, implementing conclusions in their fields.

This necessitates the institution of new bodies:

- A competent Court’s Special Judiciary Department, with qualified judges adjudicating medical malpractice cases, supported by “Computer Aided Diagnosis & Judgement”.
- Specific commissions, with CAIPE/EIPEN/InterEd presiding, as consultative and steering board, including experts in group process/curriculum development/simulation training/IPE content/evaluation.

Reading between the lines reveals that this IPE project is not a “Utopia”. The final goal is turning concepts into reality, under the principle of “Love before you judge”, evolving a “special communication code” between specialties and minimizing medical and judicial errors.

So, could Hippocrates and Themis, these “ancestors”, form an alliance in favour of their “descendants”? If there is a will, there is always a way.

WALCZAK, ALICJA; OLSZOWSKI, TOMASZ

Pomeranian Medical University, Szczecin, Poland

Interdisciplinary approach to teaching environmental health issues – Pomeranian Medical University's experience

Conference Theme: Pedagogy

Type: Poster

The concept of interdisciplinary teaching of medical subjects has attracted much interest from university teachers in many countries, including Poland.

Society's expectations from representatives of health care sector and the dynamically developing "medical industry" in Europe and in Poland oblige teachers to continuous modification of curricula and forms of teaching at all levels of medical studies: before graduation (Bachelor's degree, master's degree) and postgraduate studies.

The Department of Hygiene, Epidemiology and Public Health is such a unit that has been involved in teaching students at all levels of medical education in Pomeranian Medical University (PAM) in Szczecin for many years. This report presents our own experiences in the field of interdisciplinary teaching in PAM.

The overriding goal of teaching students in our unit is to prepare them:

a) to respond to new challenges related with the improvement of quality of life and b) to participate in health promotion programs realized by different categories of medical workers and non-medical professionals.

Hence the team of academic teachers in our unit is multidisciplinary (physicians, biologists, biotechnologist, nurses, mathematicians), which allows interdisciplinary teaching, holistic approach to environmental health issues. Academic teachers' activities such as learning from each other and learning together, participation in different courses and specializations, promote broadening teachers' minds and allow the perception of specific environmental health issues from different perspectives.

High notes given to our academic teachers by the students, as the results of teaching process evaluation, seem to be the best proof for the utility of such approach in teaching environmental health.

WDOWIAK, LILIANNA; KONDRAT, MAGDALENA

Pomeranian Medical University, Szczecin, Poland

Non-verbal communication on the curriculum of the Pomeranian Medical University in Szczecin

Conference Theme: Pedagogy

Type: Poster

In occupations connected with medicine the correct verbal communication plays a significant part. So far the meaning of non-verbal communication has not been appreciated in Poland, although when working with a patient it should be recognised as equally important. The aim of this paper is to present the methods of teaching non-verbal communication on some of the faculties of the Pomeranian Medical University in Szczecin. PMU has five faculties: medicine, dentistry, nursing, obstetrics and medical rescue. This year two new faculties will be added: cosmetology and medical analysis. The faculties of dentistry, cosmetology and medical analysis have shown no interest in teaching non-verbal communication so far. The aspects of non-verbal communication are taught as a separate subject (sign language for the faculties of medicine, nursing and medical rescue) and are also partially included in other subjects (pedagogy, psychology, social studies, health promotion and health studies). Seven years ago the significance of non-verbal communication was recognised for the first time by the Dean of PMU's Nursing Department, professor Alicja Walczak, who introduced a new subject - etology. The seminars were conducted by a psychiatrist and the workshops were led by a Polish avant-garde actress, who introduced "body language" to the students. The subject, though highly popular among students, was later removed from the curriculum by the new Dean. The aspects of etology and body language are included to a very limited extent in the arts module subjects. Only the medical rescue faculty introduced sign language as a compulsory subject, while the faculties of medicine and nursing treat it as an optional subject. In Poland there are one million mute or hearing-impaired people and it is estimated that another four million have problems with hearing. Thus, we believe etology, body language and sign language should be compulsory on all medical universities.

WEIR, EVELYN; CARLINE, T

Queen Margaret University, Scotland

Reflections from the virtual learning environment – a challenge for postgraduate interprofessional education?

Conference Theme: Pedagogy

Type: Paper

While the majority of current research and dialogue on interprofessional education focuses on undergraduate students and attendance-based delivery, the area of postgraduate interprofessional education at a distance has been little explored, despite predictions that this area is set for expansion.

