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**Interprofessional
Education: From
Theory to Practice
and from Practice
to Theory**



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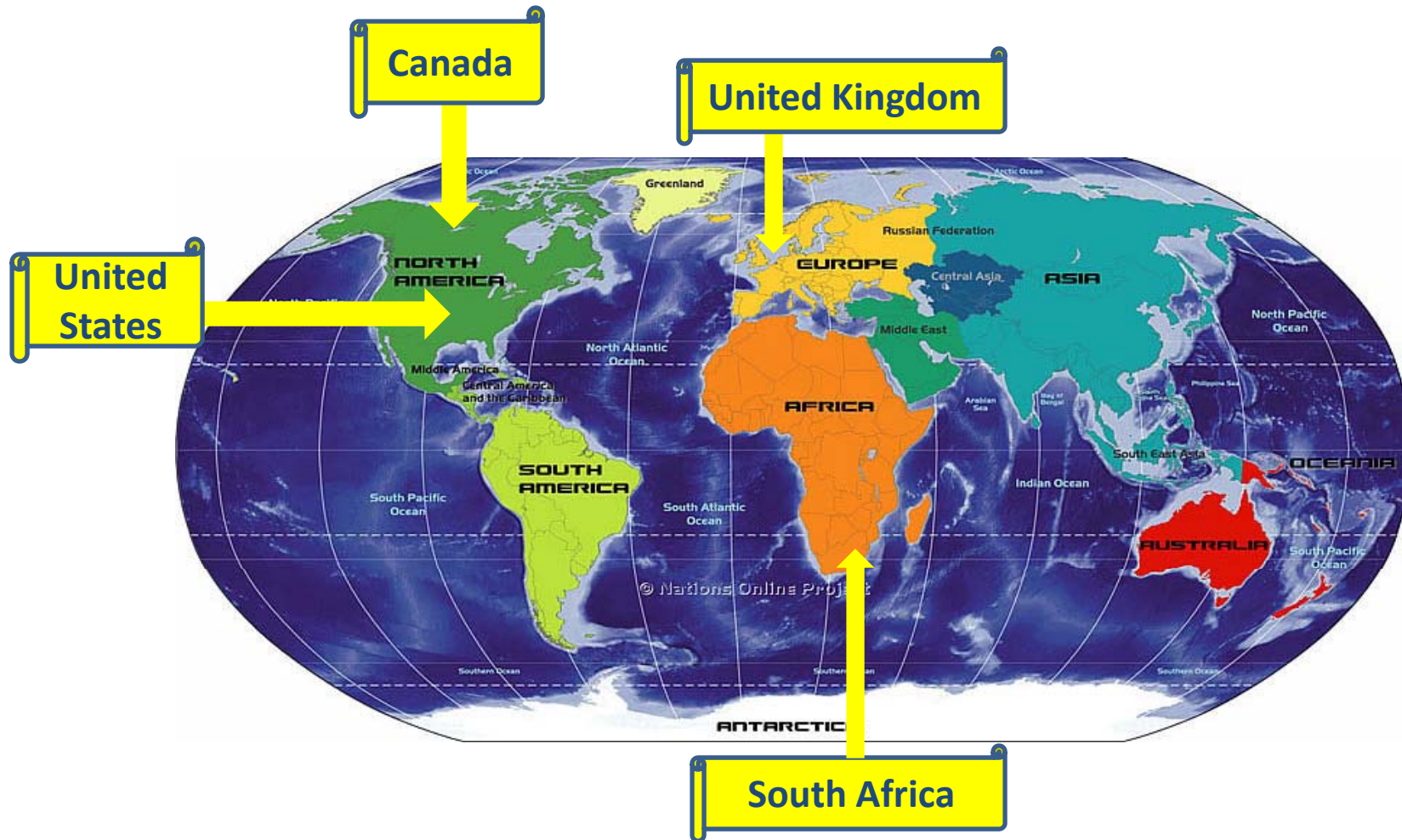
The workshop you will give you a
flavour of
using theory to assist in
**CRITICALLY REFLECTING &
PROBLEM SOLVING** within your real life
experiences of IPE and IPP
Early steps: Reframing

Outline of Workshop

- **IN-2-Theory**
- **What is theory and the Ethos of the workshop**
- **Building your own narrative (participant knowledge)**
- **Theory carousel (theorist knowledge)**
- **Group work (co-production)**
- **Future activity**



IN-2-Theory Network



What is theory and what is its utility?

