



EVOLVING THEORY IN INTERPROFESSIONAL EDUCATION (IPE/IPC)

Outcomes and Outlooks

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AIMS OF SESSION

- To open up discussion on the future direction of the **International Interprofessional Theory Network (IITN)**
- Invite comment on the relationship between this network and other networks within InterFed and InterFed itself
- To share conclusions drawn from a seminar series aimed at evolving theory in interprofessional education
- To invite people to join the **IITN**



EVIDENCE BASED THEORY TO GUIDE PRACTICE

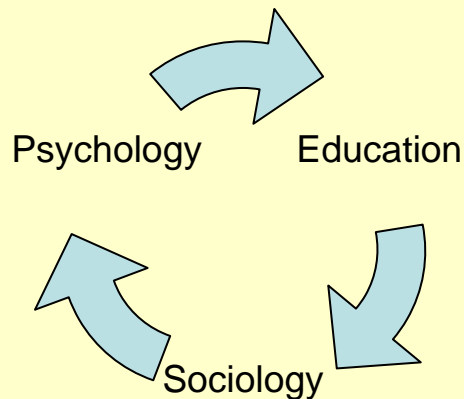
- Theories underpin the development and delivery of IPE/PC.
- Fundamental for Health and Social Care Professionals, Researchers and Educationalists who hope to establish a sound evidence base ^{1,2}



SEMINAR SERIES

The Seminars aimed to:

- Bring together expertise from a range of disciplines, to create a forum to enhance our standing of key theories
- Evolve and apply these theory in IPE to inform future research, education and policy agendas,
- Encourage new collaborations and networks between HSC, education, psychology and social science disciplines.



- Focus of Seminar Series, funded by UK Economics and Social Research Council (ESRC), was utility of theories from a range of disciplines to IPE.



LOCATIONS



EVENTS

Combination of key note presentations followed by group work and discussion.

Seminar Title	Date	Location
<u>Seminar 1</u> Theoretical perspectives on IPE: plethora and priorities- social and dynamic psychology, sociology and education (Convenor Group)	11th January 2008 CONSENSUS	Huddersfield University
<u>Seminar 2</u> Theoretical perspectives on IPE: prioritised theories from social psychology and their application to address challenges facing the workforce (John Carpenter, Ann Scott),	27th June 2008 CONTACT HYPOTHESIS/ PROFESSIONAL IDENTITY; PSYCHODYNAMICS	Newcastle University
<u>Seminar 3</u> Prioritised theories from education and introduction to activity theory & its application in IPE (Philip Clark, Sarah Hean with Interview from Engestrom)	5th December 2008 TRANSTHEORETICAL MODEL, ACTIVITY THEORY	University of the West of England
<u>Symposium</u> Summarising key messages from previous three seminars to evolve theory in IPE (Convenor Group)	26th June 2009 CONSOLIDATION AND FUTURE	Bournemouth University



SOME CONCLUSIONS

- Clearer classification/synthesis of theories used in IPE field.
- Educational syntheses: trans theoretical model (Clark, 2009), macro/micro synthesis (Hean, Craddock, O'Halloran, 2009)
- Recognition that no single theory fits all IPE contexts. Need to adopt a 'tool box' approach to facilitate the application of theory.
- Not focus on individual theory in isolation but focus on individual context: Which theories for which context?
- Time, people, agency, level;
- Policy context ignored
- Macro, meso, micro
- Theories not mutually exclusive. Overlap exists between them.



- A need to differentiate between theories that apply to IPE and those relevant to interprofessional practice/collaboration.
- Theories considering social aspects of learning of particular interest to IPE community of practice.
- In prioritising theories, care needed not to neglect less accessible theorists such as Bourdieu (social capital); Vygotsky (sociocultural learning)
- Theories used in IPE serve different purposes – e.g. explanatory, developmental;
- Theoretical frameworks have potential to support the educator/practitioner in their individual practice.

Conferences presentations

- Hean,S., Barr,H., Borthwick,A., Carr,E., Craddock,D., Dickinson,C. Hammick,M., Hind,M., Miers,M., O'Halloran,C. (2008), Evolving IPE theory for practice: Outcomes of discussion from a seminar series; *Altogether Better Health IV, Stockholm, 2-4 June, 2008*
- Hean,S., Craddock,D., O'Halloran, C. (2008) Application and future of key learning theories in IPE, *International Interprofessional Conference, Salford, July 2008*
- Hean,S., Heaslip,V. Warr,J. Staddon,S., Emslie,L. (2009) Challenges at the interface of working between mental health services and criminal justice system, *CAB II, Halifax, Canada*
- Hammick, M., Hean, S. Craddock, D. Barr, H. (2010) *Evolving Theory in Interprofessional education: outcomes and Outlook*



Peer reviewed papers

- Hean,S.; Craddock,D. and O'Halloran,C. (2009) Learning theories and IPE: A user's guide, *Learning in Health and Social Care*

