



2010 is well and truly on its way and the Health & Social care Interprofessional Network (HSIN) 'Vic News' brings you updates from the coalface and an overview of the highlights from Interprofessional Collaboration (IPC) workshops and meetings which have taken place since the beginning of the year. There are exciting activities happening within the Health sector and IPC is at the forefront. Our next issue will bring all the news from the Altogether Better Health Conference in Sydney.

HSINetwork activities January - March 2010:

Partnerships

- Professor Tomo Tanaka, Kibi International University met with Faculty & MUDRIH representatives in Melbourne to discuss IPL
- Marilyn Hammick, co author of the book 'Being Interprofessional' will be meeting with staff from Monash University Department of Rural and Indigenous staff prior to the School of Rural Health Conference in Mildura.
- The first meeting of the Monash IPL Forum was held on the Clayton campus on 23rd March, 2010.
- Helen McBurney meeting 1st April 2010. Helen has a joint appointment between Latrobe Regional Hospital and Monash University, and is located at the School of Rural Health offices, Traralgon.

IPL developments:

A HSIN workshop, '**Crossing the Great Interprofessional Divide: Facilitation Skills for Practice**' was held at Barwon Community Health, Belmont on 23 March and facilitated by Fiona McCook. There were 9 participants from the fields of nursing, physiotherapy, mental health and dietetics.

As the title of the workshop suggests, this workshop was about teaching facilitation skills to health professionals who supervise medical, nursing and health science students undertaking professional placements. Although nearly all the participants had extensive experience within their areas of practice, a much smaller number felt that they were able to engage the students in meaningful learning. Therefore, the workshop objectives were:

- to give participants the confidence (and knowledge) to promote deep learning about interprofessional education and practice.
- for participants to make use of some simple facilitation tools and strategies.

Translating these objectives into action meant that attendees not only participated in activities that they could conduct with students but also, to raise awareness of the underlying pedagogical (education) principles; were asked to consider why activities were structured in a certain way and what kind of learning the activity would promote. A teaching approach such as this, where participants are encouraged to think critically about what is happening in the workshop in fact was modelling the kind of approach that encourages deep learning. (If you are not sure of the meaning of 'deep learning' then check it out with Professor Google). Despite, what may appear to be a less than direct way of getting concepts across, the activities in the workshop seemed to appeal to all participants and provoked much discussion over how students learn. Even the theory went down well when it was turned into an activity where participants had to hypothesise over not only the meaning of a diagram but also its applicability to their own teaching and facilitating. Perhaps most encouraging was that participants were able to explain ways in which they could use activities in their own teaching to encourage students to think critically: an excellent example of deep learning.

Latrobe Community Health Service (LCHS) in Gippsland have undertaken staff forums to introduce Interprofessional Collaboration to more than 66 of their staff. The forums involved an overview of the 98 programs managed by the Executive Directors an interactive activity demonstrating personal and collaborative links across the organisation when dealing with a client. The most popular segment was the 'LCHS Case Study' which included a range of LCHS staff, a local GP and a Community Pharmacist discussing the 'Billy Rubin' case. All agreed that effective collaboration would be the most positive outcome for the client. Following these Staff Forums, Kerryn Morgan (an IPC Facilitator) will be running Interprofessional Facilitation workshops on 30 March and 14 April for LCHS staff who are interested in becoming an IPC facilitator and assisting with student IPC experiences and placements within LCHS.