Theory is a set of propositions/hypotheses linked by a rational argument (Jary & Jary 1995)

Theory gives us a new lens to see practice differently

Use of theory is not simply an academic exercise

- we are all theorists

Theory helps us:

- articulate, reflect and potentially reinterpret our existing/habitual practices (Wackerhausen 2009)
- guide our future actions
- help find solutions
- ammunition

Ethos

- Theory must have utility: Not theory for theory sake
- Theory must be used to inform grounded real life experiences
- Knowledge exchange between theorists and practitioners not transfer
- Piloting one approach to knowledge exchange

Knowledge exchange model

Real life experience
(practitioner knowledge)



theoretical knowledge
(theorist knowledge)

knowledge
exchange,
expansive
learning

New coproduced narratives offering new understanding, ways of making meaning and pragmatic ways forward (critical reflection and problem solving)

ACTIVITY 1: THINKING OF YOUR OWN LIVED EXPERIENCE (PARTICIPANT KNOWLEDGE)

- Think of a story or a lived experience relating to the tasks or challenges you are currently experiencing in advancing Interprofessional education/learning/practice/care?
- Prompts:
 - What I needed to understand was....
 - What happened was.....
 - What then happened was
 - What we decided to do was...
 - What I have found difficult was.....
- Write a few lines recording your thoughts

CAN THEORY HELP? (theorist knowledge)

- Three posters on:
 - Kolb cycle
 - Social capital
 - Social identity
- **Keeping you story in mind, read the posters (handouts or wall)**
- Don't panic: first taster
- Skill not content
- **Think about how the theory that best fits your story.**
- **Jot down some comments and questions**



What posters demonstrate

Demonstrate how we have used theory to guide our actions, following a range of quality criteria:

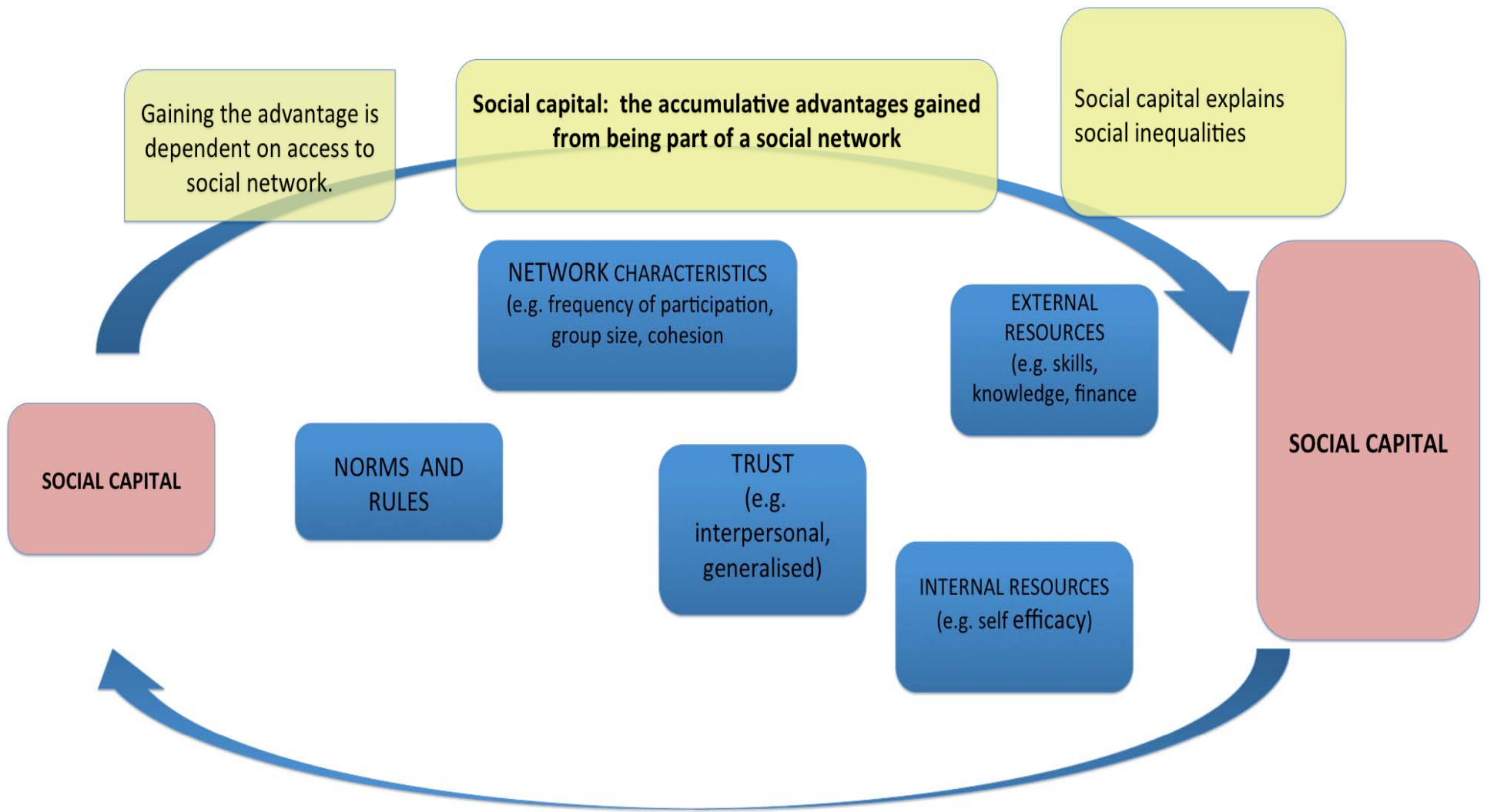
- Began with a narrative of our own
- Presented the theory
- Converted the theory into a set of propositions
- Presented ways in which the theory has informed future action for ourselves as educators or researchers

