

Braithwaite and Associates

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Options for change in health care

An Implementation Plan for inter-professional learning and clinical education for ACT Health



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A project for ACT Health conducted by Braithwaite and Associates, an Australian consulting practice providing Options for Change in Health Care.

Inter-professional learning and clinical education: Implementation Plan

Duration of project

August-December 2005

Search period

1892 to 18th August 2005

Method

We undertook research as reflected in the accompanying documents *Inter-professional learning and clinical education: an overview of the literature* and *Framework for inter-professional learning and clinical education for ACT Health* and various Framework documents from around the world.

Databases searched

- Medline from 1966 to August Week 2 2005
- Embase: Excerpta Medica from 1988 Week 33 2005
- CINAHL from 1982 to August Week 2 2005
- Emerald Fulltext from commencement of the database
- Science Direct from 1967
- PsycINFO from 1892

Criteria applied

We searched for Frameworks and literature which might be of use in the project. Documents were largely limited to English.

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1. Introduction

1.1 Background

The ACT Health inter-professional learning (IPL) project was conducted by the IPL Executive Management Group and IPL Reference Group on inter-professional learning and clinical education (IPL) with advice from Braithwaite and Associates. In mid 2005 these groups undertook a project:

1. To strengthen clinical education throughout the ACT in order to support the health professionals and the ACT community
2. To provide a forum to underpin this aim
3. To engage a wide range of stakeholders in this initiative.¹

A Framework on inter-professional learning and clinical education has emerged from that process. In that Framework, IPL is defined as *a collaborative, interdisciplinary education and learning process designed to produce effective, multidisciplinary patient centred care* (Braithwaite & Travaglia, 2005(b):5-6).

One of the key aims of the Framework is to enable progress with IPL and clinical placement across ACT Health. The project is centrally concerned with improving the way people work together so that clinicians can grow professionally, learn from others, provide support to colleagues and improve the quality of care to patients.

This document provides an Implementation Plan designed to give effect to the Framework. Overall, this initiative is part of an international sea-change in thinking about how health professionals work collaboratively, and how they deliver care to patients.

¹ ACT Health. *Inter-professional learning project reference group – terms of reference*. Canberra: ACT Health, 2005.

2. Implementation rationale, goals and action points

2.1 The broad aims of IPL

The aim of ACT Health's IPL Framework is to help improve *the safety, quality, morale and outcomes for patients, staff and students* (Braithwaite & Travaglia, 2005(b):7). In order to achieve this aim inter-professional and inter-organisational collaboration and co-operation between sectors and stakeholders is essential. ACT Health, ACT health services and facilities (including acute, sub-acute and community health sectors), educational and professional bodies and health professionals and teams each have a unique role to play.

The IPL Reference Group is advocating improvement in IPL throughout ACT Health through this implementation plan. In doing so, the IPL Reference Group recognises that there are many examples of IPL and collaborative care currently available throughout educational and health facilities in the Territory.

This implementation plan is designed to build on these examples and help people engage with IPL and improve the way they collaborate. There are different achievements expected in different time scales. We conceive of these as follows:

- Short term: to enhance teamwork and collaboration amongst educational faculty and learners associated with ACT Health, and teams, units and services within the jurisdiction of ACT Health;
- Medium term: to encourage widespread collaborative practices and patient centred care throughout ACT Health;
- Long term: to contribute to improved safety, quality, morale and outcomes for patients, staff and students across ACT Health facilities and services.

In the sections which follow, the rationale, core targets and action points² for each of these groups are outlined in detail. An overview of the Implementation Plan is provided in Appendix A.

² The rationale, targets and actions for this Implementation Plan were identified through an analysis of ACT Health's IPL literature review and associated discussion papers. Additional input was provided by participants of ACT Health's IPL Reference Group, seminar and workshops. Documentation is available on the ACT Health website [<http://www.health.act.gov.au/c/health>].

2.2 Implementing the major goals of IPL

2.2.1 Rationale

At a broad health systems level, inter-professional learning:

- Has been utilised by health services since at least the 1950s and is a maturing field of practice and research;
- Has been identified by national and international patient safety inquiries, and health workforce reviews, as an essential quality and safety improvement strategy;
- Contributes to: a more productive and engaged workforce; the efficient utilisation of professionals' skills and abilities; a reduction in the duplication of services; and innovative workplace learning and practice strategies;
- Requires leadership, organisational support and adequate resourcing.