Enhancing Chronic Disease Self Management Skills via Interprofessional Learning and Practice

Monash University Department of Rural and Indigenous Health (MUDRIH), together with South Coast Primary Care Partnership and Ramahyuck District Aboriginal Corporation, received funding in July 2009 from the Department of Health and Ageing, Chronic Disease Self-management/ Lifestyle and Risk Modification Grant to conduct a project to improve the ability of rural health professionals to work together to enhance chronic disease self management. Project objectives include:

- Build local support for better CDSM in communities in Gippsland
- Develop and deliver the most appropriate interprofessional training modules and other training tools
- Develop practical, patient-centred, evidence-based CDSM knowledge, skills and attitudes in health professionals by using simulation and case studies
- Enhance and develop the Health and Social Care Interprofessional Network (HSIN)

The project is progressing well, with Judy Stone, Interprofessional Learning Coordinator for ACT Health, and local skilled-up project workers, to conduct initial training sessions in February. This will be followed up by further training sessions by the project workers and a local IPCP expert in March. The Project will be evaluated using the Readiness for Interprofessional Learning Scale (RIPLS) and focus groups. Look out for information on the outcome of this project in future newsletters. For further information, please contact Clare McHugh at clare.mchugh@med.monash.edu.au

Contributions to and from practice:

In this section of Vic News we invite you to share your success stories, hear about the challenges you have faced or Interprofessional literature that you have found to be of value in your practice. Please forward them to Mollie Burley at: mollie.burley@med.monash.edu.au.

Interprofessional Collaborative Practice Workshop

On the 2nd and 9th of February, 2010, Kerryn Morgan and Fiona McCook, from Monash University's Department of Rural and Indigenous Health (MUDRIH), conducted a 'train the trainer' workshop "*Implementing Interprofessional Collaborative Practice*" for two teams of healthcare professionals attached to Darebin Community Health Service: the Child and Family Health and the Healthwise teams. A total of 24 people, including physiotherapists, occupational therapists, speech pathologists, nurses, team managers, indigenous health workers and dieticians attended the two all-day workshops, which, judging from the evaluations and feedback, were considered both beneficial and enjoyable.

The workshops were the culmination of a year long "*Building Clinical Placement Capacity through Interprofessional Education*" project funded by the Department of Health (DoH) and were aimed at improving the preparation of students and educators for clinical placements through the delivery of structured interprofessional education. The 'structured education', in this case, was the workshop framework, developed by the MUDRIH team, consisting of five key themes which aligned with the expected project outcomes.



- A definition of interprofessional education (IPE) and collaboration
- The rationale for IPE
- Roles, responsibilities and relationships (of health professionals)
- Team building skills and attitudes
- Working in an interprofessional team

To encourage participants to engage actively with the concepts presented, Kerry and Fiona included a range of learning activities, including small group discussions, pyramid discussions, case studies and feedback from participants. This varied delivery gave everyone opportunities to not only learn with, about and from one another but also, and most importantly, to have some fun.

But that wasn't all. The 'train the trainer' approach meant that participants were not only expected to learn about interprofessional collaborative practice, but they were also expected to be able to pass on what they had learnt to others, specifically students on placement: In other words, become facilitators. So, in addition to knowing about IPE, participants were given opportunities to think about how adults learn and how activities and strategies used in the workshop could be used to promote learning and collaboration in teams. One activity that participants found really useful in achieving this objective was "Talking Walls"¹ which used butchers' paper, felt tip pens and blu-tak to initiate lots of discussion and learning about each others' roles and responsibilities.

And was the workshop worthwhile? When participants were asked to evaluate the workshop in terms of whether they felt they had achieved the workshop objectives, 80% and above of participants in both groups 'agreed' or 'strongly agreed' to fulfilling six out of seven of those objectives. And to stress the benefits of interprofessional collaboration: Kerry is a health professional and Fiona has a background in education.

¹ Parsell, G., Gibbs, T., Bligh, J. (1998). Three visual techniques to enhance interprofessional learning. *Postgraduate Medical Journal*, 74, 387-390.

Recommended websites, articles, reports or resources:

"**Being Interprofessional**" is a book written by Marilyn Hammick, Della Freeth, Jeanette Copperman and Dane Goodsman and is highly recommended for those looking for insight into Interprofessionism and a great place to start. The following is a small extract from the book:

Clues to the meaning of interprofessional:

- Not something you do alone: it involves being with others/colleagues
- Not just for students: it is also for practitioners
- Not only planned: it can be spontaneous
- On the campus, in the classroom, in workplaces and workspaces
- The learning processes are not the *ends*: they are the *means* towards an end (or several ends)
- Education is characterized by learning about, learning from, and learning with others in order to add to what we already know
- Having an end implies there is a purpose: to improve collaboration, the quality of care and make gains in professional practice.
- The focus on professional practice links the learning with working.

