



University of Brighton

**Evaluation of the second
Inter-professional Learning Day
18 November 2009**

**for the University of Brighton
ECM/IPL Working Group**

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Evaluation: Inter-Professional Learning Day, 18th November 2009

1. Introduction

1.1 Background

Movements in the policy framework governing health, social care and children's services since 2000 – 'The NHS Plan' (DOH 2000), 'Working Together-Learning Together' (DOH 2001) – alongside successive enquiries and media analysis (Kennedy, 2001; Laming, 2003) that have highlighted interagency communication issues, have made interprofessional learning a key focus for HE Institutions delivering professional qualification and pre-registration programmes. Additionally, 'Benchmarking Academic and Practitioner Standards' (QAA, 2001), along with 'The Common Core' (DfES, 2005), emphasise the importance of multi-disciplinary working as a key thread to all practice and professional development.

At the University of Brighton, inter-professional learning (IPL) and multi-disciplinary practice is gaining greater prominence across professional development programmes, principally through the School of Education, Chelsea, SASS and INAM. Study at both undergraduate and postgraduate levels, for example, through the FdA Working with Young People, BA(Hons) Professional Studies in Learning and Development, and the MA Education, is beginning to more directly reflect developments in practice in the field evident across Children and Young People's Trusts.

The Faculty of Health and Social Science have extensive, well-established Inter professional learning activities across all Faculty disciplines (Nursing; midwifery; occupational therapy; physiotherapy; social work; podiatry). These further link to, and work closely with, Brighton Sussex Medical School and Pharmacy. The work spans both pre registration/ qualification level and post registration/ qualification level, with an integrated Graduate Programme that enables students from all disciplines to access modules across all HSS Faculty Schools. There is also an established Inter professional Learning group (representing all professions) with considerable expertise in IPL.

The initiative by the University-wide Every Child Matters (ECM) working group to develop IPL has been a proactive response to developing policy in this area that is increasingly impacting on practice and therefore requires a wider engagement within

professional training settings. The purpose of the IPL day was to foster inter-professional understanding and awareness and so facilitate multi-disciplinary working in the field.

The Inter Professional Learning Day at Brighton University was jointly planned by the ECM working group, comprising course leaders from professional awards for those working with children and young people. This was the 2nd IPL Day organised through the ECM group and involved approximately 180 – 200 students in their final stages of professional preparation from nursing, education, social work, youth work, early years and midwifery, alongside lecturers and practitioners in these fields. The 1st took place in November 2008 and involved similar groups from a narrower range of programmes (teachers and midwives were additional programmes involved in 2009).

1.2 Objectives

The purpose of this evaluation was to review the experience gained from these two IPL days, to facilitate feedback to professional practitioners and educators, and to support the IPL/ECM working group in clarifying the focus of future IPL work. The evaluation and feedback process was also intended to inform the development of IPL work across the university and with professional groups beyond the institution.

1.3 Process

The evaluation process and the final report was conducted and produced by Dr Teresa Cairns, from the University of Brighton Education Research Centre, with the support of a University of Brighton Research Fellowship, awarded to the ECM working group.

A draft of the final report was presented to the ECM working group for discussion at its meeting on 3rd February 2010. At this meeting the ECM working group discussed the report findings under 3 headings, elaborated in **section 4: conclusions**.

1.3.1 Notes on Methodology

Students were offered two opportunities on the evaluation forms to suggest changes to the IPL day.

The data analysed for this evaluation included:

- Reflections on the IPL day from six facilitators/tutors, by email;

- 67 evaluation forms returned by participants in the IPL day, divided by discipline (students were requested to indicate their occupational group at the bottom of the form);
- 60 post-it notes collected during the IPL day on a comment wall;
- informal conversations during the day by the evaluator with a range of students and facilitators;
- the evaluator's own experiences of the day from attendance at the plenaries and at both a morning and afternoon workshop;
- notes from discussion of the initial draft evaluation report at the ECM worknig goup held on 3rd February 2010.

In addition, a range of journal articles, books and other documents were used to inform and clarify issues identified during the process of analysis (papers circulated to participants are included in this report as Appendices) Italics are used in the text to indicate extracts taken from written feedback.

1.3.2 Participants in the IPL day.

Students, by discipline:

Secondary Education teacher trainees: 24

Primary Education teacher trainees: 11

KS2/3 Education teacher trainees: 12

Primary Teaching Assistants: 16

Early Years practitioners: 8

Youth Support workers: 12

Social Workers: 31

Nurses: 27

Midwives: 23

Total: 164

Staff/Tutors/Facilitators:

7 School of Education academics

2 Chelsea School academics

5 School of Nursing and Midwifery academics

5 School of Applied Social Sciences academics

1 Safeguarding Team worker

1 Social Worker

1 Information, Sharing and Assessment worker

1 Deputy Head

2 School Nurses

2 Midwives

1 Youth Worker

Total: 28

2. Findings

This section presents responses to the IPL day stranded by theme; the headings below indicate the key issues as they emerged across the comments and evaluations.

