Developing and Researching; The Leicester Model of Interprofessional Education

Liz Anderson
Outline

• Reflections
  – Designing new teaching
  – Research
    • Dissemination

• Discussions
  – Your experiences
  – What can we all take away from this time
Terminology

• Health and social care language
• IPE: Interprofessional education

“Occasions when two or more professions learn from with and about each other to improve collaboration and the quality of care”.

Barr H: Inter-professional Education Today, Yesterday and Tomorrow
LTSN 2002
History

• The Beginning
  – Research
Research Questions

- **One year mixed methods study**
  - One-to-one interviews, all stakeholders
  - Questionnaire

- **Why are health outcomes so poor?**
  - *We are not interested in your services*

- **What do the population want?**
  - *Help us through joint working across agencies*

- **What are the lessons we can learn from them?**
  - *Professional mis-match in service design and delivery*
  - *Team working and collaborative practice essential*
    - Training health professionals unfit
Beginning of Interprofessional Education

• GP & Nurse
  – Questioning training
    • Medical practice training little in community
  – Bidding for money
    • GMC, DOH etc
  – Piloting new education
    • Research triangulated approach
  – Talking with other discipline leads
    • De Montfort University
The Leicester Model, IPE

Aim
to develop the knowledge and skills of learners to formulate effective, multi-agency, patient centred health and social care
The Leicester Model

• Educational Methodology
  – problem-solving
  – experiential
  – interprofessional
  – application of theory
  – analysis and reflection

• Design
  – care settings; community & hospital based
  – real practice peoples lives
  – engagement clinical teams
  – undergraduate to CPD
The Leicester Model

- **Learning**
  - practical understanding
  - patient at the centre of health and social care delivery
  - teamwork
  - clinical and inter-personal skills
The Leicester Model

• Current Programmes
  – Inner-city inequalities (800+ students)
  – Learning from lives - disability (300)
  – Teamwork development (100)
  – Patient pathway learning (30)
  – Hospital based in community hospitals (100)
The Leicester Model

immersion into patient/carers family and professionals experiences
Students interview a patient in her home
Students interview a district nurse
Students interview a general practitioner
Students see the impact of community regeneration through the eyes of local residents
The Leicester Model

- Immersion into users’ & agencies experiences
- Analysis relating professional perspectives, theory & policies
Analysis facilitated by experienced community tutors
Analysis facilitated by experienced community tutors
Analysis facilitated by experts in teamwork
The Leicester Model

- Immersion into service users’ experiences
- Analysis relating professional perspectives, theory & policies
- Consider solutions to problems identified

University of Leicester
Students consider solutions to identified problems
The Leicester Model

- Immersion into service users’ experiences
- Analysis relating professional perspectives, theory & policies
- Consider solutions to problems identified
- Become change agents through feedback
Students present their findings to colleagues and an invited audience
The Leicester Model - a learning cycle

1. **Immersion into service users’ experiences**
2. Consider solutions to problems identified
3. Analysis relating professional perspectives, theory & policies
4. Become change agents through feedback
The Kolb Cycle

Concrete Experience
CE: *Doing it*

Reflective Observation
RO: Reflecting on the experience

Abstract Conceptualization
AC: Making sense of the experience

Active Experimentation
AE: Planning what to do.

*Kolb, 1984*
Types of Learners

• Learning Styles; Hunny & Mumford (1982)
  – Activist = doing it
  – Reflector = Reflecting on experience
  – Theorist = Making sense of the experience
  – Pragmatist = Planning what to do

• Others; Principles of visual, auditory, kinaesthetic, tactile
Does it achieve deep learning?

- How would you set about researching into the impact of this model?
- What questions would you ask?
Planned approach: grants

• **3 year**: DOH investigating approach with disabled people

• **4 year IPE project**: Regional Health Authority

• **1 year x 2**: Higher Education Academy
  – SWAP
  – Health Sciences & Practice
Papers

- Smith R, Anderson ES (2006) Interprofessional learning: aspiration or achievement?
- Anderson ES & Lennox (in press) The Leicester Model of Interprofessional Education: Developing, Delivering and Learning from student voices for 10 years. In review
Why Leicester Model Important

• Deep learning
  – Students like it
  – Patients like it
    • Research evidence

• Feedback and engagement of practice
  – Cycle of learning also for the clinical staff
  – Benefits patients
Outcomes of the Model

- Patients become partners in education
- Examples of changes in practice
  - change of times of clinics
  - identification of need for new services
  - re-engaging the ‘lost to follow-up’
  - holistic management
  - cultural awareness affecting service uptake
  - additional meetings with health directors
What can we learn

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Contact

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