New resources to help address pain management issues - National Prescribing Service (NPS)

A new pain management diary has been developed by Arthritis NSW and the NPS to help healthcare providers work with patients to determine optimum pain management plans. Doctors, pharmacists, physiotherapists, nurses, specialists and other health professionals are encouraged to promote the resource to patients which records the necessary information needed to make an accurate diagnosis and treatment regimen. For a copy of the diary go to www.nps.org.au/manageyourpain or www.arthritisnsw.org.au or call Arthritis NSW toll free 1800 011 041.

'Evaluation of a rural chronic disease self-management program'

Chronic disease self management programs (CDSMP) have been shown to be effective in improving health and well-being across settings and conditions. But implementing such programs on a small scale in a rural town and in a country without a tradition of CDSMP presents challenges. This paper from rural Western Australia describes the experiences of one such attempt and gives advice to other rural health practitioners, managers and researchers considering similar programs. Article can be found at: <http://www.rrh.org.au/articles/showarticlenew.asp?ArticleID=1203>

Incorporating Self-Management Support into Primary Care Integrated Chronic Disease Management Fact Sheet: A Resource for Victorian Primary Care Partnerships:

This fact sheet provides information and links to further resources to assist clinicians, agencies, and Primary Care Partnerships incorporate self-management support into practice and delivery systems.

The resource is available at: http://www.health.vic.gov.au/communityhealth/downloads/icdm_self_management_support_primary_care.pdf

New appointment to enhance Interprofessional Collaboration

Gippsland welcomes Associate Professor Helen McBurney who has a joint appointment between Latrobe Regional Hospital and Monash University, and is located at the School of Rural Health offices in Traralgon. Helen's role is to assist in the professional development of regional allied health staff, and the position is supported by the Workforce section of the Department of Health. Helen can be contacted via email at: helen.mcburney@med.monash.edu.au

Share this newsletter with a colleague:

We are asking **all health and social care professionals** to become **Interprofessional Champions** by sharing the HSiNetwork information with their colleagues and by attending the network meetings when they are in their region/sub-region. So, please **forward 'HSIN Vic News'** to a rural/non-metropolitan professional who works in a health or social care field and ask them to forward it on to all their colleagues.

2009 Goals & Objectives for HSIN:

The objectives of the Health & Socialcare Interprofessional Network are to:

1. build local capacity for and facilitate interprofessional education and practice
2. provide a forum for networking, discussion, education and research into and about interprofessional education and practice or interprofessional learning
3. foster new, and enhance existing, Interprofessional collaborations, shared experience and undergraduate interprofessional clinical placement opportunities
4. foster the development of the 'Voluntary IPL Facilitator' role in 10 rural Victorian towns
5. provide a vehicle for promoting the benefits of becoming an interprofessional learning champion, group or organisation.

HSIN meetings objectives:

1. To build local capacity and hear about developments in implementing interprofessional education and practice in the international and local region.
2. Through local IPL hubs, share information about interprofessional learning activities and developments in the area.
3. To discuss interprofessional learning issues, from a postgraduate perspective.
4. To understand a range of health and social care perspectives.
5. To identify sub-regional interprofessional education opportunities.
6. To enhance/develop interprofessional research opportunities.

A Final Word.....

HSIN has been formed to facilitate and support you in learning more about, and integrating, Interprofessional Collaboration into your practice. We invite your contributions from practice, your feedback about HSIN meetings and your **suggestions** for local speakers for your respective region/sub-region via email to mollie.burley@med.monash.edu.au or Mobile: 0400 061 648, or via post to Mollie Burley, Monash University Department of Rural & Indigenous Health, PO Box 973, Moe, Vic, 3825.