This paper/poster will examine a five-year reflection of the experiences of delivering a distance learning degree-upgrade programme to more than 100 diplomate therapeutic and diagnostic radiographers and podiatrists from across the globe as they join together as a virtual learning community, learning with and from each other. For many of the students on the programme, this is the first opportunity to work closely with other professions and to share learning in any environment. The existing challenges of interprofessional learning are, therefore, both compounded and ameliorated by the geographical and cultural diversity of the students on the programme. Reflections from facilitators and students on the programme on this diversity indicate that a richness of experience emerges from the consideration of the variation of the uniprofessional role throughout Europe and beyond, along with the potential for the examination of the interprofessional role. The programme provides an opportunity for professionals to become immersed in common areas while retaining professional identity. These reflections, along with an overview of the unique challenges created by postgraduate interprofessional education in the virtual learning environment will be presented and discussed. Practical suggestions regarding the day-to-day organisation of the virtual learning environment will be presented, in combination with a reflective analysis of the more challenging elements of the delivery of the programme - and the 'solutions' to these challenges will be discussed.

WILHELMSSON, MARGARETHA; FARESJÖ, TOMAS; PELLING, STAFFAN;
DAHLGREN, LARS OWE

Linköping University, Sweden

Who profits from IPE?

Conference Theme: Pedagogy

Type: Paper

For the last 20 years the medical faculty of Linköping University in Sweden has allocated up to three months of the curricula for interprofessional education (IPE) between all our health science programmes, with the aim of achieving interprofessional competence. It is the only one of the six medical faculties in Sweden to do this. The pedagogical approach for IPE as well as the entire curriculum is problem based learning (PBL). The interprofessional curriculum in Linköping is designed in three steps. Students are “learning together to work together” WHO, 1988. In the first module, on the first day of education, all new students from the health science programs within the faculty participate in a common course for eight weeks, which aims to develop a knowledge platform and a common value basis for the students. The second module is in mid course for two weeks and similarly aims to develop both professional knowledge and together knowledge. The last module at the end of education aims to develop both theoretical and practical knowledge and team working, and takes place at the student training ward for two weeks. To become interprofessionally competent takes time and training has to be in several steps. Maybe at the last step, the training ward, students are able to “learn with from and about each other to improve collaboration and the quality of care” CAIPE, 2002.

We believe that the overall winner from IPE is the patient/client, because the interprofessional team has a larger sum of knowledge than one single profession. Patient/client situations/diseases are often complex and to understand the problems you need knowledge from different perspectives. It is easier for the interprofessional team with several perspectives to have a holistic approach to the patient/client. This means that professions in Health and Social Care need to define new roles and create new cultural patterns to ensure patient/client-centred care and strengthen the clinical pathway. Students must also be seen as winners. They have learned about other professions’ special skills and knowledge, and are able to mirror the own profession to find the unique/special knowledge. An effect of this could be that the students are aware of their own profession’s specialist skills and each team worker can apply their own specialist skills. Students who have a common value basis may counter negative stereotypes of other professions. Society also will be a winner of IPE. Working together in IP teams will yield a shift from professional focus to user focus leading to more individualized and flexible care and also focusing on the meeting between the patient/client and professions, one of the most discussed issues in Sweden’s Health and Social Care today.

WÓJCIK, JOANNA*; NIEDŹWIECKA, MAGDALENA *; JAŚKOWSKI, PIOTR*;
KOZEK, ELŻBIETA **; MAŁECKI, MACIEJ**; SIERADZKI, JACEK **

Student Scientific Group*, Department of Metabolic Diseases**, Jagiellonian University, Collegium Medicum, Poland

Interdisciplinary care for diabetic patients

Conference Theme: Practice

Type: Poster

Diabetes mellitus is a group of metabolic diseases of various etiology characterized by chronic hyperglycemia leading to organ injury and failure. The incidence of diabetes mellitus has increased dramatically all over the world. Diabetes morbidity and mortality and the associated economic burden have also risen rapidly.

A comprehensive approach to diabetes care is of paramount importance. In this way severe complications of diabetes can be prevented or, once developed, their progress can be slowed down and appropriate therapy offered to improve the quality of life. An interdisciplinary approach includes specialist medical and nursing care, dietary advice, psychological and social support. Because of chronic complications involving the eyes, kidneys, cardiovascular and neurological systems the team consists also of an ophthalmologist, nephrologist, angiologist and for patients with diabetic foot also podiatrist, surgeon, orthopedist, kinesiologist and shoe maker.

