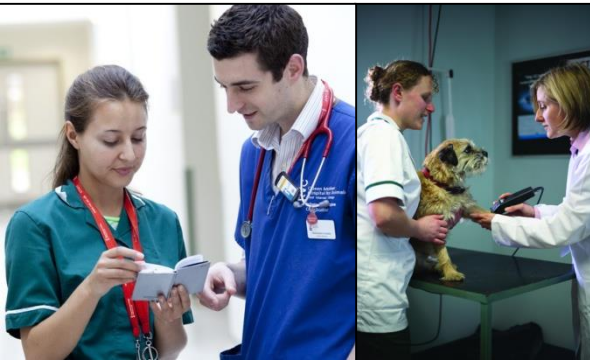


An Exclusively Veterinary Perspective on Interprofessional Working, Learning and Education

Tierney Kinnison

With:

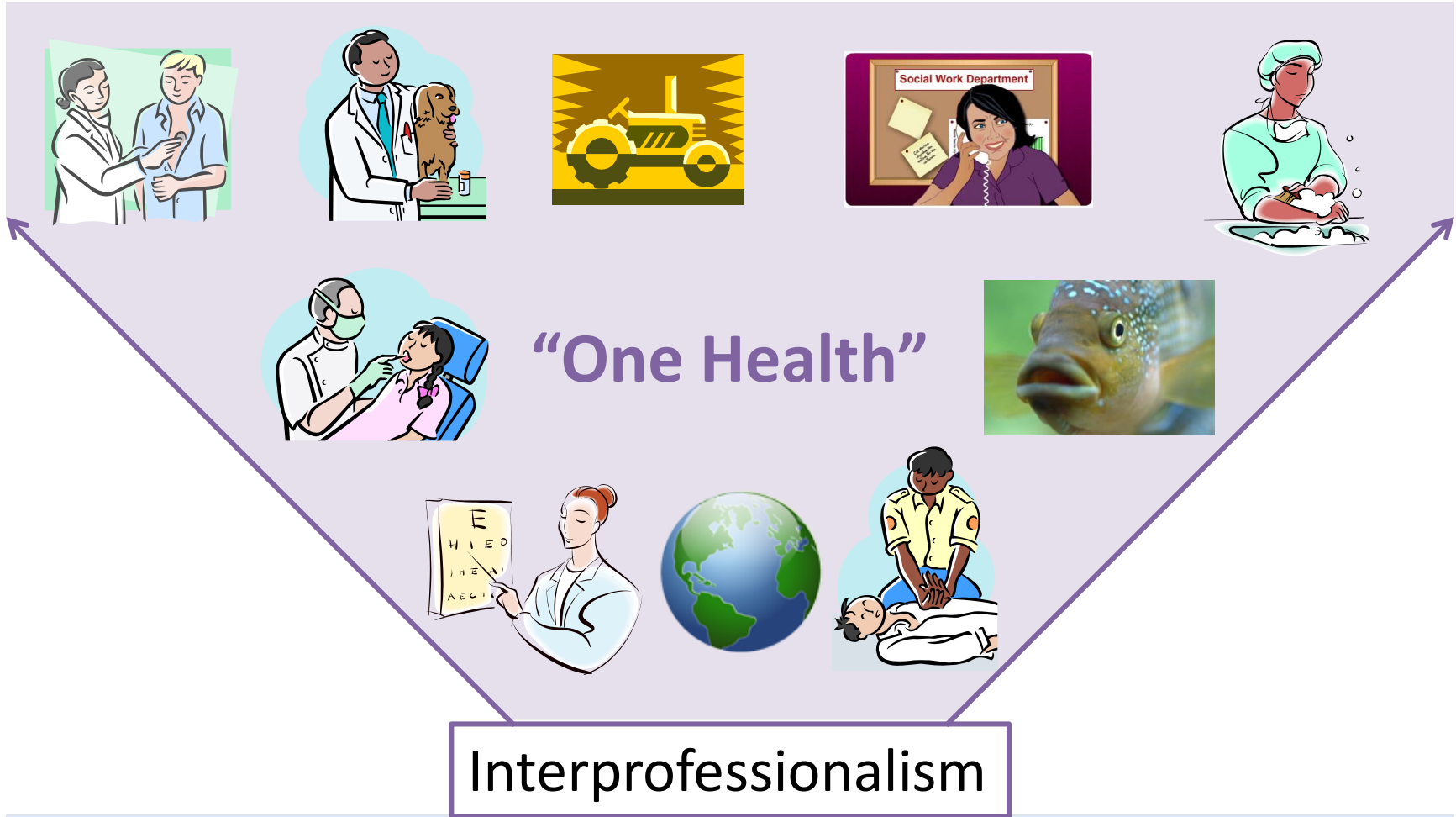
Prof. Stephen May
Prof. David Guile



Talk Plan

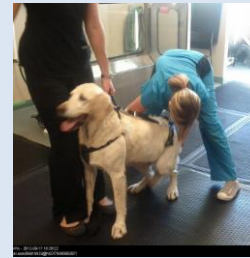
- What is Interprofessionalism?
 - My focus on the veterinary team
- Why is veterinary specific interprofessional working & learning important?
- Why is veterinary specific interprofessional working & learning challenging?
- Future Research