ONE MINUTE HARD SELL



I THINK SOCIAL CAPITAL IS GREAT BECAUSE.....

- **Social capital is the accumulative advantage gained from being part of a social network**
- **Use it understand the benefits (sometime unequally distributed) gained by:**
 - **students working within an IPE learning groups**
 - **faculty when working together to deliver IPE**
- **Focuses on the value of building sustainable relationships (bonding and bridging) and how to achieve this**
- **Helps us think about norms/rules, network characteristics, internal and external resources, trust necessary to build beneficial relationships between students within IPE groups and between faculty groups delivering IPE**



Gaining the advantage is dependent on access to social network.

Social capital: the accumulative advantages gained from being part of a social network

Social capital explains social inequalities

NETWORK CHARACTERISTICS
(e.g. frequency of participation, group size, cohesion)

EXTERNAL RESOURCES
(e.g. skills, knowledge, finance)

SOCIAL CAPITAL

NORMS AND RULES

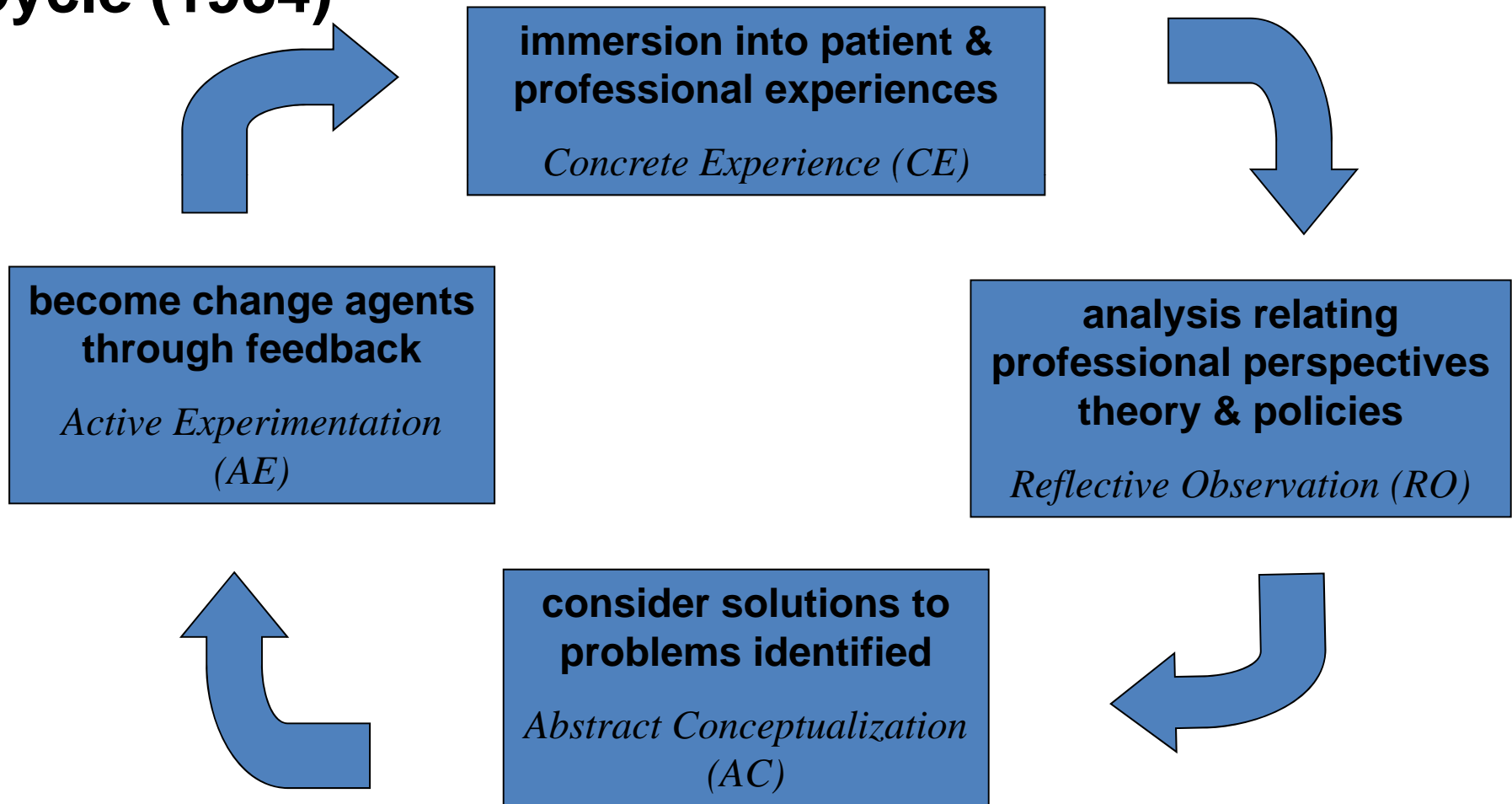
TRUST
(e.g. interpersonal, generalised)