2.1 The value of the IPL Day

Overall the feedback from the IPL day indicated that there was general agreement about the value of the experience to students' professional formation and that the day itself had been well regarded by students, professionals and tutor/facilitators alike. There were several responses indicating a *very useful and thought provoking day*.

2.1.1 Listening to experts

- Students stated that they had valued the opportunity to ask the expert panel questions about issues concerning multi-agency working. Listening to the experts had also enabled many to gain a greater recognition of their own duty and responsibility as professionals to liaise with other sectors in the field.
- In particular, the speaker from Brighton and Hove CYPT was mentioned by a number of people as a valuable part of the programme and their talk had put the day's work into a broader context.

2.1.2 Learning about other professional roles and responsibilities

- The IPL Day was considered *very valuable as a way to spend time discussing similar issues* with professionals from other disciplines, while the range of people involved in the day *provided a wider diversity of opinions* than they might normally encounter.
- Many students indicated that had learnt about roles they hadn't known existed, such as learning what a Social Work Duty Officer was; others felt they had gained an understanding of how Every Child Matters could be differently interpreted in practice across professions.
- The comment was made by a large number of students across professional groups about understanding and appreciating the different processes and roles across sectors. Several students indicated how, through meeting people from across professional boundaries, they had both increased their knowledge of other sectors but also no longer saw other professionals as *just*

roles set out on a page; they could have shared values despite having different perspectives.

- The evaluations also indicated an understanding of how others' professional focus could influence their interpretation of a problem and its solutions: *the Nursing perspective tends to see illness in everything; what is negative to one could be positive to another profession.*
- There was also an indication in the evaluation responses of a desire to inform other professional groups about student practitioners' own field: a Social Work student commented on the value of *being able to educate other professions about the role of Social Workers*; a midwifery student highlighted the midwife's role as *a professional friend*.
- Students additionally indicated an appreciation that differences in practice were not just evident across professions but could also exist *within the same geographic area*.

A comment from an education student encapsulates the general feeling about the day that was evident across all evaluations: *powerful opportunity to meet to discuss these issues whilst in training, rather than waiting until in post.*

2.1.3 Balance of the IPL Day

Although there was overwhelming agreement on the value of the IPL Day to practitioners in training and for practitioner/trainers themselves, there were also a number of comments that indicated potential for a different balance or focus for the day:

- A number of students felt the focus could shift to be a bit more health-oriented, as it was *currently quite education oriented, and teacher focussed*.
- A number of education students did comment that they felt that Education Studies *had tended to dominate*.
- One comment suggested a need for a wider variety of scenarios as *some professionals couldn't engage with the situations* in the case studies – this came from one of the Health professional groups.

2.2 Structure of the IPL Day

2.2.1 Practicalities

There were a range of disparate comments to practical and technical issues arising from the IPL Day:

- The timing of sessions during the day was considered both *well organised and structured*. However, there were issues for professionals in training who were currently working shifts on placement, as indicated by a midwifery student who had attended *after working long shifts so tiring*.
- Problems with technology resulted in a large number of responses. The technical difficulties with sound was commented on as *very poor*
- Some of the breakout spaces had experienced problems with noise from building and maintenance work, and this had badly interfered with the workshop sessions.
- Provision of food prompted comments such as *nice biscuits*, but also a need for *better consideration for Coeliacs at Brighton Uni please*. A number of students indicated that *provision of lunch would be nice*.

2.2.3 Plenary sessions

- Several evaluations indicated that the introductory session giving an overview of government policy *was excellent*.
- There were a number, however, who put the counter-argument regarding the introductory session as *unnecessary particularly the panel introductions*. One student felt that it was unnecessary *to provide the outline of ECM as everyone should know about ECM already*, which seemed to make assumptions regarding prior knowledge across professional groups.
- Several people also commented that they had felt intimidated at speaking in the large final plenary to the panel.
- The final feedback plenary was considered *very repetitive and not very useful* according to a range of responses; it was also *a bit unwieldy, seemed slightly contrived*.
- One of the tutor/facilitators made the observation that: *The panel was a good idea although I felt some students did not have enough time to feed back at the end and the feedback was quite repetitive and the questions only partly useful*.

2.3 Interprofessional working in practice

2.3.1 Seminar groups

- There were several responses that indicated the usefulness of meeting in single professional groups before the interprofessional sessions later in the

day. The seminar working groups had highlighted the importance of acknowledging students' *own profession's limitations but also their strengths*

- Equally, these professional group sessions were criticised by some as unnecessary or sessions that might have been better held beforehand as preparation for the interprofessional sessions.
- Comments in the evaluations indicated that the interprofessional working groups, in particular, had enabled students to understand better *the links between education and health*. Several students had valued the smaller inter-professional group work highly.
- The interprofessional sessions in the afternoon demonstrated the value of giving detailed consideration to single cases from multiple angles and of *learning and thinking about the different ways to approach problems*; these sessions had illustrated the effectiveness of developing *a more rounded picture through work with others*.
- However there was a pertinent comment from one student who indicated that it had been *hard to get the confidence to speak in the mixed group* and they had become aware of the consequent *implications this might have in the real world* for a case.
- A number of students commented on the imbalance across professions in the mixed working groups and consequent imbalance in group discussion.
- There was also a desire expressed to have an outline of each profession's potential input into the case study scenarios.

