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Diversity and internationalisation in interprofessional education

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المخلص

تتطلب هذه الورقة لوجهات النظر بشأن إدخال التنوع والتحويل إلى منهج التعليم المتداخل بين التخصصات. في حين يبدو هذا مهمة شاقة في مجال تحد لتقديم التعليم المتداخل بين التخصصات بجودة، يسعى المؤلف إلى إثبات أن تنوع المواضيع والتخصصات والمواقع الجغرافية يمكن أن يوفر تعليمًا قيمًا للطلبة. من خلال تحدي فكرة أن التعليم المتداخل بين التخصصات يركز على موضوعات متعلقة بالصحة فقط، ومن خلال توسيع مدى التعليم للطلبة، يمكن تطوير الصفات العليا التي تعزز فرص العمل، ومعالجة القضايا العالمية لقوى عاملة ماهرة قادرة على تقديم الرعاية المعقدة. تلقي هذه الورقة الضوء على مبادرات التعليم المتداخل بين التخصصات التي وضعت من قبل المؤلف، وتتضمن تقديم مواضيع مثل الفنون، والعلوم الإنسانية، والحماية العامة إضافة إلى تنوع التخصصات وإدارة الضيافة، والتصميم الجرافيكي والشرطة. تتضمن المبادرات العالمية التعاون بين الطلبة والعاملين من اسكتلندا، واليابان وأستراليا. تتوافق أهمية تعزيز التنوع في منهج التعليم المتداخل بين التخصصات لطلبة التخصصات الصحية والاجتماعية مع استراتيجيات منظمة الصحة العالمية لتحالف القوى العاملة العالمية والهيئات المهنية مثل أكاديمية التعليم العالي (المملكة المتحدة). كما تشجع هذه الورقة المعلمين على التعامل مع هذه الاستراتيجيات للحصول على وجهات النظر الدولية على التخصصات المهنية مما يتيح للطلبة وأعضاء هيئة التدريس تكوين فهم أعمق للبلدان والثقافات الأخرى. يمكن لمعلمي التعليم المتداخل بين التخصصات تطوير المناهج لتشمل هذه المبادرات وتضمن أن القوى العاملة للغد لديها المعرفة والمهارات اللازمة ليصبحوا مهنيين عالميين. ويمكن للمعلمين من خلال تبني مبادرات قابلة للتحويل تطوير تدخلات مماثلة مناسبة للسياقات الثقافية المختلفة.

الكلمات المفتاحية: التعليم المتداخل بين التخصصات؛ المنهج؛ التنوع؛ منظمة الصحة العالمية؛ التعاون

Abstract

This position paper considers the perspectives regarding introducing diversity and internationalisation to the interprofessional education (IPE) curriculum. While this

step may seem to be an onerous task in the challenging area of delivering quality IPE, the author seeks to demonstrate that the diversification of topics, disciplines and geographical locations can provide valuable student learning. By challenging the notion that IPE focusses on health-related topics alone and by broadening students' education, attributes can be developed that enhance employability and address global issues for a skilled workforce capable of delivering complex care. The paper highlights interprofessional educational initiatives developed by the author that includes the introduction of such topics as arts and humanities and public protection, as well as diversification of such disciplines as hospitality management, graphic design and the police. The international initiatives included collaborations between students and staff from Scotland, Japan and Australia. The importance of promoting diversity in the interprofessional curriculum for health and social care students concurs with the strategies from the World Health Organisation's global workforce alliance and professional bodies, such as the Higher Education Academy (UK).

This paper encourages educators to engage with these strategies to acquire international perspectives on professional disciplines, thereby enabling students and faculty to develop a deeper understanding of other countries and cultures. IPE educators can develop curricula to include such initiatives and ensure that tomorrow's workforce has the necessary knowledge and skills to become global professionals. By adopting these transferable initiatives, educators can develop similar interventions appropriate for different cultural contexts.

