

# Challenging 'Seeing Things as We Are': Sharing Interprofessional Perspectives & Processes within Practice Education



There is an emphasis on Interprofessional Learning within Canterbury Christ Church University because it:

- Encourages professions to learn with, from and about each other
- Respects the integrity and contribution of each profession
- Enhances practice within professions
- Leads to better service user care and experience

(Adapted from CAIPE, 2006, <http://www.faculty.londondeanery.ac.uk>)

We are navigating different professional cultures and there can be icebergs at times:



We are on a Journey:

- Learning about our colleagues' approaches to practice education
- The challenges and successes in establishing interprofessional roles
- Agreeing our future goals
- Pushing the professional parameters, developing shared terminology and cultures
- Promoting a 'team around the student' approach
- Building placement capacity and opportunities for interprofessional education

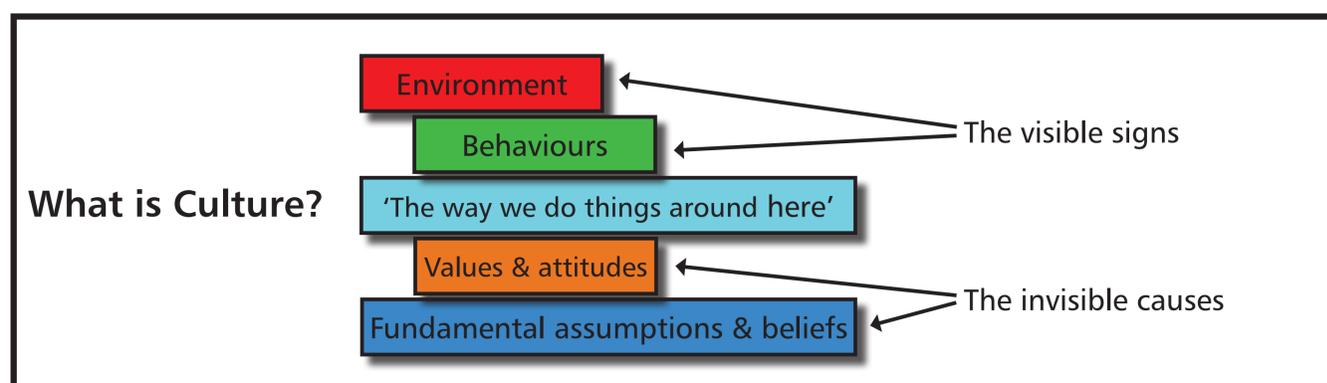
## Our Team and Key Aims:

Since September 2014, Canterbury Christ Church University has been establishing an **interprofessional team** to support students and their practice learning facilitators in placement settings. Academics have been appointed from Adult Nursing, Health Visiting, Operating Department Practice, Social Care and Psychology to new posts, **Senior Lecturers in Practice Learning**. This team are committed to:

- Advancing practice-based learning and assessment within a rapidly changing workplace environment
- Developing collaboration and partnerships, and enhancing relationships with our placement provider organisations and across the university
- Ensuring a consistent approach to practice learning within Health and Social Care whilst meeting the various professional regulations
- Co-ordinating audits and educational assurance measures of placement quality

## Our Work So Far:

- Bridging the gap between education and practice, where **relationships are vital**
- Providing key links to the Community and Hospital Trusts, and with the Private, Voluntary and Independent sector
- Monitoring quality and implementing change in practice education
- Introducing innovative support mechanisms: Regular **interprofessional clinical group supervision** and action learning sets – mindful practice and gathering intelligence
- Scoping for **interprofessional hub and spoke placements**
- **Promoting interprofessional education** and developing interprofessional responses



## Quality Assurance and the Duty of Candour

One example of our current research activity:

We have explored our Practice Issue Report (PIR) data, thematically analysing the types of concerns raised by students and the process followed. Concerns fall into four categories:

- Standards of mentoring
- Standards of patient care
- General staff behaviour
- Students being asked to do tasks beyond those agreed for their level of education

**Raising concerns is part of a healthy learning culture.**

We need to be equipped to manage concerns successfully with our partners within an approach where all feedback is welcomed.

We are researching the challenges in raising concerns within placements and keeping students feeling supported.

We are particularly interested in the increasing use of electronic reflective diaries and the impact on levels of candour.