

## PROGRAMME REPORT

Programme title: TVEPS- Center for Interprofessional work-place learning in primary care	School year: August 2012 – May 2013	Department: Department of Global Public Health and Primary Care in collaboration with partners in TVEPS
Course coordinator: Anders Bærheim  Date: 07.05.2013	Approved in:	

### INTRODUCTION

The Centre for Interdisciplinary Work-Place learning in Primary care (TVEPS) trains final year health profession students in clinical work-place teamwork for the benefit of patients, students and the work-place staff. We assemble teams of 3-5 students from different health professions and assign them the task of writing treatment plans for selected patients. The students are from both the University of Bergen, Faculty of Medicine and Dentistry, Faculty of Psychology the Grieg Academy, and from Bergen University College, Faculty of health and social sciences.

Learning objectives. After ended training the students should:

#### *Knowledge*

- Have knowledge about how different health care professionals work
- Use this knowledge to recognize situations where interprofessional cooperation would benefit the patient

#### *Skills*

- Be able to communicate their professional knowledge to other health care professionals
- Be able to work in an interprofessional group, communicate and find a consensus to the best for the patient

#### *General competence*

- Show respect, understanding and support for patients as well as for colleagues from other health professions
- Be able to reflect on and develop their own professional identity

#### Assessment:

The program is voluntary and students are not assessed through grades or passed/fail. However, participants are required to deliver a reflection note describing their perceived learning and the experiences of working as a team after completing the program. They get feedback from each other during practice (peer-review), and also get feedback on their treatment plans for patients from the work-place staff.

### STATISTICS:

Number of students:	91	
Participating education programs /institutions:	<u>Educational programs, students from:</u> Medicine, Pharmacy, Physiotherapy, Midwife, Nutrition, Music therapy, Odontology, Psychology, Nursing, Occupational therapy, Dental Hygiene, Manual Therapy, Health nurse officer, and Social education	<u>Institutions:</u> <ul style="list-style-type: none"> <li>• Bergen University College; Faculty of health and social sciences</li> <li>• The University of Bergen; Faculty of Psychology, Grieg Academy, Faculty of medicine and dentistry,</li> <li>• Fjell Municipality</li> </ul>
Number of student	29	Nursing homes, General Practitioner's

groups/ placement sites:		office, Youth Health Centre, Prenatal care
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SUMMARY OF THE STUDENT EVALUATION (*main points*):

Students' evaluations and feedback:

- Useful to see how their own profession worked together with the others in the treatment of patients
- Learned that working in an interprofessional team gives a broader understanding of both patient care and other professions.
- Learned to communicate their own professional knowledge to others and make a plan suiting the patients' individual needs.
- "Something we have been missing in our education!" (especially students from the University of Bergen)
- "Stood for the first time alone as a representative of my own profession, and was surprised of how much I could contribute to the group"
- Would wish for more information prior to the placement, guidelines regarding the writing of treatment plans.
- In some cases the dates for the placement were announced to late.
- Not all of the placement sites were suitable for all students: In pregnancy care the women were too healthy and the pharmacy student had little to contribute. The Health Centre for Youth was not suitable due to the vulnerability of teenagers and the "drop in" function at the centre.
- Students wished for more detailed feedback on their suggested treatment plans, and would like to know if their suggestions lead to any treatment changes for the patient.
- Some of the bachelor students (e.g. dental technicians) were initially unsecure of their role in the team, but later expressed that they were pleased to feel that their input was valued by the team
- Some students reported that while their first patient meeting was somewhat "chaotic", when they reached their second meeting they had already learned a lot about how to function as a team and organize the meeting better.

Comments from supervisors/health care staff:

- Better guidelines for the role of the supervisor
- Easy to administer the one day student visits, students mostly managed themselves
- Useful and interesting for the staff to discuss the students' treatment plans after the placement period
- Appreciate that the need for more interprofessional collaboration has been addressed by the educational institutions
- Regard the process as a step in their vocational education

COURSE COORDINATORS EVALUATION:

Teaching and assessment methods: Seems sufficient for the time being

Information and documentation: Up-front information and manual could have been more informative. Health care staff at placement settings should be instructed in how to give the students more detailed feedback.

Localities/equipment: Some localities have been less suited for the student placements, and activities will be mended. Especially the drop-in Health station may function better if the team engages the adolescents in a teaching session at school before inviting them to individual counseling.

Changes done during the course:

- We have revised the information manual for the supervisors and the students.
- A health station did not function to purpose. We have altered the routines for this work-place

GOALS AND OBJECTIVES FOR NEXT EVALUATION PERIOD – IMPROVEMENTS TO BE MADE:

- Evaluation routines should be looked over and updated
- Result of evaluation based changes should be more visible for the students. TVEPS's web-site is suitable for publication.
- New clinical workplaces for placement should be developed in co-work with relevant stakeholders.
- A training day for supervisors should be held prior to next round of placements.