

EVOLVING THEORY IN INTERPROFESSIONAL EDUCATION (IPE/IPC)

Outcomes and Outlooks

Sarah Hean, Marilyn Hammick, Hugh Barr,
and Deborah Craddock

AIMS OF SESSION

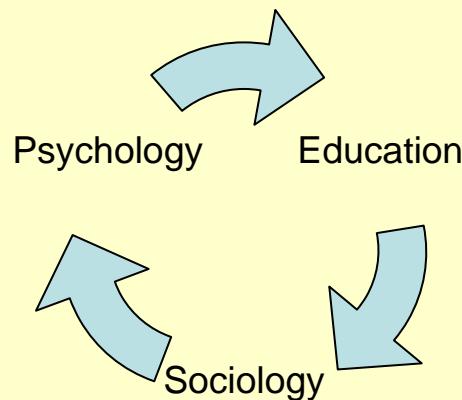
- To open up discussion on the future direction of the **International Interprofessional Theory Network (IITN)**
- Invite comment on the relationship between this network and other networks within InterFed and InterFed itself
- To share conclusions drawn from a seminar series aimed at evolving theory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

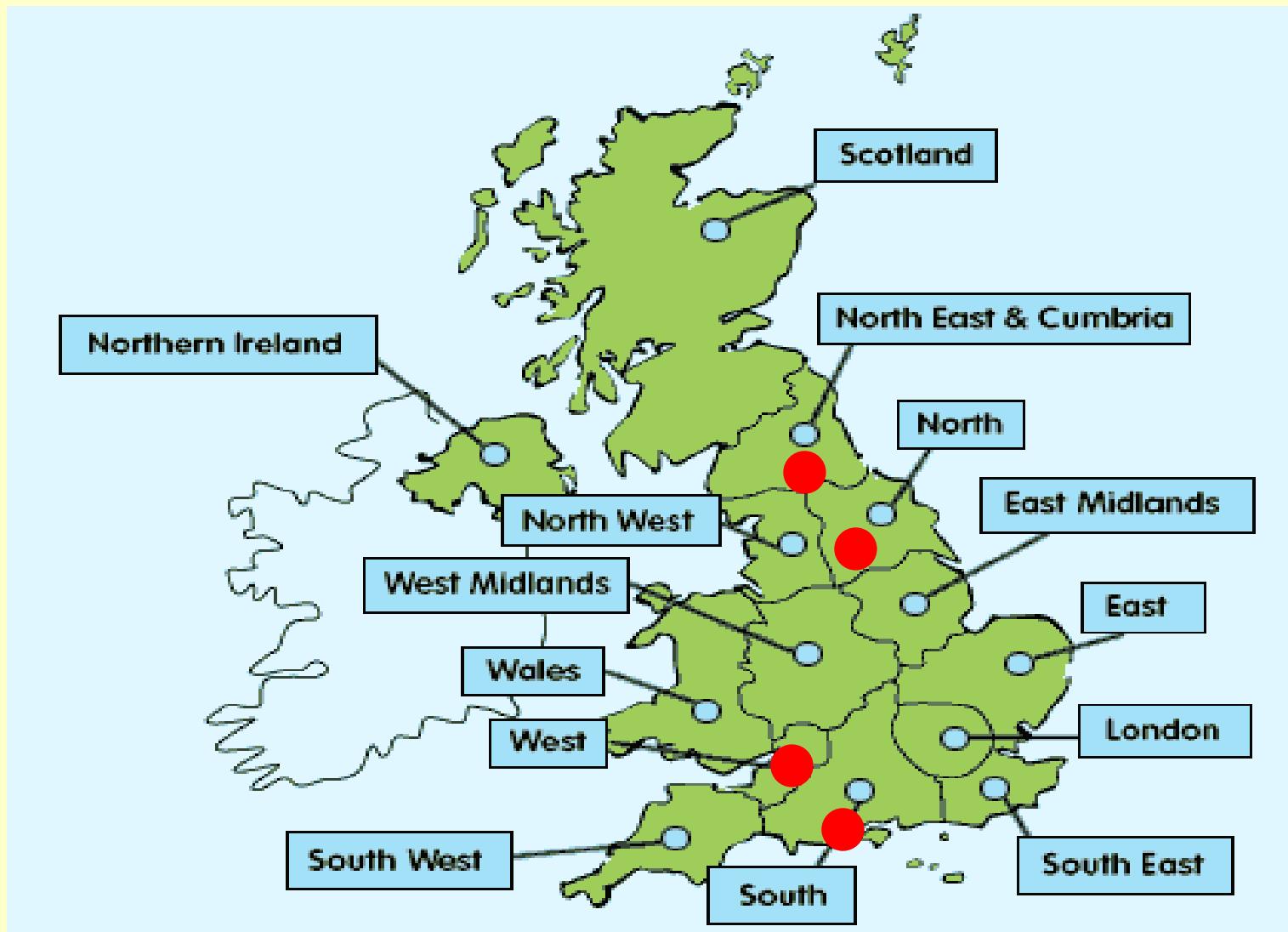
- Focus of Seminar Series, funded by UK Economics and Social Research Council (ESRC), was utility of theories from a range of disciplines to IPE.



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.

LOCATIONS



EVENTS

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

Seminar Title

Seminar 1

Theoretical perspectives on IPE: plethora and priorities- social and dynamic psychology, sociology and education (Convenor Group)

Seminar 2

Theoretical perspectives on IPE: prioritised theories from social psychology and their application to address challenges facing the workforce (John Carpenter, Ann Scott),

Seminar 3

Prioritised theories from education and introduction to activity theory & its application in IPE (Philip Clark, Sarah Hean with Interview from Engestrom)

Symposium

Summarising key messages from previous three seminars to evolve theory in IPE (Convenor Group)

Date

11th January 2008

CONSENSUS

27th June 2008

CONTACT HYPOTHESIS/ PROFESSIONAL IDENTITY; PSYCHODYNAMICS

5th December 2008

TRANSTHEORETICAL MODEL, ACTIVITY THEORY

26th June 2009

CONSOLIDATION AND FUTURE

Location

Huddersfield
University

Newcastle
University

University of the
West of England

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 (i2010) 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