Interprofessionalism – Looking Out



Interprofessionalism – Looking In

Interprofessionalism



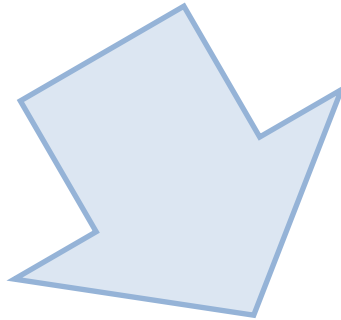
“Veterinary Team”



Rise of Interprofessional Working

Complex treatment

Public demands low cost, high quality



Division of labour partly due to “dirty work”: stigmatising tasks delegated from high profile professions to lower ranked occupations

New occupation’s range of roles and duties increase

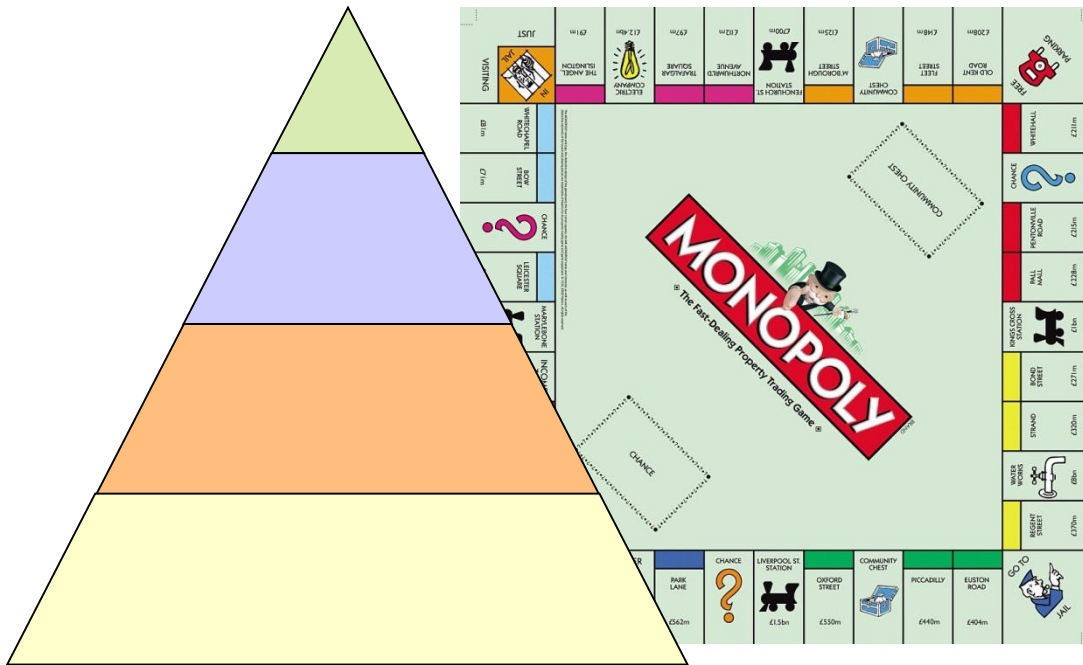
Why is interprofessional working important?

