

Co-production for Practice-based Interprofessional Learning: beyond saying “hello”

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Purpose Aims

Interprofessional Learning (IPL) defined as when two or more professions learn with, from and about each other to improve collaboration and quality of care (CAIPE, 2010).

All healthcare professional bodies require IPL inclusion within pre-registration curricula.

All professions' practice placement assessment documentation includes content that reflects evidence of team / collaborative working.

Very successful Campus based IPL workshops each year across pre-registration healthcare professions.

Successful Vice Chancellor's Teaching Award 2024.

Aims

1. To explore the transference of IPL collaborations developed within the classroom to the clinical workplace.
2. Co-produce opportunities to enhance practice-based IPL with students and clinical colleagues.

Methodology & Methods

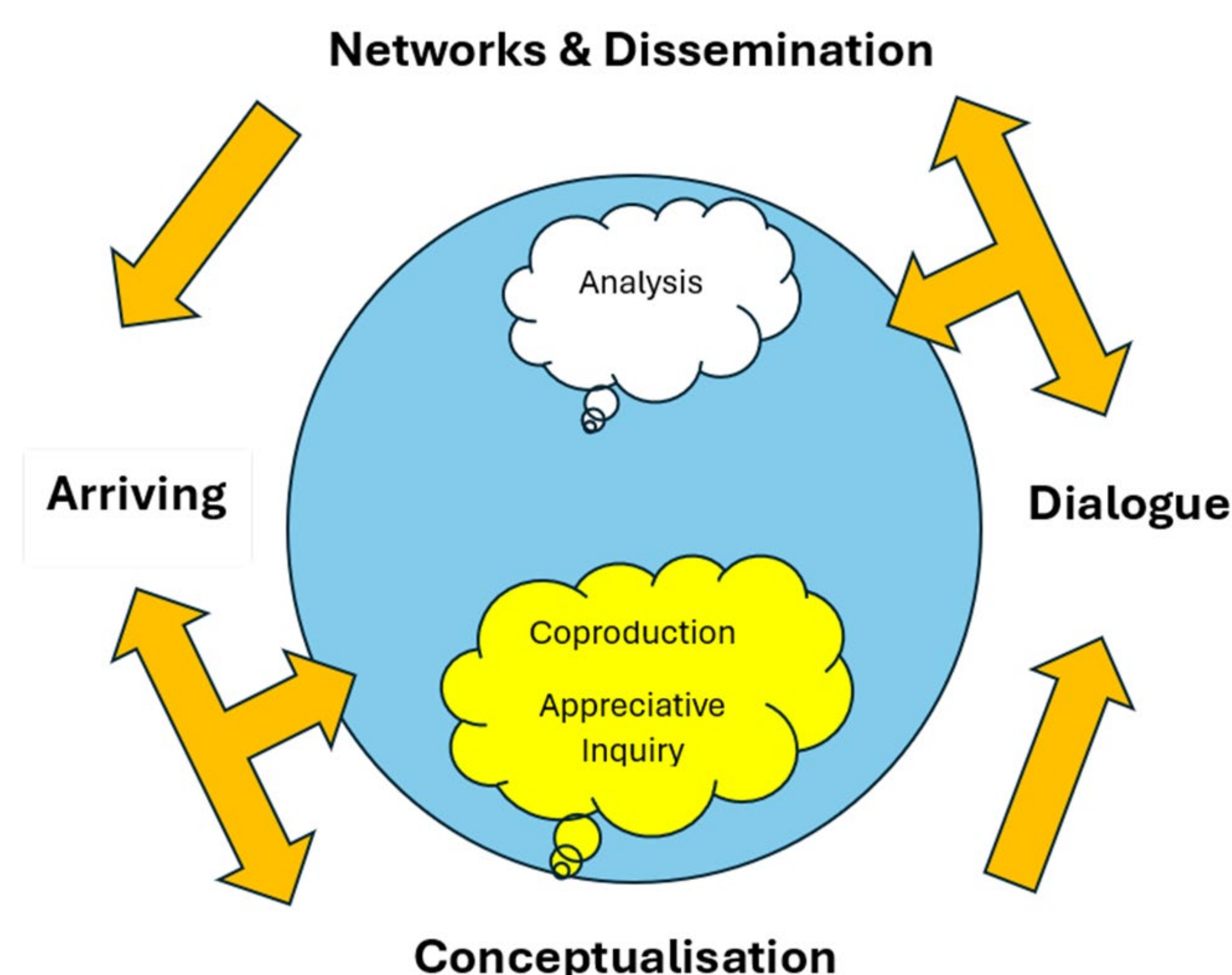


Figure 1: Participatory Framework (adapted from Stephens (2019))

Co-production (Oliver, Kothari, & Mays 2015) within a participatory framework (Stephens, 2015).

Networking across Faculty healthcare professions, UoS Practice Placement Office, Practice Placement Facilitators.

Ethical approval (UREC 029170).

Series of Practice-based focus groups (n= 3) and semi-structured individual interviews (n=6) (December 2024-June2025).

Total of 30 student contacts; Nursing, Pharmacy, Physiotherapy.