2.3.2 Case Studies

- Comments about the case studies varied. While a large number felt they had been useful as illustration of the range of interventions in a case across professions, there were equal numbers who felt they were unrealistic.
- In response to the interprofessional group work around the case studies, one student reflected that they now realised *that being a parent at a case meeting would be a frightening experience* and understood better why some don't ask for help.
- Comments from students with some practical experience in their field, alongside those of facilitators/practitioners involved in the IPL Day, indicated the tendency for discussion about the case studies to be too idealistic and unrelated to *how real life situations operate*, particularly in relation to *the way a school works on a day-to-day basis*;

- Facilitators/ practitioners felt there were repeated references in discussions to use of a 'key worker' *without reference or understanding of what the staffing or cost implications of this action might be;*
- several students felt *the plenary hadn't dealt with the case study they had discussed sufficiently , if at all.*

2.3.3 Group facilitation

Approaches to group facilitation varied widely and reflected the range of approaches used across professional training programmes. Experiences during the small group work was also a focus of a whole range of comments in the feedback and on the comments wall, from both students and the facilitators themselves, with some valuable insights for future work.

- There were a number of comments that indicated a lack of space in their groups for students to explore the case studies freely: *facilitators overpowered the group discussions –there was little free flow of discussion; facilitator overtook session so that there was little time for students to speak.*
- A note from the Comment Wall indicated that the groups were valued (as previously indicated), but also that facilitation had dominated: *Brilliant opportunity BUT far too leader led.*
- There was also some indication that some participants had felt overwhelmed with the amount and range of information they were receiving: *manage discussion better – often interrupted and overloaded with information.*
- There were several points made on the Comment Wall by facilitators themselves at the need to approach facilitation of the small group sessions at future IPL Days differently: *If I was to do this again I'd leave the students alone to lead the discussion, not start the group with points to focus on –just facilitate;*
- There was also an indication, from the Comment Wall again, that facilitators required and would appreciate greater preparation and input beforehand to support their role: *Felt that teachers (including me) seemed least informed about what we needed to know.*

2.4 Responses from Facilitators

Comments from the six staff/practitioner facilitators indicate:

- They had gained significantly from the experience, particularly in understanding more about the impact of integrated working on practitioners

from areas they were unfamiliar with: *Understanding of issues in integrated working impacting on sections of the workforce that I don't normally come into contact with –such as TAs; I thought the day went very well and that it was as useful for the practitioners and tutors as it was for the students*

- An increased awareness of the range of different professional programmes of study available and the range of professionals who actually work with children: *The day firstly raised my awareness of the different courses and type of practitioners working with children. I know about them vaguely but was unaware of the different levels and qualifications available at the uni.*
- There was some sympathy about the use of professional language without sufficient thought: *Agree with student comment @ jargon and feel all participants-students/practitioners could have been reminded not to assume their colleagues would have an understanding of each other's role/professional languages [lingo]*

2.5 The Comment Wall

The Comment Wall provided 60 additional responses to the IPL day as it unfolded. The Wall became a focus of activity and discussion during the day, particularly at the end of lunch and during the afternoon break, with some animated discussions developing around comments posted. It also offered an opportunity to engage student clusters in conversation about their experiences of the day; where they were unwilling or reticent about commenting personally it was possible to direct them to the Comment Wall to register their thoughts at that moment. The Comment Wall therefore acted as a developing focus of debate and discussion, albeit limited by space and the pressures of time. It did provide a fluid space outside of the organised parameters of the day for both students and facilitators to respond 'in process'. The comments, again, reinforced the overall ideas that came out of the evaluations, but also offered a different perspective that was not always registered in the evaluations, as indicated in the comments by facilitators, previously noted.

2.6 Suggestions for future development

Responses about what was felt might be done differently were quite varied. This section of the Findings draws together key suggestions for doing things differently, from students and tutors/facilitators, plus ideas from the Comment Wall.

2.6.1 Who should attend

There were a range of responses about who should attend IPL Days, indicating some confusion amongst a number of student cohorts regarding who was and was not invited along to the IPL Day. This requires clarification:

- *invite all EYPS students in future ; reduce the number of education students as they tended to dominate the day.*

Other responses indicated some reflection about the way interprofessional working should and could operate in practice. There were a significant number of responses from both the evaluations and the Comment Wall asking for the involvement of *Medics and Police*:

- *have more teachers and SENCOS working alongside the discussion groups;*
- *include more sectors e.g. Police, Nursery managers, Ed Psychs, SENCOS, Disability Service, PRESENS, etc*
- *From the Comment Wall: Need medical students as GPs key in this process and often criticised; Police as well would be great,*

