Engaging stakeholders in the education of health professionals: A case for a common course (subject) to assist in learning about, from and with each other

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We have a responsibility to create the next generation of healthcare leaders who can enact these changes (leadership outside the academy)

We, as educators, need to provide opportunities for students in our 15 pre-qualifying health and behavioural sciences degrees to develop interprofessional competencies as early as possible

Always a compromise between competing demands such as:
- the ‘educational idea’
- the teaching and learning resources available
- what will work in the local context, and
- particularly in the health professions, accreditation standards.

In addition to these usual challenges, we (today’s curriculum designers and educators) trained in the 20th century paradigm.

The proposal

A one-semester ‘common course’ where all our first year health & behavioural science students (n=1600) “learn about, from and with each other” (CAIPE, 1997)

How does the academy itself have to change to enable the design and implementation of a successful multidisciplinary course?

1. To develop a curriculum that will enable our students to become leaders, we need to develop our own leadership capabilities (leadership in the academy)
2. We need to develop the interprofessional skills of the curriculum team

Our solution: Curriculum design process 2.0

Senior capital
- High level buy-in
- Promotion of the project

Design the team
- Recruit an interprofessional curriculum design team
- Non-traditional project leaders (mix of levels), undertake leadership training
- Partner with academic development unit
- Extensive staff consultation across 15 degree programs
- All levels: “on the ground” teachers, Heads of Schools, T&L Committee chairs, professional staff, self-selected
- Student consultation
- Health professional bodies
- Curriculum pioneers outside the disciplines
- Stakeholder engagement predicated on belief that everyone can add value to the conversation
- Asking the unexpected during stakeholder interviews: questions designed to engage creativity
- Opportunity for staff to showcase practice and identify existing champions/pockets of brilliance

Identify stakeholders
- Discussion paper feeding back on consultation findings
- Key decisions made
- Recruit champions for next phase

Forging knowledge partnerships

Next steps

References

UK Centre for the Advancement of Interprofessional Education (CAIPE) (1997) Interprofessional education – a definition. London: CAIPE.

For further information

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20th Century Healthcare

Illnesses
- Short term illnesses

Setting
- Mainly acute care
- Hospital setting
- Secondary/tertiary care

Health professionals
- Working in isolation
- Siloed disciplines

Patient outcomes
- Poor population health outcomes

The Future of Healthcare?

Illnesses
- Complex and chronic illnesses

Setting
- Mainly chronic care
- Community setting
- Primary care

Health professionals
- Working in teams
- Multidisciplinary

Patient outcomes
- A healthy population