2.2.2 Core target

The adoption of the IPL Framework and Implementation Plan, supported by the provision of adequate resources.

2.2.3 Goals

There are four major goals for moving forward with IPL in ACT Health and its associated educational providers. The ACT Health system will:

1. Adopt the IPL Framework in principle and discuss it widely with stakeholders;
2. Approve and resource an IPL implementation project based on this IPL Implementation Plan;
3. Assign accountabilities and responsibilities for IPL implementation across ACT Health;
4. Institute this IPL Implementation Plan and evaluate its progress over time, using formative and summative evaluation techniques.

2.2.4 Implementation issues for various groups

Depending on the stakeholder group to which you belong, a specific IPL rationale, core target and action points apply. We have designed the next six sections to suggest these for each main stakeholder group: ACT Health; health services and facilities; educational institutions; professional bodies; health care teams; and health professionals and managers.

3. Implementation processes for ACT Health

3.1 Rationale

For ACT Health, inter-professional learning:

- Is at the core of a patient-centred, collaborative and co-ordinated approach to service delivery;
- Will contribute to influencing the social, cultural, organisational and professional systems within which the practitioners operate;
- Has the potential to improve quality and safety outcomes for patients, professionals and services.

3.2 Core target

The implementation of the IPL Framework and network, supported by adequate resources.

3.3 Action points

In order to implement the IPL Framework, ACT Health will:

- Fund an IPL Project Co-ordinator to maintain the momentum of this project;
- Identify and establish an IPL team in ACT Health to assist in the implementation of the IPL Framework;
- Commission and disseminate research on IPL including:
 - funding scientific papers relating to ACT's IPL project;
 - developing a four year Australian Research Council (ARC) Linkage grant on IPL;
 - facilitating funding for two PhD scholarships for students researching IPL.
- Work with educational and professional bodies to develop and implement IPL curricula, programs, placements;
- Work closely with ACT health services to identify current and future needs for IPL and to support the identification and extension of IPL strategies;

- Collaborate with educational and professional bodies to identify IPL competencies and support their continued development in health services staff and teams;
- Establish and maintain an IPL network;
- Identify and develop IPL champions and leaders across ACT Health and its services.

4. Implementation processes for health services and facilities

4.1 Rationale

For health services and facilities, inter-professional learning:

- Improves services' and facilities' ability to provide patient centred, collaborative and co-ordinated care;
- Contributes to: a more productive and engaged workforce; the efficient utilisation of professionals' skills and abilities; a reduction in the duplication of services; and innovative workplace learning and practice strategies;
- Requires leadership, managerial support and adequate resourcing;
- Is facilitated through the identification, support and extension of existing IPL by individuals and teams;
- Is effective in critical acute, geriatric, rehabilitative, mental health and palliative care services, with more research required into its impact in other services.

4.2 Core target

The provision of multidisciplinary, patient-centred care through inter-professional learning and inter-professional practice.

4.3 Action points

In order to implement the IPL Framework, ACT Health services and facilities will:

- Integrate the IPL Framework and principles into existing workforce and education policies, strategies and programs;
- Work closely with ACT Health to identify current and future needs for IPL;
- Identify, consolidate and extend the existing IPL opportunities of staff in ACT Health services and facilities;
- Support clinical placements and dedicated student units with an IPL focus;

- Develop stand alone IPL modules and integrate IPL in the following programs:
 - Induction;
 - Continuing professional development;
 - Leadership training;
 - Management training;
 - Clinical placements;
 - Train the trainer, clinical educator and preceptor training.
- Collaborate with educational and professional bodies to identify IPL competencies and support their continued development in health services' staff and teams;
- Facilitate management and staff participation in the IPL network;
- Support research into the impact of IPL on quality and safety outcomes for services' patients, staff and students;
- Identify and develop IPL champions, leaders, mentors and coaches.

5. Implementation processes for educational institutions

5.1 Rationale

For educational institutions, inter-professional learning:

- Is facilitated through the identification of inter-professional competencies;
- Is enhanced by the use of IPL trained educators and preceptors, dedicated student units, service learning and community placements;
- Is facilitated through the integration of IPL into undergraduate, postgraduate and clinical education programs;
- Is promoted through research into the outcomes of different IPL models and educational approaches;
- Is based on the use of innovative adult learning approaches and reflective practice applied within receptive educational and working environments.