2.6.2 Use of acronyms and professional knowledge

- The use of jargon without explanation was widely criticised, and there were a number of requests for lists of acronyms. There was also an acknowledgment that each profession had its own language to describe situations that was not just about acronyms and that practitioners actually meant different things when they used similar words or phrases: *Look at language used in each sector (acronyms etc). As one of the facilitators commented: every now and then I realised that people were talking from different premises and meant different things when they used common phrases.*
- There was also some indication of a lack of knowledge amongst some students and also professionals of procedures either current or in process. This was variously noted as irritation: *Other sectors didn't know what a CAF was, so spent a lot of time explaining this. Would be better if they came to session with knowledge of this;* or as acknowledgement that there were procedures that other professions were more involved in managing that it would be useful to know about: *more detailed information about processes involved would be useful –e.g. With CAF, what happens when I make a referral?*

2.6.3 Organisation of IPL sessions

- Although the expert panel was valued throughout the evaluations, there was also an indication that it could be re-thought in future: *have a shorted introduction to the day –there wasn't a need to know so much in depth from the panel.*
- One suggestion was made to start the IPL Day by exploring systems in addition to listening to experts: *the introductory session could have included more on procedures and systems.*
- There was a suggestion that the morning sessions in the same professional groups should take place before the IPL day so that more time could be spent in interprofessional groups on the IPL day itself, a point widely made: *spend more time in inter-professional groups.*
- The Final Plenary came in for some criticism, principally with regard to the feedback about the case studies and a sense that some students hadn't had their questions heard, or their case study sufficiently dealt with: *split plenary into 2 so each case study could be commented on separately.*
- One student suggested a rethink about where in a professional programme the IPL should happen in order to gain the most from the experience: *the IPL day would have been better placed in last year's programme of study as it felt like going over old ground at this stage in the course.*
- One of the Tutor/Facilitators made the suggestion that: *we should incorporate this sort of work into our courses on a regular basis, perhaps through 'pairing' modules across schools and mixing students up on a regular basis. While this will be difficult to organise the benefits would be huge.*

2.6.4 Focus for discussions

- There were various suggestions for development of the case studies that reflected some thought about their value as well as their use in enabling practitioners in training to experience interprofessional working: *to make the case studies more realistic in practice, each sector should have the specific information relating to their potential involvement, and this could then be put together in action through the interprofessional group work; produce role profiles produced before the day and circulated beforehand.*
- There were also suggestions about exploring how interprofessional working actually happened in practice so enabling students to explore the issues more extensively: *collect and share examples of integrated practice to generate*

debate about the process and outcomes; look at family histories and issues in the case studies in more depth.

- The work on the case studies obviously generated much thought about interprofessional relationships, but also highlighted the differences between professionals in how they related to their clients and this was reflected in some of the suggestions: *explore the different dynamics of relationships between client and the range of professionals working with them;*
- Processes and systems also came under scrutiny during the day, and comments from the Comment Wall and the evaluations indicate that participants were reflecting on how they related to their own work. As a Midwifery student commented: *it's easy to say 'I would make a referral to a social worker', but it would be useful to know how this works in practice.*

3. Issues for consideration

The following is a summary of the issues that the IPL/ECM group should consider in order to take the process of IPL forward across the university:

3.1 Value of the IPL Day

The IPL Day was overwhelmingly welcomed as a valuable opportunity by students, tutors and professionals. The working group need to review the suggestions for change in order to take this work forward.

1. Rather than just hold an IPL Day annually, explore with other professional groups whether IPL work could be integrated across training programmes, with ½ days or shared sessions across programmes developed over the academic year. This might make it more possible to involve a broader group of professionals without making an annual IPL Day unwieldy.
2. The suggestions for clarification of acronyms and differential use of language could be incorporated across professions and used as a focus for shared learning during the academic year separate from, but contributing towards, an IPL event.
3. Where case study scenarios are already used in the curriculum explore ways in which these might be developed across professional groups to address issues of IPL identified in the evaluations.
4. The group should consider different approaches to group work at larger events, in addition to seminar style working groups, in order to foster interprofessional dialogue. They might explore use of Appreciative Enquiry, World Café or Open Space; where groups already use such approaches they could facilitate such events and so cascade their use.

3.2 Support for tutors/facilitators

IPL teaching involves large numbers of both staff and students. However there is often little attention given to the difficulties faced by teachers when assigned IP teaching. Morrison et al. (2003) discuss the logistical and practical problems while Freeth et al. (2005) assert that teachers/staff require support and development to engage effectively in IP teaching. Approaches to teaching vary across professions, influenced as much by the different professional roles as by the experiences and expectations of practitioner tutors. Facilitators' domination of discussion in the small working groups probably came from a consciousness and sense of responsibility for their role as tutor trainers and a felt need to be seen to fully understand

interprofessional working, despite indications voiced by several tutors that they did not. The fact that few tutor/facilitators indicated a need for support or further training would suggest that work is needed across professional groups to explore the implications of interprofessional learning for tutors as well as for students.

1. Work with tutors to identify what support they might need in order to deliver IPL effectively – this might be most effectively done through outside facilitation.
2. Look at the inservice training already required of tutor trainers across professions in order to identify opportunities for the integration of interprofessional learning into the CPD programme without making it into an additional burden of training.
3. Explore different ways of involving professionals from the field in interprofessional developments; these may already take place but perhaps need to be mapped across professional groups in order to see where there are opportunities for further development of CPD.

