



University of the  
West of England

**BRISTOL**

Pollard, K. (2016) Evaluating interprofessional learning: A complex process. In: *Norwegian Interprofessional Education Network*, Tromso, Norway, 6-7 June 2016. Available from: <http://eprints.uwe.ac.uk/29522>

We recommend you cite the published version.

The publisher's URL is:

<http://eprints.uwe.ac.uk/29522/>

Refereed: No

(no note)

Disclaimer

UWE has obtained warranties from all depositors as to their title in the material deposited and as to their right to deposit such material.

UWE makes no representation or warranties of commercial utility, title, or fitness for a particular purpose or any other warranty, express or implied in respect of any material deposited.

UWE makes no representation that the use of the materials will not infringe any patent, copyright, trademark or other property or proprietary rights.

UWE accepts no liability for any infringement of intellectual property rights in any material deposited but will remove such material from public view pending investigation in the event of an allegation of any such infringement.

PLEASE SCROLL DOWN FOR TEXT.

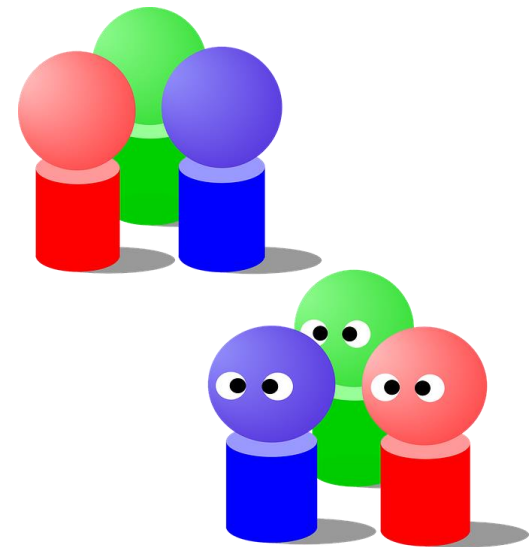
# Evaluating Interprofessional Learning: A Complex Process

Dr Katherine Pollard  
Senior Research Fellow

# Interprofessional learning: the wider context

Interprofessional learning does not occur in a vacuum

- Wider social and political agendas
- Professional and occupational views and priorities
- Interpersonal and individual issues



# Evaluating the UWE interprofessional curriculum

- Curriculum introduced in the faculty in 2000
- Six week module in each year, compulsory and assessed
- Students from:
  - adult nursing
  - diagnostic radiography
  - mental health nursing
  - occupational therapy
  - radiotherapy



children's nursing  
learning disabilities nursing  
midwifery  
physiotherapy  
social work

# Evaluating the UWE interprofessional curriculum

‘Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.’

CAIPE, 2002

- Small group work
- Enquiry-based learning



# Evaluating interprofessional learning

- Who are the evaluators?  
Researcher reflexivity
- What methods are appropriate?
- Does it work? Are the effects maintained?



# Evaluating the UWE interprofessional curriculum - evaluators

- Important to have independence between delivery and evaluation
- Evaluators cannot help seeing life from their own perspective
- Time made to discuss differences in views



# Evaluating the UWE interprofessional curriculum – choice of methods

- Choose a method which will allow exploration of complexity
- Most useful – longitudinal multi-method projects
- Research questions are the primary factor affecting the choice of methods





# Evaluating the UWE interprofessional curriculum – choice of methods

## Exploring complexity

- Realist evaluation (Pawson & Tilley 1997)
- Focus on context, mechanism and outcome
- Key question: What works for whom in what context?



## Study design

- Funding for longitudinal multi-method study

# Evaluating the UWE interprofessional curriculum – choice of methods

## Research questions (1)

- How do health and social care students assess their communication and team work skills?
- What are their attitudes to collaborative learning and working?
- (How) do these factors change during their pre-qualifying education and in practice as qualified professionals?



# Evaluating the UWE interprofessional curriculum – choice of methods

## Research questions (2)

- What do students think about their experience of interprofessional learning in academic settings?
- What opportunities do students have for cultivating collaborative skills in practice placement settings?



# Evaluating the UWE interprofessional curriculum – methods used

## Mixed-methods study:

- Survey of student attitudes



- Observation of IPL groups and student placements

- Individual and group interviews with students



# The UWE Interprofessional Questionnaire - development

Mindful of realist evaluation – what works for whom in what context?

- Demographic data
- Pool of questions based on the available literature



# The UWE Interprofessional Questionnaire - development

## Scale construction

- Factor analysis –  
statement loading  $> 3.5$
- 4 scales:
  - Communication and Teamwork Scale
  - Interprofessional Learning Scale
  - Interprofessional Interaction Scale
  - Interprofessional Relationships Scale



# The UWE Interprofessional Questionnaire - validation

Each scale tested for reliability:

- Internal consistency
  - Cronbach's *alpha*: 0.71 – 0.84
- Stability
  - Test – retest
  - Pearson's *rho*: 0.77 – 0.86



# The UWE Interprofessional Questionnaire - validation

Concurrent validity established for each scale:

- Communication and Teamwork Scale – *Interpersonal Communication Competence Scale* (Rubin & Martin 1994)
- Interprofessional Learning Scale – *Readiness for Interprofessional Learning Scale* (Parsell & Bligh 1999)
- Interprofessional Interaction Scale – supported by qualitative data
- Interprofessional Relationships Scale – *Inter-disciplinary Education Perception Scale* (Leucht et al 1990)





# The UWE Interprofessional Questionnaire – data collection and analysis

- Four data collection points:
  1. On entry to the programme ( $n=852$ )
  2. Midway through year 2 ( $n=627$ )
  3. At qualification ( $n=526$ )
  4. After one year's qualified practice ( $n=249$ )
- Logistical issues
- Large variation in size of student groups – non-parametric data analysis



# Evaluating the UWE interprofessional curriculum – qualitative methods

## Data collection

- Interviews with students – recorded and transcribed



- Observation – fieldnotes taken

## Data analysis:

- Thematic analysis



# Evaluating the UWE interprofessional curriculum – did it work?

Survey outcomes – comparison between IP and UP cohorts

- IP cohort more confident/positive about:
  - their own communication skills
  - their interprofessional relationships
  - other professionals' interaction
- IP cohort showed positive correlations between perceptions of their skills and their interprofessional relationships



# Evaluating the UWE interprofessional curriculum – did it work?

Outcomes – analysis of qualitative data from qualified practitioners

- IP respondents showed
  - greater awareness of the value of reflection on practice
  - a more complex understanding of teamworking
- Some IP respondents said
  - they only realised the importance of their IPL experience once they were in practice
  - IPL had raised their awareness of relevant issues



# Evaluating the UWE interprofessional curriculum – did it work?

- ‘Chain strategy’ – explored:
  - perceived effect of IPL on IP skills in practice
  - perceived impact of IP skills in practice on service/care delivery
- Participants said:
  - good IP working enhances care
  - IPL had a direct impact on their ability to put IP skills into practice
- Some evidence that *effective* IPL can impact favourably on service/care delivery



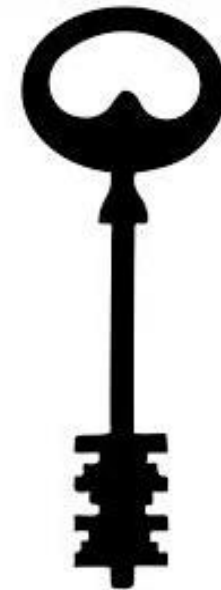
# Evaluating the UWE interprofessional curriculum – key factors

## Context

- Analysis of demographic data
  - age
  - previous HE experience
- Unintended consequences
  - stereotyping
  - divisiveness
  - skilled facilitation essential

## Mechanism

- Small group work and EBL effective



# Evaluating the UWE interprofessional curriculum – points to consider

- Many students did not appreciate IPL modules
- IP respondents grew more critical of IPL during and after their professional education
- IPL appears to produce and sustain skills for effective IP working in practice
- Individuals' perceptions of their experience are not adequate as an evaluative measure of IPL



# Evaluating interprofessional learning – ongoing issues

- Where is the service user/patient in IPL?
- What role does informal learning play in IPL?
- Can IPL result in lasting behaviour change? How can any such change be measured and demonstrated?





# Interprofessional learning – how complexity enhances evaluation

- Can help researchers to exercise comprehensive researcher reflexivity
- Can allow researchers to gain greater understanding of salient issues
- Can significantly increase understanding of causes underlying outcomes



# References

CAIPE (2002) *C.A.I.P.E Centre For The Advancement Of Interprofessional Education*  
<http://caipe.org.uk/>

Leucht RM et al (1990) *Journal of Allied Health*  
19(2) 181–191

Parsell G, Bligh J (1999) *Medical Education* 33(4)  
95–100

Pawson R, Tilley N (1997) *Realistic Evaluation*  
Sage, London

Rubin R, Martin MM (1994) *Communication Research Reports* 11(1) 33–44

# The UWE Interprofessional Questionnaire – publications

UWE IP Questionnaire papers published for each data collection point:

1. Pollard KC et al (2004) *Health and Social Care in the Community* 12(4) 346-358
2. Pollard KC et al (2005) *Journal of Interprofessional Care* 19(3) 251-268
3. Pollard KC et al (2006) intervention *Health and Social Care in the Community* 14(6) 541-552
4. Pollard KC, Miers ME (2008) *Journal of Interprofessional Care* 22(4) 399-416



# Evaluating the UWE interprofessional curriculum – qualitative publications

Papers published from the qualitative arm of the project:

- Clarke B et al (2007) *Learning in Health and Social Care* 6(4) 202-212
- Miers M et al (2007) *Journal of Interprofessional Care* 21(5) 529-542
- Thomas J et al (2007) *Journal of Interprofessional Care* 21(4) 463-465
- Pollard KC (2008) *Learning in Health and Social Care* 7(1) 12-26
- Pollard KC (2009) *Journal of Clinical Nursing* 18(20) 2846-2856
- Pollard K et al (2012) *Journal of Interprofessional Care* 26(5) 355-361



# Evaluating Interprofessional Learning: A Complex Process

Dr Katherine Pollard  
Senior Research Fellow

[katherine.pollard@uwe.ac.uk](mailto:katherine.pollard@uwe.ac.uk)