Getting them going and making them better: Pre-registration interprofessional education programmes

Eileen McKinlay, University of Otago, Wellington
Roots.......

Reception
Department of Primary Health Care & General Practice
Te Tari Hauora Mātāmua me te Matauranga Rata Whānau

Isla Bank School
EST 1873

University of Otago

Map of Invercargill and Fiordland National Park

© 2012 Google, Whereis(R), Sensis Pty Ltd
What's your TPPE?:
building interprofessional practice in rural New Zealand

**Professional Practice Fellows**
- Mark Kopua
- Natasha Ashworth
- Hiki Pihema
- Marty Kennedy
- David Edgar
- Anne Pearce
- Nigel Whitehead

**Tairāwhiti Academic Team**
- Leader - Patrick McHugh
- Administrator - Rose Schwass

**Wairoa Academic Liaison**
- Sonya Smith

**Executive Operations Group**
- Sue Pullon - Director
- Christine Wilson - Manager
- Louise Beckingsale
- Ruth Crawford
- Kaye Cheetham
- Lyndie Foster Page
- Thomas Harding
- Margot Skinner
- James Windle

**Teachers**
- Eileen McKinlay - leader
- Louise Beckingsale
- Ben Darlow
- Rachel Davidson
- Sarah Donovan
- Ben Gray
- Karen Coleman
- Hazel Neser
- Meredith Perry
- Sue Pullon

**Academic Support**
- Peter Gallagher
- Eileen McKinlay
- Lesley Gray

2016

Department of Primary Health Care and General Practice, University of Otago, Wellington – New Zealand
University of Otago

New Zealand

Dunedin – main campus

Christchurch

Wellington

Tairāwhiti
Collaborative care evidence based outcomes....

- Better health outcomes for patients & families
- Reduce safety and risk incidents
- Maximise skill sets of clinicians and others
- A more pleasant working environment
- Individuals specialise in areas of interest (others act to provide support)
- Different individuals taking turns at being the ‘leader’ (spreads accountability load)


Considerations......
Consideration 1.

Get University buy-in (Division of Health Sciences)
Interprofessional Education in the Division of Health Sciences

A Strategic Plan 2016 - 2019

Written by Michelle Snow (Project Manager), Associate Professor Sue Paton (Chair, Divisional Deans Group), Dr Narga Sarker (Chair, Divisional Deans Group)

19 October 2015
Prepared by Divisional Executive 19 October 2015

University of Otago
New Zealand
Consideration 2

Be clear about what you are aiming to achieve
Definitions

• Interprofessional Education (IPE): occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care.

• Interprofessional Learning (IPL): learning arising from interaction involving members or students of two or more professions. IPE may occur spontaneously in the workplace or in education.

• The goal of IPE is to focus on patient-centred, team-based care through positive shared learning activities.

(Centre for the Advancement of Interprofessional Education, accessed 2016)
But not this.....

Different disciplines in the same room passively listening to the same lecture

The lecturer being of a different discipline to the students

Where different disciplines learn alongside each other but do not engage in dialogue regarding roles, contributions or perspectives
Consideration 3

Think about the type of IPE to offer and how frequently
Types of IPE

• **Exposure:** interprofessional learning with stated IPE intent, even though the learning may also be opportunistic.

• **Engagement:** specific interprofessional learning objectives, action, shared learning and assessment.

• **Immersion:** working together in practice/workplace setting.

University of Otago
Interprofessional education

Dunedin – main campus

Christchurch

Wellington

Tairāwhiti
(Gisborne, Wairoa)

New Zealand
University of Otago
Interprofessional education
Engagement: specific interprofessional learning objectives, action, shared learning and assessment
University of Otago, Wellington

- Dietetics - 2nd and final year of Masters x6/yr
- Medicine - 4th to 6th years x108/yr
- Physiotherapy - 4th and final year x50/yr
- Radiation Therapy - 1st to 3rd years x23-25/yr
WITI engagement programme (1.5 hrs)

- Introductory workshop
- Classroom based interactive activity in small interdisciplinary groups on Hauora Māori-concepts of health and wellbeing
- Social event
WITI
Hauora Maori Programme
Feb 2016
2016 – engagement level session by discipline

<table>
<thead>
<tr>
<th>Students</th>
<th>Dietetics</th>
<th>Medicine</th>
<th>Physiotherapy</th>
<th>Rad Therapy</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>108</td>
<td>50</td>
<td>23</td>
<td>181</td>
</tr>
</tbody>
</table>
**Immersion**: working together in practice/workplace setting

+ **Inter-professional practice in the ‘real world’**

- Communication between professions can be helpful
- Shared knowledge is especially important
- Timing and coordination must be an issue
  - There may be reluctance to wait and discuss instead of treat
- Less errors or ‘gaps’ in the patient’s care
- Care on a number of different levels creates a complete more holistic model of care which will benefit the patients
WITI immersion programme 1 (11 hrs)

- Shared meal and introductory workshop
- Home visit in small interdisciplinary groups to a person with long-term conditions
- Reflective presentation to peers, educators and health professionals
Long-term conditions management
WITI immersion programme 2 (10-11 hrs)

- Introductory workshop and shared meal
- Community based activity in small interprofessional groups based on fictional patients and observing social determinants of health
- Reflective presentation to peers, educators and guest health professionals
Transport

Bus is main mode
- Goldcard (free public transport)
- Is required to walk to bus stop
  - Busy roads makes this difficult