3.3 Involvement across professions

Comments from participants in the IPL Day indicate that they would all value the involvement of more professional groups in IPL events. This poses some significant logistical as well as curricular challenges.

1. Invite other professional groups involved in delivery of professional training programmes across the university to join the current IPL/ECM working group.
2. Set up a working group to investigate how IPL might be embedded across professional training programmes effectively without compromising the integrity of professional training standards.

4. Conclusions and Recommendations

This final section of the report summarises the key findings from the evaluation and makes recommendations to inform the future direction of IPL across the University. This section has been informed by the discussion at the meeting of the ECM working group on 3rd February, to consider the initial draft report.

4.1 The value of the IPL Day and its future

Conclusions:

There was general agreement about the value of the IPL day to students' professional formation and that the day itself had been well regarded by students, professionals and tutor/facilitators alike.

There was indication that participants had gained a greater recognition of their own duty and responsibility as professionals to liaise with other sectors in the field. By meeting people from across professional boundaries, both students and staff had increased their knowledge of other sectors and of the range of associated training programmes offered across the institution.

There was indication of a need for a wider variety of scenarios written into the case studies used to focus discussion. Some of the professional groups found the situations in the case studies difficult to engage with, in particular the Health professionals, who felt the scenarios were very education focussed.

There was also an acknowledgment that each profession had its own language to describe situations that was not just about acronyms, and that practitioners actually meant different things when they used similar words or phrases.

Comments from both students and tutors themselves indicated a lack of opportunity in the groups for students to explore the case studies freely. This was due to an acknowledged tightness of control by many of the facilitators over the direction of discussion.

Recommendations:

- The working group should review the suggestions for change offered by participants in the IPL Day in order to inform future plans.

- Identify current use of case study scenarios in the curriculum and explore ways this might be developed across professional training programmes to promote shared IPL opportunities that reflected professional practice.
- Explore with other professional groups the ways in which current IPL work could be integrated, with ½ days or shared sessions across programmes developed over the academic year. This could involve a broader group of professionals without developing an annual IPL Day that could become unwieldy.
- Explore the potential for an annual conference held over a weekend to engage with IPL issues across professions.

4.2 Support for tutors/facilitators

Conclusions:

There is often little attention given to the difficulties faced by teachers when assigned Interprofessional teaching. Holland (2002) indicates the importance of addressing 'the needs of the future teaching community' in order to effectively respond to the drive for inter professional education and practice across the education and health care sectors (Holland, 2002: 221). The development of IPL is now an essential and embedded element in professional programmes and raises issues regarding the skills, confidence and the level of personal security with professional identities required of tutor/practitioners involved in delivering training programmes.

Work is needed across professional groups to explore the implications of interprofessional learning for tutors as well as for students, and a key task is to engender a greater self-confidence about working together across professions. However, it is also necessary to engage with those aspects of IPL where existing imbalances of power relations in the work situation are replicated in training and learning, and thus hamper effective and ongoing development of IPL. Facilitators reacted very differently during the IPL Day to the process of facilitation according to their own experiences of IPL in their ongoing professional training. Facilitators' domination of discussion in the small working groups was influenced by a consciousness and sense of responsibility for their role as tutor trainers and a felt need to be seen to fully understand interprofessional working, and all aspects of the wide range of professional roles involved in the case study scenarios, itself an unrealistic expectation.

Recommendations:

- Explore with tutors across professional training programmes what support and training would be of value in order to develop and deliver effective IPL.
- Map the in-service training already required of tutors across professions in order to identify opportunities for the development and integration of interprofessional learning across existing CPD programmes.

4.3 Development of IPL work across professional groups**Conclusions:**

Comments from participants in the IPL Day indicate that they would all value the involvement of more professional groups in IPL events. This poses some significant logistical as well as curricular challenges [dealt with, in part, in 4.1].

The value of meeting in single professional groups before the interprofessional sessions later in the day was widely acknowledged. However, these single professional group sessions might have been better held beforehand to consider the case study scenarios as preparation for the interprofessional sessions.

The interprofessional sessions demonstrated the value of detailed consideration of cases studies from multiple angles and illustrated the effectiveness and potential for work in interprofessional groups.

There was extended discussion during the meeting of the ECM group on the 3rd February, of the value of Problem Based Learning (PBL) and its potential to the development of IPL across programmes. However, there was also discussion of the need to ensure future developments in IPL balanced product with process.

Recommendations:

- Invite other professional groups involved in delivery of professional training programmes across the university to join the current IPL/ECM working group and change its name to reflect this development.
- Explore further how IPL might be embedded across professional training programmes effectively without compromising the integrity of professional training standards.

5. Appendices

5.1 Inter-Professional Learning Day: Programme

Inter-Professional Learning

– a study day for students from education, health and social work

Wednesday 18th November 2009

The Lecture Theatre (Room C122), The Checkland Building, Falmer

Aims

To explore professional identities, consider the nature of communication and information sharing and develop understanding and clarification of roles and responsibilities, thus facilitating an understanding of inter-professional practice.