Optimises use of resources

Improves quality of work

Improves efficiency of work

What are the challenges?



Hierarchy & Monopoly

Veterinarians	Veterinary Technician/Nurse
First veterinary school in Lyon 1761	Veterinary Technician accreditation in 1972 by CVTEA Veterinary nurse training scheme implemented in 1961
Recognises as a profession in UK in 1844 when RCVS was created by Royal Charter	Currently considered an occupation in UK

Hierarchy & Monopoly

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With Professionalization of veterinary nurses in the UK:

Registered Veterinary Nurses have legal responsibility for their own actions

Veterinary nurses/other non-veterinarians own practices

Partitioning of blame??

Veterinary team is autonomous

Communication

- Lack of:
 - Salute and Stay Mute Patterson et al. 2001
- Poor quality
 - Professional discourse/jargon
 - > recontextualising (Guile, 2012)
 - Withheld: confidentiality, cognitive blindness, limited time, stress Freeth et al. 2005

Free flow of relevant information



‘Pool of shared meaning’



Better decisions

Stereotypical Views

- Existence of stereotypical views is a barrier to interprofessional working and learning
- Exacerbated by
 - Separate training
 - Lack of understanding of others perceptions
 - Lack of appreciation of others knowledge/skills

⇒ Interprofessional Education?

Future Research

- RQ:
How do modern day veterinary teams work and learn together interprofessionally?
What recommendations should be given to educators regarding interprofessional education?

CASE STUDY

- Social Network Analysis (SNA)
- Embedded Case Studies/Field Work
- Readiness for Interprofessional Learning Scale

- Social Network Analysis

Theoretical alternative to the assumption of independent social actors Wasserman and Faust, 1994