INTERNAL RESOURCES
(e.g. self efficacy)

SOCIAL CAPITAL

I THINK KOLB IS GREAT BECAUSE.....

The Leicester Model- based on Kolb Learning Cycle (1984)



Kolb DA. *Experiential Learning* (1984). Prentice-Hall, Englewood Cliffs, New Jersey.

Using Kolb for IPL

The Leicester Model of Practice-based IPL

- Learning is a continuous process grounded in experience
- Students apply knowledge and interpret their findings in the context of new situations (constructivist)
- Elements: problem solving, shared experiences, reflection, critical analysis, solution generation
- **Core components:**
 - Patient-centred experiences in practice (CE)
 - Analysis (reflection) relating to professional perspectives, theories and policy (RO)
 - Consider or conceptualise solutions to problems identified (AC)
 - Change practice through feedback or experimentation (AE)
- These elements **can be tested**

I THINK SOCIAL IDENTITY IS GREAT BECAUSE.....

- Provides an opportunity to understand:
 - how health professional students /practitioners develop *professional* and *interprofessional* identities
 - how stereotypical views of other professions affect IPE &IPC
 - how to plan the most appropriate timing / expected learning outcomes for IPE (e.g. uni vs. interprofessional identity)

I THINK SOCIAL IDENTITY IS GREAT BECAUSE.....

A. Social Identity Theory - *Tajfel et al.*

- Self-identification occurs in the context of one's social group (in-group- such as a specific profession), rather than another group (out-group)
- Identity occurs along a continuum

B. Self-Categorization Theory - *Turner et al.*

- Extension of social identity theory
- Identities may coexist / be salient depending on the context

C. Interprofessional Socialization Framework - *Khalili et al.*

- Integrates concepts fr. social identity theory & intergroup contact theory
- Describes the process for developing a dual professional and interprofessional identity

Activity 3 Group Task

As a group, take turns to share a single key phrase or sentence of your individual stories.

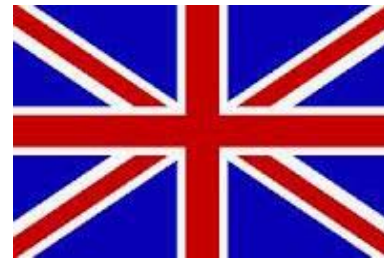
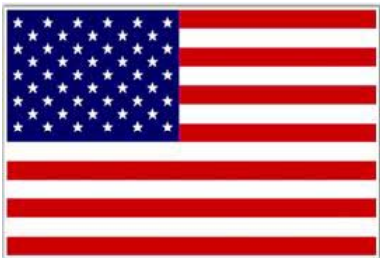
Discuss the following:

- **Did any of the theories presented particularly resonate with your story? Explain how.**
- **Have these theories challenged any assumptions you may have?**
- **What might you do or see differently knowing what you know now?**
- **Feedback to us your experience of this coproduction process**
- **Poster presenters will circulate between tables**
- **Ask poster presenters for clarification on theory and its application to your story**

Group Feedback

IN-2-Theory Workshops

- International Workshop Series Applying theory to practice



- Develop International Grants
- Publish Journal Articles and Practice Guidelines

Feb, 2014
CIHR Planning Grant:
Meeting in Toronto

CIHR Funded Planning Meeting

Exploring the use of narrative as a means of knowledge exchange between IPE/IPP theorists and practitioners



February, 2014

**Kingsbridge Conference Centre
Toronto, ON**



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**Thank you and evaluation form if
you have time**