Programme

10.00	Welcomes, housekeeping and overview of the day Context: Professional formation; current context / issues for inter-professional working	Mark Price School of Education
	Practitioner panel introductions	Rosemary Gaudoin School of Nursing and Midwifery
	Illustrative case study– responses from each panel member:	Case Study 1: The Smith Family
	Outline of two additional case studies for consideration:	Case Study 2: Ben (4 years) Case Study 3: Ellie (14 years)
11.00	Break	
11.30	Single- professional groups:	Initial consideration of either Case Study 2 or 3 Issues for inter-professional working
12.30	Lunch	
1.30	Multi-professional groups:	Further examination of Case Studies Issues for inter-professional learning
2.30	Break	
3.00	Plenary:	Points arising from Case Studies Summary of learning from panel and groups Julia Stroud School of Applied Social Science
	Concluding keynote:	Annie McCabe Head of Workforce Development Brighton & Hove Children and Young People's Trust
4.00	End	

5.2 Inter-Professional Working: Notes for facilitators

Overall focus for discussion and consideration is as follows:

1. *What are the strengths of the child/young person/family presented?*
2. *What are the main needs of the child/young person/family?*
3. *What are the priorities for action?*

A second set of considerations focusing on the students' development include:

- What are the main areas of engagement for the particular professionals?
- What potential is there for inter-professional working?
- What are the key issues for inter-professional learning?
-

Morning Group Session

- Students may know each other, but maybe do a quick round for facilitators' benefit.
- Need to focus on specific professional concern and focus for action.
- Potential for professional engagement?
- Perspective on other professionals' engagement?
- Potential for multi-agency working?
- Summarise main points to take forward to the afternoon sessions.

Afternoon Group Session

- Students and facilitators will need to introduce themselves to each other.
- Need to establish different professional groups represented.
- From each professional group, report back on points 1 – 3 above.
- Identify common themes, concerns, action.
- Identify any differences / tensions between professional groups. (If possible try and unpick these.) Point for student reflection: *How comfortable did you feel in the multi-professional group?*

Note: towards the end of the session, the focus should move from *practice* issues (who does what and when) to *professional learning* issues (what have we learned about our own profession, other professions and inter-professionalism).

- Try to identify three points to bring back:
 - key action regarding child/yp/family
 - key aspect of inter-professional learning
 - one question for the panel

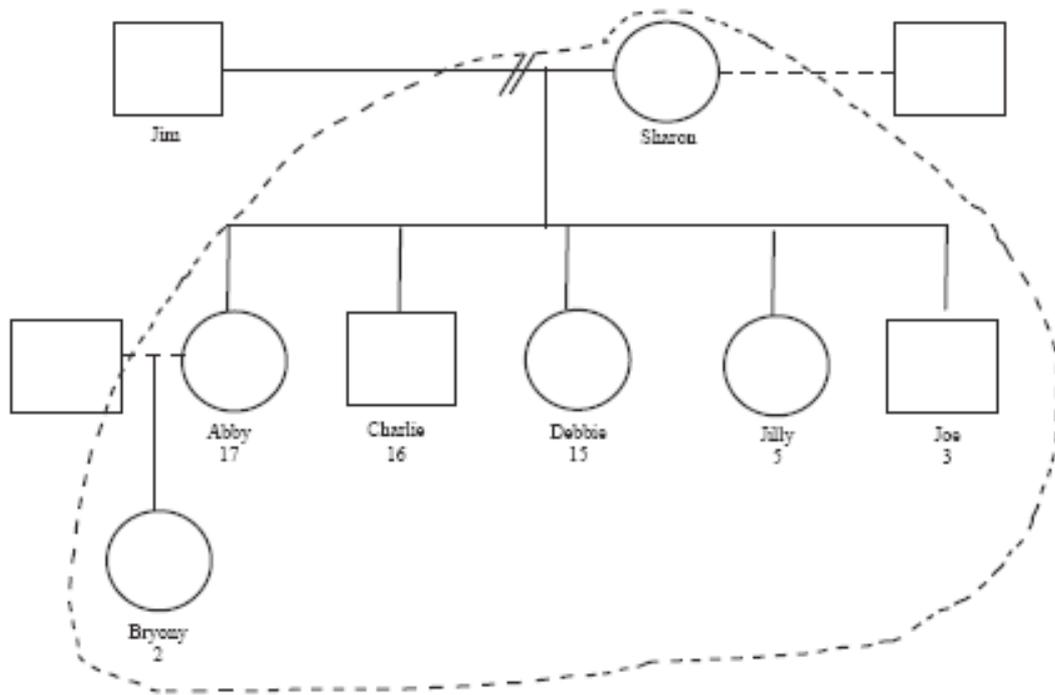
5.3 Case Study 1: The Smith Family

Sharon is mother to Abby, Charlie, Debbie, Jilly, and Joe. She lives with her children and Abby's 2 year old daughter Bryony in cramped conditions in a house owned by a housing association. The home is chaotic and not clean with old food, empty cartons and bottles lying around. Sharon has been separated from the children's father Jim for some years now, because of the domestic violence which he has inflicted on her. While the family have a number of issues with which they require assistance and can appear noisy and quarrelsome, they see themselves very much as a family unit. The children have little contact with Jim, but sometimes see him in town by chance.