The active role and attitude of the patient towards the disease is equally important. Education is an important part of diabetes treatment. Its efficacy is determined by the level of cooperation between the patient and therapeutic team. The goal of education is to teach the patients healthy behaviors, disease biology and types of psycho-social support.

The role of a psychologist in diabetes care is to define coping mechanisms, to search for symptoms of depression and anxiety and to assess the effect of psychosocial factors on these parameters. Appropriate psychological care determines appropriate social function of a chronic patient, affects metabolic indices and first of all his/her psychophysical well-being.

Interprofessional care for pregnant diabetics is especially important. Close collaboration of the diabetology, obstetric and neonatology team has reduced perinatal newborn mortality to the level found in nondiabetic pregnant women. Pregnancy planning education will also reduce the incidence of congenital defects in newborns of diabetic mothers.

Summing up, an interdisciplinary care including diabetes education is very important, and long-term experience shows that it effectively prevents diabetes complications and improves the quality of life.

WOOLF, CELIA; MILLER, CAROLYN; MACKINTOSH, NICOLA

Queen Mary University of London, England

The role of the patient/client in IPE for natural and contrived student teams

Conference Theme: Pedagogy

Type: Paper

We present original data from a national evaluation of interprofessional education for the UK Department of Health. This study explored educational models and implementation at four Common Learning Leading Edge Sites, each comprising a collaboration between two or more Universities and their partner organisations in Health and Social Care. Sites differed in their contexts, stage of development and approaches to IPE.

We found that the professional make-up of groups for pre-registration IPE was often dictated by the historical co-location of professions within an HEI, and that these groupings did not always reflect natural professional alliances. The need to bring together students of professions that do not typically work together in practice produced particular challenges for IPE curriculum development and constraints on the nature of IPE activities, since it can be difficult to maintain a realistic patient/client focus that is equally inclusive of all professions within the student cohort. One solution was to focus on generic topics such as ethics or communication skills, but the relevance of learning such topics within interprofessional groups was not always explicit and lack of a clear patient/client focus negatively impacted on student motivation and engagement. Another approach was to bring students together in practice settings in teams that reflected the professional make-up of the practice area. Students explored responsibilities and teamwork in relation to patient/client care, and explicitly recognised the relevance to their developing uni-professional roles. We concluded that, whilst generic activities enabled students to reflect on learning styles, communication and team-working in general, for students to develop detailed understanding of professional roles and responsibilities within teams IPE activities needed to relate explicitly to patient/client care. Universities may need to be creative in bringing students together in groups that reflect naturally-occurring teams at least for part of their interprofessional education.

WORSLEY, AIDAN

University of Chester, England.

Practice Educators Attitudes to Interprofessional Learning

Conference Theme: Pedagogy Practice Partnership Type: Paper

This paper aims to report the findings of attitudinally orientated Focus Groups of nursing and social work practice educators to try and explore some of the underlying experiences, attitudes and issues emanating from those groups. How do field based practice educators deal with interprofessional learning (IPL) and to what extent (and in what manner) do they allow their own viewpoints to be transmitted? Oandasan & Reeves (2005) note the key role of the field educator and their professional identity, beliefs, attitudes and stereotypes of other professions as they 'socialise' students.

Focus groups are seen as a particularly useful methodological approach for this area of investigation where the culture of particular groups is of interest, and when one wants to explore the degree of consensus on a given topic (Morgan & Kreuger 1993).

Within Higher Education there are clear challenges to inter-professional education. Outside of the boundaries of the institution, particularly within Nursing and Social Work (in the UK), the role of the practice educator/ assessor is fundamental in operationalising any notions the academic institution may have around interprofessional working. However, persistent problems exist and there is little convincing evidence that IPL will either promote teamwork, collaboration or better service user outcomes (Mattick & Bligh 2006).

Research evidence talks of specific problems within Nursing and Social Work relationships and yet this is the scenario of significant operational overlap. Pollard et al (2004) for example, looked at the differences between students being favourably inclined towards IPL but negative about the interaction (in terms of content and process) between the two professional groups. Interestingly, Pollard et al found that mature and/ or experienced students were likely to be more negative about the interaction – these are arguably the characteristics of practice educators.

This paper will draw on themes emanating from a number of previously published articles in refereed journals by the authors who are from contrasting professional backgrounds.

WRIGLEY, MIKE; HUGHES, MATT; DANDO, MARK

University of the West of England, England

A constructivist approach to IP Education

Conference Theme: Pedagogy

Type: Paper

The Faculty of Health and Social Care in University of West of England is committed to Interprofessional (IP) Education. The IP theme is manifested by three modules across the three years of all ten Undergraduate Programmes including Nursing, Allied Health Professions and Social Work. The first module is focussed upon the nature of IP working and education while the second centres upon users of health and social care services and IP team working.