ACTIVITY GENERATED THROUGH SEMINARS: POTENTIAL OF NETWORK

Book chapters

- Hean,S (2010) Cross-professional working and development In *Excellence in Practice Development in Health and Social Care: Working in Organisations* Eds R.McSherry and J.Warr; Buckinghamshire, Open University Press
- Barr,H. (in preparation) Interprofessional Learning in B.Littlechild (ed) *Interprofessional and interagency practice in human services: Learning to work together.*
- Miers,M. (in press) Learning for new ways of working. In Pollard, K., Thomas, J., & Miers, M. (eds) *Understanding Interprofessional Working in Health and Social Care. Palgrave, Basingstoke.*
- Miers,M. (in press) Professional Boundaries and Interprofessional Working. In Pollard,K., Thomas,J., Miers,M. (eds) *Understanding Interprofessional Working in Health and Social Care. Palgrave, Basingstoke.*

Research proposals

- Hean,S. Heaslip,V.; Craddock, D. (2009) Breaking down the barriers: the development and evaluation of an educational programme to promote interprofessional working between community mental health nurses and magistrates submitted to Higher Education Academy/SW Offender Health.



INTERNATIONAL INTERPROFESSIONAL THEORY NETWORK (ITTN)

JOIN
US



We aim to build on our current national community to develop an international sustainable community with a committed interest in IPE/IPC theory.



A specialist international niche group with objectives of strengthening theoretical underpinnings and **bridging gap between theory and interprofessional educational and working practice.**



REMIT

- Develop heuristic overview of plethora of theories in interprofessional (IP) field
- Compare/contrast these theories and review their strengths in informing IP research and practice.
- Evolve key theories in IP through discussion of their potential application and testing in IP education, working and research.
- Emphasise theoretical underpinnings of IP education, working and research to improve quality of the research and practice in this and other interdisciplinary contexts.
- Bring together expertise of educators, professionals and researchers from range of HSC, education and psycho-social disciplines, to create forum through which they debate, share, develop and strengthen research evidence base surrounding IP.
- Encourage collaborative projects, cross fertilisation of ideas, improve communication between practitioners, researchers within health/social care and other disciplines (specifically those of sociology, psychology and education).
- Encourage new international collaborations



COLLABORATIVE WALL

Exploring barriers to theory use by educational and clinical practitioners: *Fiona Macleod, Eileen Huish, Chris Green, Sarah Hean, Richard Pitt, Debbie Craddock*

Mapping links between IPE theories *Marilyn Hammick, Chris Green*

Exploring the bridge between IPE and IPP *Geoff Meads, Marion Helme*

Championing the use of psychodynamics in IPE, *Claire Dickinson, Hugh Barr*

Exploring the bridge between policy, education and practice through theoretical perspectives, *Marilyn Hammick, Cath O'Halloran, Hugh Barr*

Enhancing use of theory in Curriculum development, *Cath O'Halloran, Isobel Jones, Debbie Craddock, Maggie Hutchings, Fiona Macleod, Sara Eastburn*

Issues of conflict resolution in IPE exploring theories of Piaget (assimilation/accommodation) and resolution of contradictions with systems (activity theory) as an underpinning *Amanda Lees, Kath Pollard, Sarah Hean*

Exploring the application of theory for the Facilitator of IPE, *Cath O'Halloran, Richard Pitt, Fiona Macleod*



IITN COMMITTEE

- Sarah Hean(group lead) (Bournemouth University).
- Marilyn Hammick (CAIPE), Hugh Barr (CAIPE)
- Cath O'Halloran (University of Huddersfield),
- Deborah Craddock (University of Southampton),
- Margaret Miers/Kath Pollard (University of West of England)
- The academic host of the group is the Centre for Wellbeing and Quality of Life, located at Bournemouth University.



INTERNATIONAL INTERPROFESSIONAL THEORY NETWORK



Future steps

- Relationship to INTERED/INTERFED and other networks?
- Coordination of future activities and enhancing communication capacity? Website <http://ihcs.bournemouth.ac.uk/etipe/index.html>
- Joint Workshop with APROPOS in July 2010
- Adding bricks to the collaborative wall
- Newsletter



INTERNATIONAL INTERPROFESSIONAL THEORY NETWORK (ITTN)

We Invite you to add or join the collaborative wall and join the group.

Please contact the group lead Dr. Sarah Hean

shean@bournemouth.ac.uk

or place your names on the list at the exit

More information on the outputs of the seminar series please go to:

<http://ihcs.bournemouth.ac.uk/etipe/index.html>

http://eprints.bournemouth.ac.uk/11965/1/FINAL_REPORT_RES-451-26-0360.pdf

<http://ihcs.bournemouth.ac.uk/etipe/who.html>



REFERENCES

- 1 Eraut M. (2003) The many meanings of theory and practice. Learning in Health and Social Care 2, 61–65.
- 2 Hean, S., Craddock, D. and O'Halloran, C., 2009. [Learning theories and interprofessional education: a user's guide.](#) Learning in Health and Social Care, 8 (4), pp. 250-262.
- 3 Clark, P. 1994) Social, Professional, and Educational Values on the Interdisciplinary Team: Implications for Gerontological and Geriatric Education. Educational Gerontology, v20 n1 p35-51