Sharon (mother)	Sharon has a learning disability. She says she wishes to move to a larger house out of area, so her children have a better environment and to live nearer her new boyfriend, whom her children have not yet met
Abby (17)	Sharon and Jim's oldest child. She has her own daughter Bryony. She says she does not know who Bryony's father is. She admits she misuses substances. She says wants to live independently and thinks she is pregnant again .
Charlie (16)	Charlie has learning disabilities. He is not employed/not attending college. He admits he has been involved from time to time in minor criminal offending (shop lifting, theft, damage to property) and sometimes misuses substances. He attends youth club to play football and speaks about this with enthusiasm.
Debbie (15)	Debbi's school reports that she is a non attender. She too has learning disabilities and has a statement of educational need. She and her mother agree that she helps Sharon (her mother) in caring for Jilly and Joe. She is diabetic and the diabetic nurse has

concerns about her being overweight and her hygiene problems. She admits she is lonely and isolated. She says she has already had a number of sexual partners and when she was attending school there were emerging concerns from staff that she might be sexually exploited.

- Jilly (5) School report that Jilly is a bright child. She helps Sharon and Debbie with the care of Joe and Abby with the care of Bryony. She says she enjoys school: however, teachers are concerned about her poor hygiene and dirty clothes. They report that she has had repeated head lice infestations. School report that she attends school regularly and on time
- Joe (3) Joe's health visitor reports that Joe is a poor eater; as a result he is underweight. He is not toilet trained yet and has a constant nappy rash. He attends school nursery, who are worried about his poor speech, challenging behaviour, poor hygiene and head lice infestation. Recently, he has been in hospital with blood infection from an untreated infected toe. PRESENS (Pre-School Special Educational Needs Service) are visiting him at his nursery.
- Bryony (2)
(Abby's daughter) Bryony's health visitor says that Bryony is a healthy child physically. However, the health visitor feels she experiences a lack of stimulation at home and, resultantly, has delayed speech development for her age. The early years worker & nursery nurse visits her at home also and report that she has a infestation of head lice.
- Jim (Father) Jim is homeless and sleeps rough. He admits to outreach workers for the homeless that he misuses substances. He has been violent to Sharon.



5.4 Case Study 2: Ben (4 years)

Maggie (age 24) and **Adam** (age 23) have 2 children **Emma** (age 6) and **Ben** (age 4yrs 6months). Maggie and Adam have now separated. Adam and the children live with Adam's mother, **Angela** (age 46).

Adam has significant health and substance misuse problems. He has ADHD, learning difficulties, and congenital cataracts causing mild visual impairment. Adam's father, now deceased, also had some visual impairment.

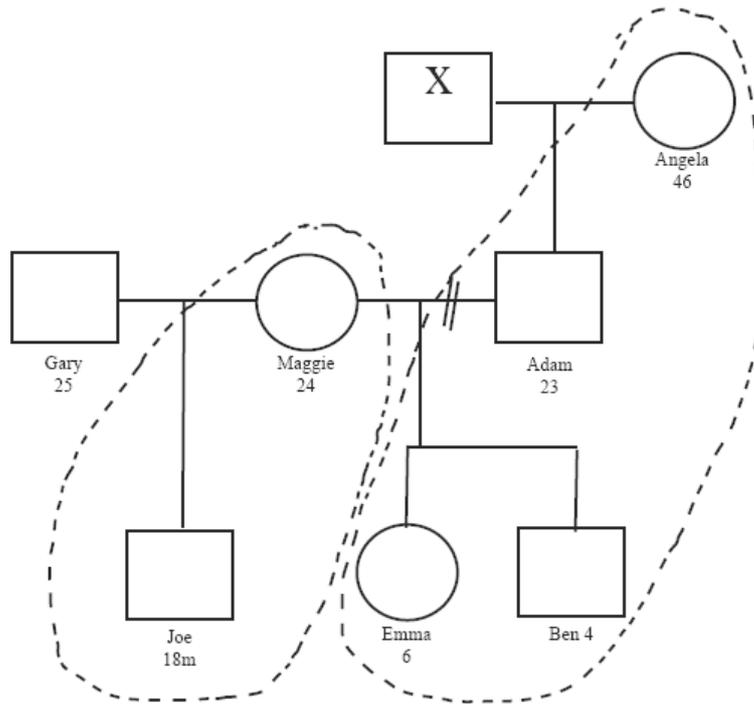
Maggie now lives an isolated life with her 18 month old son, **Joe**. There are concerns about the lack of stimulation for Joe evidenced by his lack of recognition of words and own-agenda play. Joe's father **Gary** (25) is about to be released from prison where he has been serving a sentence for offences associated with substance misuse. Maggie has refused to sign a written agreement regarding future contact with her partner Gary, who has a record of domestic violence. She has suggested that Joe should go to live with his half brother and sister, with Angela. Angela has contacted Social Services refusing to accept Joe into her care.