References

- Bohm D. (2004) *On Dialogue* London: Routledge
- CAIPE (2010) Requirements regarding interprofessional education and practice – a comparative review for health & social care. Available at <https://www.caipe.org/resources/publications/archived-publications/caipe-2010-requirements-regarding-interprofessional-education-and-practice-a-comparative-review-for-health-and-social-care-authored-by-barr-h-norrie-c>
- Isaacs W. (1999) *Dialogue and the art of thinking together*. New York: Doubleday Publishing
- Oliver K., Kothari A. & Mays N. (2019) The dark side of co-production: do the costs outweigh the benefits for health research? *Health Res Policy Sys.* <https://doi.org/10.1186/s12961-019-0432-3>
- Stephens J. (2015) A participatory learning model and person-centred healthcare: moving away from 'one hand clapping' *European Journal for Person Centred Healthcare* 3(3) pp 279-287

Findings & Discussion

“Oh, I see lots of students from the University on the ward, but we never say ‘hello!’”

Nursing Student

Contexts of Practice Based (PB) IPL

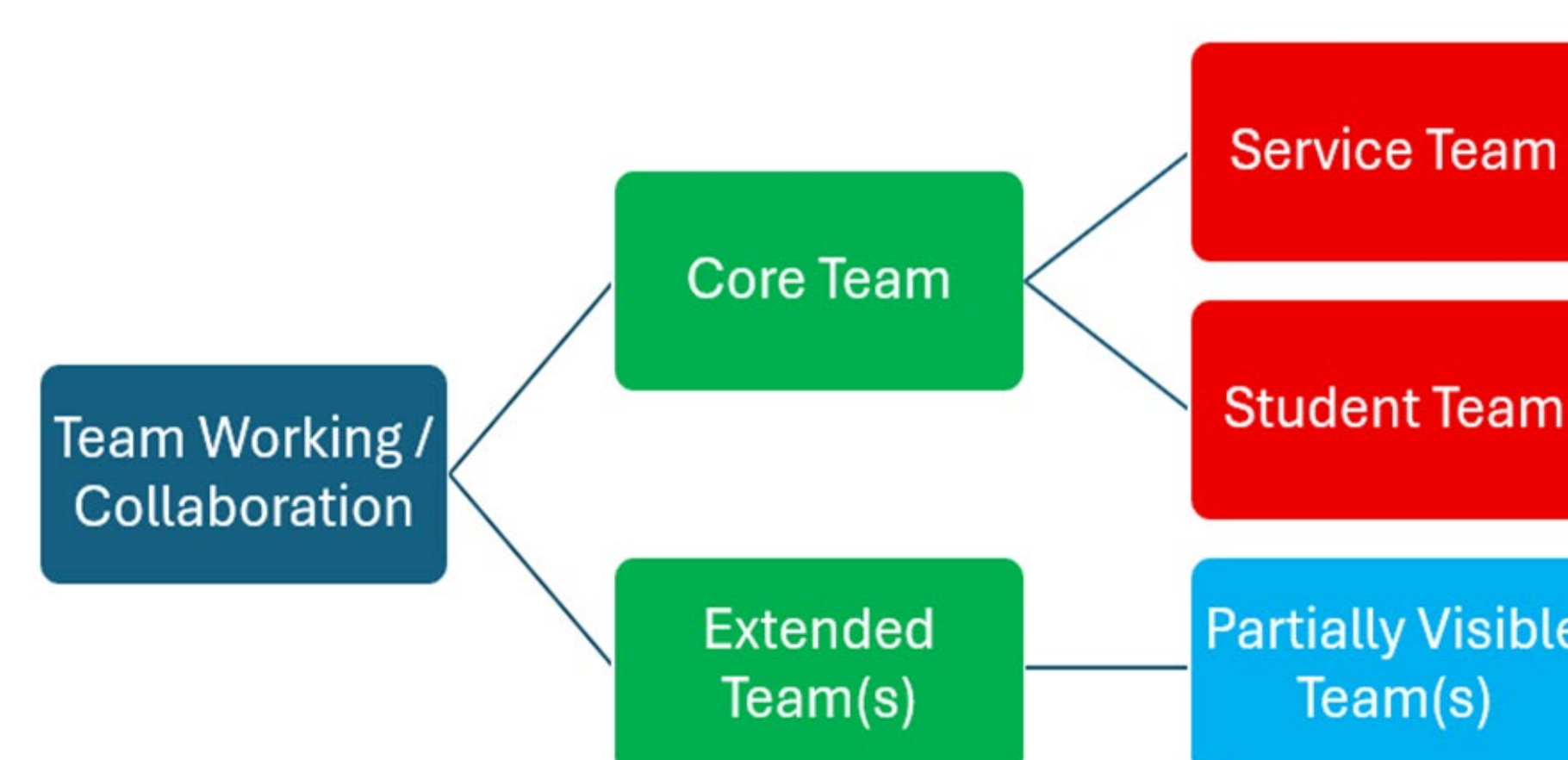


Figure 2: Contexts of Practice Based Interprofessional Learning

Opportunities identified with core and extended teams. Value placed in continuing to learn from each other as students. Opening up ‘different’ collaborations. Stage of education not really an issue.

Processes of PBIPL

“..... if I see someone from UoS we always smile and nod”

Nursing Student (Year 1)



Figure 3: Processes of Practice Based Interprofessional Learning

Socialisation viewed as an important factor. Opportunities for dialogue and joint thinking (Bohm 2004; Isaacs 1999). Students quite happy to identify opportunities and act upon them.

Value ‘time out’ to discuss learning.

Conclusion

Wide range of settings and strategies to develop collaborative learning opportunities. Student ownership of learning – not related to stage at programme, student age, placement setting. Following up on ‘time-out’ strategies across professions. ‘Advertise’ learning opportunities more overtly as part of practice placement preparation.