5.2 Core target

The development and provision of competency based inter-professional and multi-disciplinary learning programs.

5.3 Action points

In order to implement the IPL Framework, educational institutions should:

- Participate in the implementation of ACT Health's IPL Framework;
- Collaborate with ACT Health to identify current and future needs for IPL across health services;
- Continue to support student placements with an IPL focus;
- Work with ACT Health and professional bodies in the design and planning of undergraduate and postgraduate IPL courses;
- Work with ACT Health and professional bodies on the development of IPL competencies and standards;

- Participate in the IPL network;
- Work with ACT Health and health services to undertake research on IPL;
- Support the involvement and development in IPL of clinical educators and academics.

6. Implementation processes for professional bodies³

6.1 Rationale

For professional bodies, inter-professional learning:

- Is facilitated through the identification of inter-professional competencies;
- Is enacted through the provision of IPL focused continuing professional education;
- Will contribute to influencing the social, cultural, organisational and professional systems within which the practitioners operate;
- Has the potential to improve quality and safety outcomes for patients, professionals and services.

6.2 Core target

The development and provision of competency based inter-professional learning programs and research, and the monitoring of inter-professional practice.

6.3 Action points

In order to implement the IPL Framework, professional bodies will be encouraged to:

- Participate in the implementation of ACT Health's IPL Framework;
- Collaborate with ACT Health in identifying current and future needs for IPL;
- Encourage IPL placements and continuing professional development;
- Collaborate with ACT Health and educational institutions in the development of IPL focused undergraduate, postgraduate and continuing professional education courses;

³ These suggestions for professional bodies are subject to discussion between the various agencies and bodies and ACT Health.

- Collaborate with ACT Health and educational institutions on the development of IPL competencies and standards;
- Monitor IPL competencies and standards;
- Participate in the IPL network;
- Work with ACT Health and educational institutions to undertake research on IPL;
- Identify and support IPL champions, leaders, mentors and coaches within their profession.

7. Implementation processes for health care teams

7.1 Rationale

For teams throughout the ACT Health system, inter-professional learning:

- Improves teams' ability to provide patient centred and co-ordinated care;
- Is facilitated through the identification and support of existing IPL by teams;
- Requires the careful handling of professional identities, boundaries and existing professional groupings;
- Is based on the principles and practices of active collaboration and co-operation.

7.2 Core target

The provision of multidisciplinary, patient-centred care through the support of, and participation in, inter-professional learning, research and practice.

7.3 Action points

In order to implement the IPL Framework, health service teams should:

- Integrate the principles of the IPL Framework into their practice;
- Identify current and future needs for IPL;
- Accept students on placements and model IPL;
- Seek out opportunities to participate in IPL in formal and informal settings;
- Support the continued development of IPL competencies in their own professional practice;
- Participate in the IPL network;
- Participate in, collaborate over, and conduct research on IPL;
- Become IPL champions and leaders.

8. Implementation processes for health professionals and managers

8.1 Rationale

For health professionals and managers, inter-professional learning:

- Improves individuals' ability to provide patient centred and co-ordinated care;
- Is facilitated through the identification and support of individuals' existing IPL;
- Is influenced by professionals' willingness to collaborate and to establish trusting and respectful relationships;
- Can occur formally and informally in a variety of settings.

8.2 Core target

The provision of multidisciplinary, patient-centred care through participation in inter-professional learning, research and practice.

8.3 Action points

In order to implement the IPL Framework, health professionals and managers should:

- Integrate the principles of the IPL Framework into their practice;
- Identify their own current and future needs for IPL;
- Accept students on placements and model IPL;
- Participate in IPL in formal and informal settings;
- Support the continued development of IPL competencies in their own, their peers' and students' professional practice;
- Participate in the IPL network;
- Participate in, collaborate over and conduct research into IPL;
- As colleagues provide peer support, mentoring or coaching on IPL;

- As managers, coach, mentor and lead in a manner which is supportive of IPL;
- As supervisors, support workplace learning, flexible learning structures and the transfer of learning from educational contexts to the workplace.

9. Timeframe for implementation

9.1 Implementation of IPL

IPL is a multi-faceted undertaking with many stakeholders and various complexities. Implementation will not be simple. It is a journey rather than a destination. In order to clarify the stages in the implementation journey, we have documented various timeframes leading toward improved IPL throughout ACT Health. In addition to the targets and action points above, we specify timeframes to make progress with IPL in 2006-2007. These are detailed in Table 1.