The third year module (Interprofessional 3) involves the management of IP working. It first ran in Sep 2002 and now has 1000 students per year. It is run entirely online after the first introductory session. It runs over a period of six weeks in the first semester of the third year. Students work in independent groups of eight, drawn from a range of disciplines, and they are facilitated by and educationalist / practitioner from a health or social care background.

The educational design was drawn from our own experiences of online education, incorporating the educational learning theories of Piaget, Vygotsky and Schon. These are integrated with the online frameworks of Salmon and Collis et al. An Enquiry-based learning (EBL) approach provides the framework for IP discussion and a series of activities leading students through a process that moves from cooperation to collaboration. Peer-review is an essential component of this development. Assessment is by a patchwork assignment constructed from the students' online activities and a reflective essay. This allows the student to demonstrate application of their learning to their current and future practice development as health and social professionals. This prepares them for their post-qualified role(s) which will include IP working and its management.

The IP3 online socialisation process has been reviewed and the IP theme has been extensively researched in relation to the impact on the practice environment.

YUEN, SEBASTIAN; MUMFORD, DAVID; BARNETT, SUE

Bristol Royal Hospital for Children, England

An Inter-Professional Conference for all Health and Social Care Students in Bristol

Conference Theme: Practice

Type: Paper

To give students from twelve different professional backgrounds an opportunity to learn and work collaboratively towards a group goal.

This conference is part of a vertical inter-professional theme within the University of West England and originally included students from nursing, occupational therapy, radiotherapy, social work, physiotherapy and diagnostic imaging. Medical and clinical psychology students from Bristol University joined this year. There are two conferences a year and students are divided into groups of ten. It is facilitated by representatives from all faculties. The structure combines seminars on inter-professional themes with an equal time for group discussion and reflection. The students collectively decide upon a goal, two learning objectives and ten statements, based on presentations they have seen. As it is a conference, there are multiple parallel sessions and the students have to decide amongst themselves which to attend and then feed back learning points to the group. Later there is an opportunity to continue working together online via our virtual learning environment. They must complete an assignment summarising their learning and how they may take this into their practice. Ongoing feedback informs the project's development.

There are 850 students in the autumn and 450 in the spring. Participants engage rapidly and focus on their tasks. Areas of conflict have centred on the different assignments (this being an additional commitment for the medical students) and between the student doctors and others. For next time, we will harmonise the tasks and introduce a new format that will hopefully provoke more discussion within the groups.

This is a successful, modern and effective inter-professional collaboration between two universities and twelve health and social care programmes. We feel that this model could be replicated widely.

YUEN, SEBASTIAN; EMOND, ALAN; TAYLOR, DENISE

Bristol Royal Hospital for Children, England

Evaluation of A New Undergraduate Inter-professional Learning Paediatric Prescribing Workshop

Conference Theme: Practice

Type: Poster

Prescribing for children has not previously been taught at under-graduate level locally. Few studies have prospectively investigated the benefits of inter-professional learning (IPL) with respect to academic outcome.

The aims of this study were to design and implement a new paediatric prescribing workshop and to evaluate whether inter-professional teaching increases knowledge and skills and leads to a change in attitudes as compared with uni-professional education.

We designed an innovative workshop to teach paediatric prescribing. Two thirds of the students were taught in groups with pharmacy students, one third alone. A questionnaire administered before and after the workshop was designed to reflect attitudinal changes in participants' working and learning with other professionals. We used prescribing questions in the end of course examinations to test knowledge and skills.

96 medical students and 66 pharmacy students learned together in nine groups over the year. 68 medical students learned alone in 10 groups. 97% completed questionnaires. The medical students in the IPL groups showed a significant positive improvement in their attitude towards learning and working with students from other professions ($p < 0.05$ in 6 of 9 questions). In the uni-professional group the only significant change was that after the workshop they felt more strongly that their skills in communicating with other health professionals would not benefit from IPL. Both groups of medical students had an equal improvement in their confidence in prescribing & in their knowledge & skill.

We showed objectively that inter-professional learning had a significant positive impact on attitudes to working and learning with other professionals. The improvement in knowledge and skill of prescribing was the same as in the uni-professional group. The workshop remains a core part of the curriculum, is popular with the students and has been adapted for use with junior doctors and nurses.