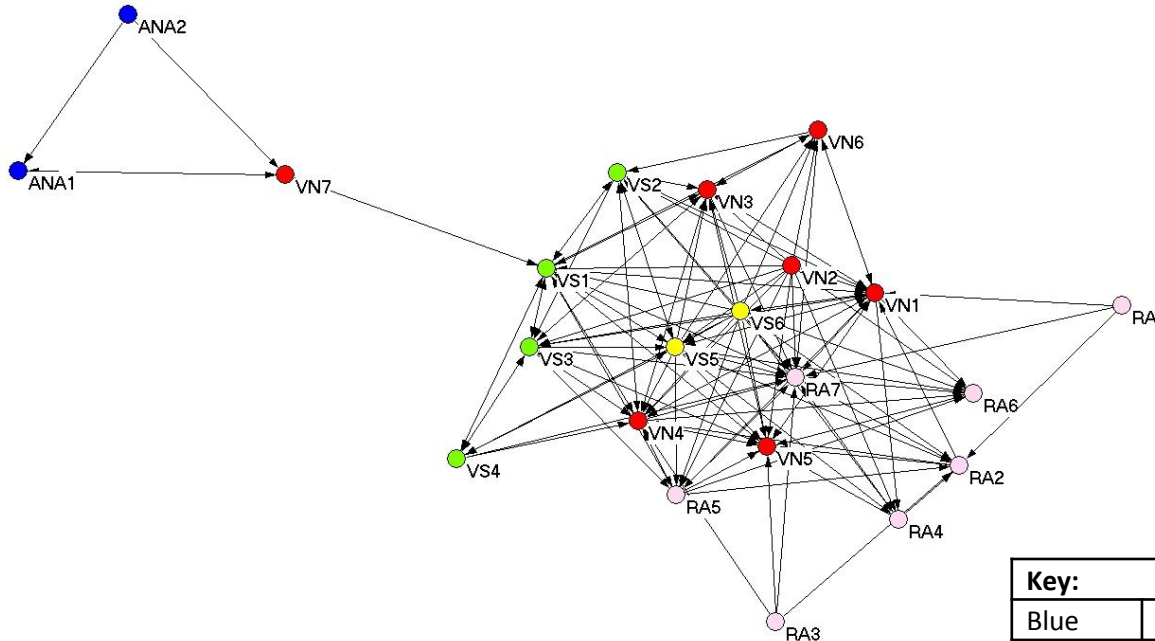
Network

Patterns and relationships

- Qu: What is the nature of veterinary interprofessional interactions within the UK?
- Questionnaire SNA
 - With who do you: receive information, ask for help/advice, influences work, share thoughts/problem solve, meet socially
- Observational SNA

Preliminary Results

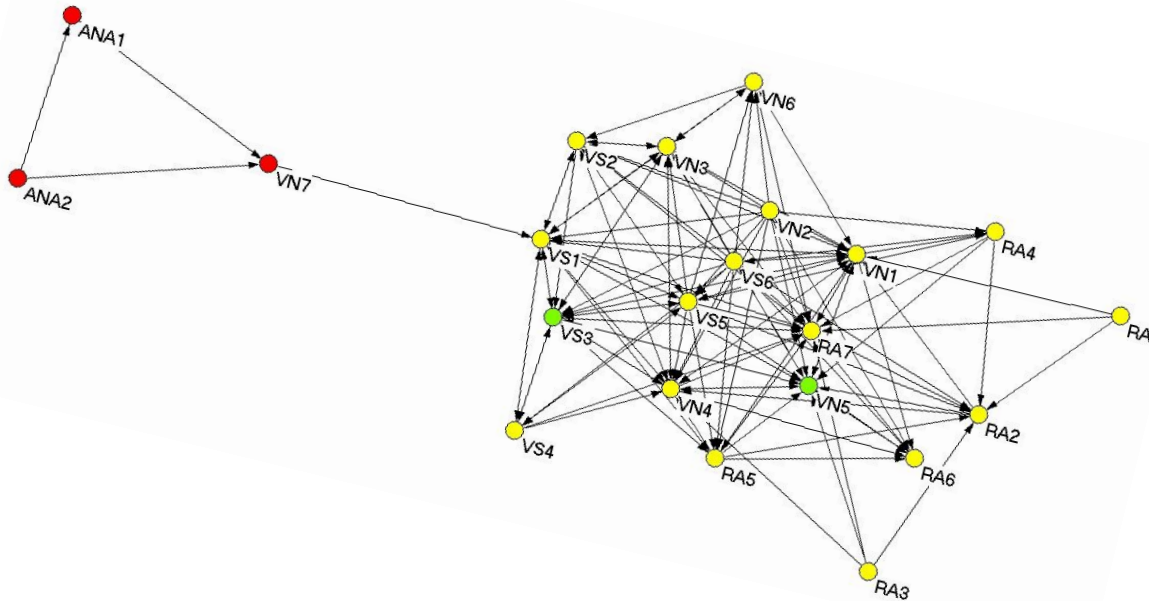
Who influences your working habits, for example through observation of their work?



Key:	
Blue	Animal Nursing Assistant (ANA)
Red	Veterinary Nurse (VN)
Green	Veterinary Surgeon (VS)
Yellow	Director, Veterinary Surgeon (also VS)
Pink	Reception/Administration (RA)

Preliminary Results

Who influences your working habits, for example through observation of their work?



Key:	
Red	Branch 1
Yellow	Branch 2 (main branch)
Green	Branch 3

Preliminary Pilot Results – Example Statistics

Density			
- In degree			
- Out degree			
Reciprocity			

Conclusion

- This research will allow us to better understand interprofessional working, in order to:
 - Improve our business
 - Inform curricular development; learning delivery (IPE)
 - Inform policy making
 - Prepare us better for working with other professions?

Thank You

- For listening
- To my supervisors
Prof. David Guile (Institute of Education) &
Prof. Stephen May (Royal Veterinary College)
- Funding: University of London Bloomsbury Colleges
Consortium

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