University teachers’ views of IPL and their role in achieving outcomes
a qualitative study
Background

• The literature gives us a number of key factors that contribute to effective IPL\(^1\text{-}^5\).
• Little is known about university teachers’ views about IPL and their role in supporting learning outcomes linked to IPL.

Aim

... to investigate university teachers’ perceptions of IPL, and their role in achieving outcomes linked to IPL by exploring the following objectives:

• Teachers’ views of IPL delivered at their own institution.
• Teachers’ views on the potential for IPL to enhance collaborative practice and care.
• Teachers’ views of their role in helping students achieve outcomes linked to IPL.
Methodology

• Data were collected during four focus groups:
  o one held at each of two universities in Norway: Molde University College and Norwegian University of Science and Technology
  o two held at the University of East Anglia (UEA)

• In total, 24 university teachers participated in this study.

• Data were analysed using principles of thematic analysis described by Grbich.
## Focus Group Guide

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<tr>
<th>Introductory questions:</th>
<th>Transition question:</th>
<th>Key questions:</th>
<th>Ending question:</th>
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<tr>
<td>Please share your views of IPL delivery at this university.</td>
<td>When do students learn about collaborative practice?</td>
<td>Do students share views of IPL with you, how do you respond to such comments?</td>
<td>Is there something else you would like to add, or discuss?</td>
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<td>What do you think is the purpose of IPL?</td>
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<td>What is the potential of IPL to impact on the quality of collaboration once students qualify?</td>
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<td>What about the quality and safety of care? i.e. can IPL affect that?</td>
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<td>In your own teaching, how do you link to IPL and/or collaborative practice?</td>
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<td>How can teachers help students achieve outcomes linked to IPL and collaborative practice?</td>
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Findings – three main themes

1. Views about IPL
2. Interprofessional Collaborative Competence
3. Learning Opportunities

Is it worth the struggle?
Theme 1. Views About IPL

Teachers think IPL is...

• ... a good way for students to develop the skills & knowledge that they need to collaborate effectively with other professions.

• ... important in order to prevent hierarchical barriers from forming.

• ... not conducted as well as it could be at their particular university.

• ... in need of good role models.

• ... not really a priority.

• ... lacking leadership.

Teachers do not agree when IPL is best placed within students’ courses.

Professional identity vs Interprofessional Collaboration
Theme 2. Interprofessional Collaborative Competence

Is a concept teachers are clear about.
Theme 3. Learning Opportunities

Teachers think they can make a great contribution to achieving IPL outcomes by...

• ... creating opportunities in practice.
• ... educating mentors in practice.
• ... teaching students from other professions.
• ... linking to collaborative practice when possible.
• ... engaging more in the development of IPL.
Conclusions

Teachers based at Molde University College, Norwegian University of Science & Technology, and UEA...

• ... like the idea of IPL in principle.
• ... don’t think IPL is as good as it can be at their university.
• ... link to collaborative practice in their own teaching - when possible.
• ... wish to teach students from different professions.
• ... wish to engage more in the development of IPL.
• ... are calling for leadership and organisational support.
This study was completed by:

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Together we have written a publication, which has been submitted...
So, please look out for this to gain a deeper insight!
References


Thank You – any questions?
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