Ben has significant problems. In his first year he had poor weight gain and frequent chest infections. By the time he was 2 years old Maggie was concerned at his sleeplessness and near vision and thought he also had ADHD. However, since he was 3 years he slept well and regularly attended nursery. He has only recently moved, permanently, with his sister Emma and his father, to his paternal grandmother, Angela's house. He is in the first term of Reception and has experienced difficulties settling in to school. His teacher reports he has poor attention, throws tantrums and generally shows an inability to play, hiding under furniture at times, refusing to come out.

Ben and Emma stay with their mum, Maggie, every weekend, but unlike Emma, Ben has difficulty with the constant transitions. Angela says he is difficult to manage on return; he misses his brother Joe, and expresses resentment that Joe stays with their mum.

Emma is able to express herself clearly. She and Ben attend the same school. She misses her mum and Joe, but adapts rapidly to being back at grandma's at the end of each weekend.

The local authority Housing Department have contacted Maggie's health visitor, expressing concern about the state of Maggie's house.



5.5 Case Study 3: Ellie (14 years)

Ellie (age 14) lives with father **Chris** (age 48) and elder brother, **Liam** (age 19) and younger brother **Jason** (age 12). There are also two other elder brothers, now living away from home.

Ellie's school reports she truants regularly and is often disruptive when at school. She smokes cannabis and drinks in the local park regularly and has attended A&E twice due to alcohol and substance intoxication. Following these incidents, Ellie has received referral letters from the young people's substance misuse service but she has not kept these appointments.

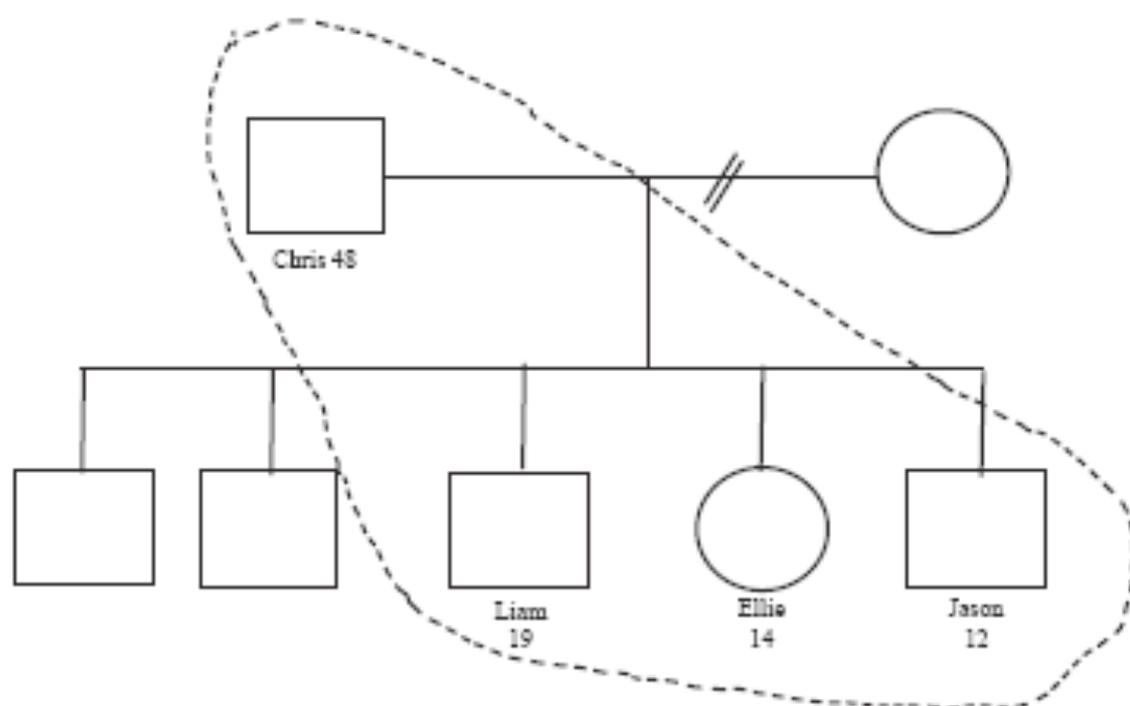
She is able to form appropriate relationships with some professionals, particularly women and despite everything else going on in her life, Ellie is an enthusiastic member of the Contemporary and Street Dance Group at school and helps the teacher run the junior dance group for year 7s and 8s. She occasionally attends the local youth centre and is known by detached youth workers working in the local park.

Ellie has made two allegations of rape against family friends/acquaintances currently under investigation. She has recently discovered she is pregnant (13 weeks).

She doesn't see her mum, who lives rough and has a long standing drink problem. Ellie has no privacy at home – her brothers and their friends often just walk into her bedroom.

Ellie's dad Chris is a building labourer who drinks heavily. Her elder brother, Liam is unemployed with occasional, casual work. The local housing dept has threatened to evict the family due to noise and violent interactions between Chris, Liam and the elder brothers when they visit.

Jason, is a quiet boy, who although often appears dishevelled, works hard at school. Ellie is fiercely protective of Jason.



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