Students' interprofessional collaborative learning in hospital clerkships

Crossing rather than protecting boundaries

Occupational therapy, physiotherapy, medical and nursing students participating and learning in interprofessional practice

Hanne Hagland, NiPNET June 2017

Crossing rather than protecting boundaries

How does students participate and learn in interprofessional practice whilst on clinical placements in hospitals?

What does the interaction across the boundaries of professions in the ward look like?

How are shared tools (EPR, forms) included in this interactions?

How are knowledge connected across the boundaries of professions?

What does participation in local practices mean in relation to students' development of knowledge and professionalism?

Crossing rather than protecting boundaries

Fieldwork

Professions' interactions, practices, shared tools

Students' daily practices

Following some patients

18 weeks altering between Ringen & Lien

Interview 15 students

Fokusgroups 14 clinical supervisors

Main analytic lenses

Abbot’s (1988) theory on the system of professions

Wenger’s (1998) theory on communities of practice

Star & Griesemer’s (1989) theory on boundary object

Crossing rather than protecting boundaries

Professions

Knowledge-based occupations

• Competing for jurisdiction of areas of tasks & knowledge

• Form a dynamic system of professions

• Key-elements: diagnosis – inference – treatment/actions

• Uncertainty in inference & result of actions

• Self-control in using & developing knowledge

• Obligation to moral values

Professional knowledge base

• Heterogeneous and fragmented

• Elements of research-based knowledge from several academic disciplines

• Elements of practical knowledge

• Problem & purpose of practice determine which elements & their interconnections

= Practical synthesis forming a meaningful unity
Interprofessional area of competence – core of IP practice & development

- Mutual insight into activities, knowledge, criteria
- Build mutual trust & accountability whilst developing practical syntheses
- Define valid knowledge within IP area of competence constraining participation, reification, community, practice
- Diagnosis – inference – treatment based on IP area of competence – not one profession’s domain of knowledge
- Foundation of actions goes beyond each profession’s knowledge & standards

System of competences

<table>
<thead>
<tr>
<th>RINGEN</th>
<th>LIEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position depends on ability to foster others understanding &amp; participation</td>
<td>Position relates to participating within shared field of interests &amp; profession</td>
</tr>
<tr>
<td>Supervisors = staff = IP community of practice</td>
<td>Supervisor = insider in profession’s local community</td>
</tr>
<tr>
<td>Student nearly equal participant</td>
<td>Student outsider in system of competence</td>
</tr>
<tr>
<td>Insider in students interprofessional community of practice</td>
<td>Insider in uniprofessional student communities</td>
</tr>
</tbody>
</table>

Communities of Practice

- Mutual engagement
  - Participate in negotiation of meaning & activities of importance in the community
- Joint enterprise
  - Enterprise, purpose, responsibility, interests
- Shared repertoire
  - Language, tools, symbols, stories, artefacts, routines

Connections dominating interprofessionalism as community of practice

<table>
<thead>
<tr>
<th>PARTICIPATION</th>
<th>REIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiation of meaning in real time &amp; space</td>
<td>Meaning through alignment &amp; imagination via EPR, shared documents</td>
</tr>
<tr>
<td>Oral reification uncertainty, unclearly, nuance, difference stimulate discussion</td>
<td>Written reification appear as certain &amp; definite reduce questions &amp; discussion</td>
</tr>
<tr>
<td>Meeting practices Mutual engagement in meaning making Collective inference</td>
<td>Meeting practices Alignment, effectiveness, routine inference without explanation</td>
</tr>
<tr>
<td>Reflect mutual accountability of learning &amp; patients</td>
<td>Reflect functional division of activity &amp; responsibility</td>
</tr>
</tbody>
</table>

Meaning – an interplay

- Participation
  - active process
  - make us recognize ourselves in each other
- Reification
  - give experience & practice a ‘frozen’ form
  - making it possible to present & negotiate

Complementing and presupposing each other, can not replace each other
Contributing to development in and of interprofessional practice

- Belonging in IP community of practice
- Joint enterprise (interests, purpose, accountebility)
- Mutual engagement in each others practice & learning
- Shared repertoire (stories, concepts, language, tools)
- Being competent participant in meetings, actions, practices
- Access, communicate & use knowledge of patient
- Understand each others language, action & foundations
- Developing interprofessional areas of competence

Hagland 2015/2018; Hagland 2015

Some references