ZAREZADEH, YADOLAH; PEARSON, PAULINE; DICKINSON, CLAIRE

University of Newcastle upon Tyne, England

A Model for Using Reflection to Enhance Inter-professional Education

Conference Theme: Practice

Type: Paper

Both Reflective Practice and Inter-professional Education have gained considerable attention in the past three decades. Although a plethora of literature exists on both topics, few articles address the issue of using reflective techniques to enhance inter-professional education (King & Ross 2003, Goosey & Barr 2002, Craddock et al 2006), and fewer provide a model to achieve this.

The aim of this paper is to propose a simple model for employing reflection in the context of healthcare education to enhance the outcomes of shared learning occasions. This model encourages a “reflective dialogue” (Schon 1987) between self and self (I and Me) on “self” and on “self and others” from a symbolic interactionist view.

This model is based on a literature review, and findings of a PhD project on “Reflective Learning in Healthcare” linked with certain aims of inter-professional education such as improving services (Wilcock & Headrick 2000), reducing “failure in trust and communication between professions”, modifying “negative attitudes and perceptions” (Carpenter 1995).

The model offers a structure for reflection in three personal, professional and inter-professional levels, considering the organisational context and the culture of patient-centredness. In each level a set of questions guide the reflections in a way that insights gained in different levels relate to and inform each other.

The outcome of reflection using this structure is awareness about “self” role taking, the meanings of self and role, and emotions evoked in personal level. This awareness is achieved in professional level when individual reflects on assumptions, identity, role, importance of the profession. Finally, guided reflections on the role, and importance of other professions, opportunities of learning, teaching, and working with them, rises a higher level of awareness that encompasses the broader context of patient care.

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University of Athens, Greece

Interprofessional teaching in Health Informatics in Greece

Conference Theme: Practice

Type: Poster

The Faculty of Nursing, University of Athens (UOA) teaching personnel consists of scientists of various professions that altogether collaborate in the educational process of future clinical nurses. A thoroughly educated nurse needs to obtain medical -in depth- knowledge as well as how to technically perform nursing operations. Thus, the Medical Doctor and the Clinical Nurse Profession are important in the process of the education of Nurses. In addition, other professors teaching future nurses include Biologists, Epidemiologists, Statisticians, Sociologists, Psychologists, Informaticians and Economists.

The laboratory of Health Informatics is a fine example on how interprofessional education is being performed in the Faculty of Nursing. The laboratory contributes to the education of under and post-graduate students in the faculty, through various lessons that require the support of new technology. The scientific personnel of the Laboratory consist of various healthcare professionals specialized in Health Informatics or in Health Administration and Management as well as Informaticians. The above personnel teach undergraduate nursing students as well as post graduate students of various professions. The collaboration of various professions that teach students is being performed through the development of an organizational schema that focuses on the skills that a future health informatician/manager/clinical nurse needs to obtain. The examples that are being used in courses are specific to the needs of a health institute –i.e. database development focuses on the development of Electronic Health Record-.

An important step that would enhance the collaboration is the creation of a conceptual analytical schema which focuses on the relationship between teachers and students of various professions as well as the record of specific needs (student-centred) for each course. A more robust network which can be evaluated and show positive results shall lead to the essential collaboration and discard the uninspired typical co-existence of various professions.

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Public Health course as an example of interprofessional teaching at Institute of Social Medicine

Conference Theme: Pedagogy

Type: Paper

Public Health is concentrating on improving population health and reducing health inequalities, so a system of knowledge and activities for promoting social health should be based on hygiene, epidemiology, and sociology and health system organization together with theoretical and clinical courses.

At the Institute of Social Medicine of the Medical University of Warsaw Public Health courses for Polish students of Medical Faculty and for foreign students from the English section take place. The lecturers' team draws on medical professionals of epidemiology, hygiene, public health, internal medicine, family medicine and other sciences, and professionals from sociology, economy, law, statistics, environmental protection etc. Non – medical scientists give medical students an opportunity of developing mutual understanding and respect by learning about differing theoretical perspectives and conceptual models. Interdepartmental teaching also reduces the risk of misunderstandings through shared terminology, improves inter-professional awareness and empathy and forms a positive interprofessional learning environment.

The main problems of interprofessional teaching arrangements are the organisation of formal studies and the autonomous Divisions of Warsaw Medical University, resulting in necessity in future of interdivisional contracts for groups joining (medicine, nursing, electroradiology, audiophonology), enabling interprofessional interactions: student to student, not only student to teacher.