

In partnership with:



**IES Poligono Sur**



**Devon & Cornwall Police**

**Broman  
gymnasiet**  
Hudiksvalls kommun



**Devon Virtual School**



**CERCEDA**

Hudiksvalls  
kommun



**The Learning  
Institute**



**Devon Virtual School**

# ACE Project:

# Intellectual Output 6

## Interprofessional Learning

# What is Interprofessional Learning?

'IPE occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of education or support... and includes all such learning in academic and work-based settings before and after qualification, adopting an inclusive view of "professional"' (2006)

As Freeth (2007, p. 2) notes, IPE is primarily concerned with students or professionals actively learning together. The learning is based on an exchange of knowledge, understanding, attitudes or skills with an explicit aim of improving collaboration and outcomes.

IPL links closely to the concept and practices of interprofessional delivery where there is interaction among professionals that goes beyond having members of different professions sharing an environment together (Headrick et al., 1998) and interdisciplinary practice where professionals work collaboratively to improve outcomes (World Health Organization, 1988).



Erasmus+



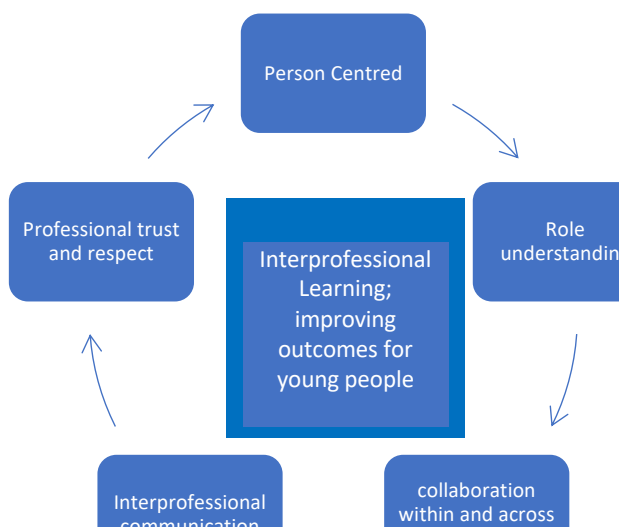
Devon Virtual School

# Benefits of Interprofessional Learning?

- The main benefit behind the development and implementation of interprofessional learning (IPL) is to help improve outcomes. Barr (2005, p. 13) sums up the reasons why IPL has developed as follows:
- to modify negative attitudes and perceptions (Carpenter, 1995);
- to remedy failures in trust and communication between professions (Carpenter, 1995);
- to reinforce collaborative competence (Barr, 1998);
- to secure collaboration:
  - to implement policies (Department of Health, 2001)
  - to improve services (Wilcock and Headrick, 2000)
  - to effect change (Engel, 2001);
- to cope with the problems that exceed the capacity of any one profession (Casto and Julia, 1994);
- to enhance job satisfaction and ease stress (Barr et al., 1998; McGrath, 1991);
- to create a more flexible workforce (Department of Health, 2000);
- Finch (2000) set out the important features that interprofessional collaborations should try to embrace;
- to "know about" the roles of other professional groups;
- to be able to "work with" other professionals, in the context of a team where each member has a clearly defined role;
- to be able to "substitute for" roles traditionally played by other professionals, when circumstances suggest that this would be more effective;
- to provide flexibility in career routes: "moving across"

# Guidelines for Management of Interprofessional Groups

- Encourage 'learning from' rather than 'learning with' one another;
- Make sure you have an adequate, diverse and equal mix of professionals;
- Ensure the majority of a session has relevance to all participants;
- Utilise the skills, knowledge and expertise of all the participants through carefully selected activities;
- Do not let one group dominate discussion and ideas;
- Challenge stereotyping and negative views.



## Activity 1

Think about your current and recent workplace(s) and consider your opportunities for learning.

- What are the ways in which you learn through work-related activity?
- What seems to challenge opportunities for you to learn through work-related activity?
- What does workplace-based learning seem to offer that 'classroom-based' learning does not?

## Activity 2

Erasmus + ACE project involves working in a multi-agency environment.

- What factors support interprofessional learning?
- What factors hinder inter-professional learning.

## Activity 3

Using a case study use interprofessional learning to create a strategy to improve outcomes for the young person.

- Identify the adverse childhood experiences which are impacting on the young person's life.
- Consider from your different professional viewpoints how the adverse childhood experiences are affecting the young person's actions and situation.
- Explore solutions to improving the young person's situation.
- Create a practical plan to improve the outcomes for the young person.
- How would you expect things to have changed for the young person.

## Activity 4

Reflect on the activities above. How will you use interprofessional learning to improve the work you do to support young people.

This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

To view a copy of this license, visit

<http://creativecommons.org/licenses/by-nc-sa/4.0/>