Keywords: Collaboration; Curriculum; Diversity; Interprofessional education; World health organisation

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Introduction

Interprofessional education (IPE) has become an important part of educational preparation for health and social care professionals in many countries. IPE has been defined clearly by the Centre for the Advancement of Interprofessional Education (CAIPE) as ‘learning that occurs when two or more professions learn with from and about each other to enhance the quality of care’.² This type of learning has been driven forward by many factors, including populations requiring complex care that requires the expertise of many professions. To this end, there is a need for a skilled workforce to work collaboratively for the delivery of high quality services that meet expectations and promote patient safety. Equipping the healthcare workforce with the essential knowledge and skills is always a challenge for educators. Ensuring that this educational development has an interprofessional focus poses even greater challenges. Trying to create diversity and internationalisation within an interprofessional curriculum can seem to be another unnecessary extra hurdle. This paper aims to unravel a number of these challenges and discuss innovative educational initiatives that can be adapted to any cultural context and deliver quality IPE that can reap benefits for all stakeholders.

The paper presents three educational initiatives relating to diversity and internationalisation of interprofessional education (IPE). First, the diversification of topics, including arts and humanities and public protection. Second, the diversification of disciplines, including business, arts, and police and social work professionals. Third, the involvement of other international settings, including in Japan and Australia. These initiatives are reported as examples of what can be achieved to diversify and internationalise undergraduate curricula.

The examples given will inform the reader of interventions that have been achieved across different countries and disciplines, demonstrating the benefits of partnership and the broadening of horizons for students and educators.

Current context for IPE

It is typical for IPE to focus on health and health professionals. Topics are usually patient-related and discuss health care team perspectives, drawing on what constitutes good teamwork and how teams can become more effective. It is also typical for these to be within one’s own cultural perspectives and within one country’s professional regulations.

This paper challenges this context and poses two questions:

What if the current context for IPE were changed, and a different approach were taken? What would this change do to the student experience?

Diversification of topics for IPE

In terms of diversification of topics, there has been a global interest in including the arts and humanities within health related courses, especially medicine, for centuries. There is growing evidence that suggests that there are better health outcomes when health professionals recognise the

value of the arts as therapy, both for themselves and for patients and society.⁹ The inclusion of arts and humanities within an established interprofessional programme was developed within a new module titled “Expressing arts and humanities in health and social care settings”. The module sought to appreciate the place of the arts and humanities in providing critical perspectives on health and social care practice. Sixty medical, nursing and occupational therapy students participated in this module over a period of two years.

When undergraduate students attempt to grapple with the demands of a comprehensive course steering them toward the professional that they will become, they become focussed on the specifics of that course and excelling in the subject areas that they must learn. This module explored their ‘human’ characteristics enabling them to bring the ‘personal’ to the ‘professional’ role. It allowed them to consider their own personality traits, family circumstances and backgrounds, which have an impact on how they embrace their new learning and the attributes they bring to their journey. Students often undertake courses with a high percentage of ‘science’ related subjects, and it was a challenge to generate thinking that considered the place of arts and humanities in health and social care. The very essence of their ‘humanity’ meant that they generally found commonality and the majority related well to these person-centred genres. With skilled facilitation, they were able to draw on their personal traits to appreciate the module. Students did not always recognise how these aspects of their personal lives could have a bearing on their professional practice. The module allowed them to explore this as a priority of their learning and future professional practice.

Another initiative to diversify topics for IPE included the development of scenarios around public protection. This approach included topics relating to vulnerable people in society who may at some point require support from professionals in organisations such as the police, health services, and social services. The diversification in the topics and disciplines involved in this intervention led to its being termed ‘multi-agency’, and workshop-style learning was developed for students from a wide range of health and social care disciplines, including police officers. The topics included adult and child protection, domestic violence, financial harm, mental health and radicalisation. This learning initiative was evaluated well by students and staff over a period of four years and will be embedded as part of mainstream undergraduate IPE in the university.

Diversifying disciplines for IPE

Graduate attributes are increasingly identified by a number of universities as the skills, knowledge and abilities that students acquire beyond their disciplines and that are applicable across a range of different contexts.⁷

This intervention involved students from Nutrition; Hospitality Management; Graphic Design and Public Relations. The faculties included health and social care; design and technology and the business school. For the latter two faculties interprofessional learning was a new concept. This example enabled the disciplines of hospitality management, public relations and graphic design to experience IPE for the

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