Table 1: Implementation Plan initiatives for 2006-2007

Task	Timeframe
Finalise and adopt IPL Framework and Implementation Plan	February 2006
Facilitate engagement IPL Project Co-ordinator	January – February 2006
Seek EOI and establish IPL team	First half 2006. NOTE: Dependent on recruitment of IPL Co-ordinator January - February
Establish IPL network	January – February 2006
Develop IPL papers for publication	January – May 2006
Establish IPL scholarships	First half 2006
Develop IPL ARC Linkage grant	January – May 2006
Conduct IPL jurisdictional workshops	January – June 2006
Facilitate IPL network	February 2006 – June 2007
Continue engagement ACT Health Services	February 2006 – June 2007
Continue engagement Educational institutions	February 2006 – June 2007
Inform professional bodies	February 2006 – June 2007
Monitor adoption of IPL Framework and Implementation Plan across ACT Health IPL Co-ordinator provide progress reports on IPL project NOTE: Dependent on recruitment of IPL Co-ordinator	January 2007 – June 2007

Undertake brief formative evaluations of IPL project NOTE: Dependent on recruitment of human resources	December 2006 and December 2007
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10. Conclusion

ACT Health in conjunction with the various educational providers associated with it has embarked on a project which has firmly placed IPL on the agenda, and built widespread support for it. With the release of its IPL Framework and this companion Implementation Plan, it is now timely and appropriate to move to embrace and action these implementation processes.

11. Selected references and web addresses

Selected references

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Key websites

Centre for the Advancement of Interprofessional Education
<http://www.caipe.org.uk/>

Clinical Leaders Association of New Zealand (CLANZ)
<http://www.clanz.org.nz/>

Health Canada: Health Human Resource Strategy
http://www.hc-sc.gc.ca/hcs-sss/hhr-rhs/strateg/index_e.html

Health Care Innovation Unit, University of Southampton
<http://www.hciu.soton.ac.uk/home.htm>

The Higher Education Academy
<http://www.heacademy.ac.uk/>

Appendix A: Implementation Plan for inter-professional learning and clinical education in the ACT

	ACT Health	Health services	Educational bodies	Professional bodies	Healthcare teams	Practitioners
Framework implementation	Adopt Framework & approve, resource, delegate, implement & evaluate Plan	Integrate IPL Framework & principles into policies & strategies	Participate in the implementation of IPL Framework	Participate in the implementation of IPL Framework	Integrate principles of IPL Framework into work of team	Integrate principles of IPL Framework into practice
Workforce planning and development	Engage an IPL Project Co-ordinator, and establish an IPL Team	Identify need for IPL across health services	Identify needs for IPL trained health professionals & educators	Identify needs for IPL trained health professionals	Identify need for IPL within team	Identify own need for IPL
Clinical Education and placements	Support development of IPL curricula, education, educators & placements	Support IPL focused placements	Encourage IPL focused placements & support development of educators	Encourage IPL focused placements	Accept students on IPL focused placements	Accept students on IPL focused placements
Lifelong education and training	Establish two IPL scholarships in conjunction with educational bodies	Support and extend existing IPL for all staff	Develop IPL focused courses & research degree opportunities	Support IPL/CPE learning courses & strategies	Seek out & participate in joint IPL opportunities	Seek out & participate in IPL opportunities
Integration into practice	Support development of IPL & IPP competencies	Support development of IPL & IPP competencies	Participate in the development of IPL & IPP competencies	Develop IPL & IPP competencies & monitor practice standards	Participate in development of IPL & IPP competencies	Participate in development of IPL & IPP competencies
IPL Networking	Establish & resource IPL network	Facilitate manager & staff participation in IPL network	Participate in IPL network	Participate in IPL network	Participate in IPL network	Participate in IPL network
Research and evaluation	Apply for ARC grant & commission & disseminate research into IPL	Commission, support & disseminated IPL research	Conduct and disseminate IPL research	Commission, conduct, support & disseminate IPL research	Conduct & support IPL research	Conduct & support IPL research
Leadership and supervision	Identify & develop IPL champions & leaders	Identify & develop IPL champions & leaders	Develop clinical educators & academics for IPL	Identify & support IPL champions & leaders	Act as an IPL champion & leader	Act as an IPL champion, leader, coach or mentor