Volunteer drivers
- Transport to and from radiation treatment

Finds lack of independence in transportation frustrating

WITI Determinants of health

Healthcare services in the area

Wellington hospital
- 14 min walk
- 4 min drive
Newtown GP medical centre
- 9 min walk
- 3 min drive
After hours care
- 24 min walk
- 6 min drive
Newtown union health
- 13 min walk
- 4 min drive

Physio
- Camperdown physio, active physio and physio on Alice
**2011-2016 –immersion level activity by discipline**

<table>
<thead>
<tr>
<th>Stud.</th>
<th>Dietet</th>
<th>Med</th>
<th>Nurs</th>
<th>Physio</th>
<th>Rad Ther</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>6yr totals</td>
<td>17</td>
<td>88</td>
<td>11</td>
<td>65</td>
<td>49</td>
<td>230</td>
</tr>
</tbody>
</table>

**Note:** Radiation therapy students started 2014

Nursing students started in 2016
Tairāwhiti IPE

HAWKE'S BAY District Health Board
Whakawātea

EIT

University of Otago

Otago Polytechnic

Hauora

Tairāwhiti
TIPE immersion programme (5 weeks)

• 12 final-yr students based in a rural location for 5-weeks/5 times a year (Tairawhiti District Health Board). Live in shared accommodation

• Dentistry, Dietetics, Medicine, Nursing, Oral health, Pharmacy, Physiotherapy, Occupational Therapy

• 85% clinical placements (a mix of home discipline and interprofessional)
  15% classroom
Teaching objectives

• **Interdisciplinary objectives** – greater understanding between health disciplines, patient-centred collaborative practice and effective teamwork

• **Rural health objectives** – highlight rural health & training needs; enhance workforce; better equip for comprehensive generalist practice

• **Hauora Maori objectives** – focus on health needs; working with Maori models of health care

• **Chronic conditions management objectives** – team-based care, patient engagement, self management
### 2012-2016 – by discipline

<table>
<thead>
<tr>
<th>Stud.</th>
<th>Dietet</th>
<th>Dent</th>
<th>Med</th>
<th>Nurs</th>
<th>Oral Heal</th>
<th>OT</th>
<th>Pharm</th>
<th>Physio</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>5yr</td>
<td>39</td>
<td>44</td>
<td>59</td>
<td>55</td>
<td>9</td>
<td>11</td>
<td>51</td>
<td>42</td>
<td>310</td>
</tr>
</tbody>
</table>

**Note:**

- Dietetics students started 2013
- Occupational Therapy students started end of year 2014
- Oral Health students started beginning of 2015

310 students by the end of this year (5 years)
Involving the community

Tairāwhiti IPE

Tairāwhiti Interprofessional Education Programme Newsletter: #8 August 2016

Thank you for your ongoing support and commitment to the IPE programme. The fourth block of the year is underway and we are now preparing for the 5th and final block of the year. Covered in this newsletter:

- TIP Providers Focus Group
- TIP facts and figures update
- TIP Providers Webpage
- In the Media - Transition to Practice - Sue Pullon
- Health Team Challenge

TIP Providers Focus Group

Peter Gallagher from Otago University conducted a focus group for the Clinical providers in early July. Some of the following comments were made:

- The programme goes “from strength to strength”.
- The high contribution to IPE learning that living together makes.
- IPE is thought should continue to be seen by students as a “strength and exclusive experience”.
- Look for ways to feedback to providers/clinicians on their contribution to student learning.
- Disconnect exists between Gisborne based and Waitara based groups.

A focus Group for the Whakatane Providers/clinicians is planned for after block 5 finishes on Monday 27th October.

Note: Further feedback or new ideas are welcome at anytime.

TIP in the Media

You may have seen an article on IPE and the publishing of a journal in the Gisborne Herald recently. The recent publication “Transition to practice can rural interprofessional education work for you?” by B. Medopulmonary Medicine and Associate Professor Sue Pullon also attracted attention on Radio Waitakere and Radio NZ.

Links to the radio interviews and publications are below:

- Radio Waitakere: https://www.radiowaitakere.co.nz/radio/programmes/14666
- Radio NZ: https://www.radionz.co.nz/programmes/14666
- Radio NZ: https://www радионовицелото.co.nz/programmes/14666

Please keep going to the website - it will continue to have more information added.

http://peprogramme.wix.com/tipe-projects

TIP rises to the Interprofessional Health Team Challenge

Recently a TIP interprofessional team competed in a ‘live’ event at a recent conference working together to present their interprofessional healthcare plan for a client with complex needs. And they were awarded with the ‘Peoples’ choice’ award.

It was the 1st time TIP or University of Otago has entered into an Interprofessional Health Team Challenge, which was hosted by New Zealand Interprofessional Health Conference at Auckland University of Technology (AUT). The challenge is an internationally recognised interprofessional learning activity that promotes teamwork and collaboration amongst current and future healthcare professionals.

Team members were:
- Alex Gavan, Dietetics,
- Ben Steegmatt, Medicine
- Dr. Vale, Pharmacy
- Alanna Mils, Nursing
- EIT Graduate working at Turanga Health,

Aaron Lui, (Pharmacy, Otago University) and on TIP block 1.

Aimee Milne, (Pharmacy, Otago University) and on TIP block 1.

The team was mentored by and Dr. Peter McKee and Anne Pearce.

The team looked really smart wearing Hauroa Tairāwhiti T-shirts.

“TIP has always been really good at working well with each other, understanding rural health and Hauroa Māori and were more confident in caring for clients with chronic long term conditions.”

“In today’s health care world, it is important to practice collaboratively, and work in a wider variety of health care settings; these descriptions of the TIP programme are an example of how interprofessional education can equip senior students to transition successfully to their new health practice roles.”

"These senior health professional students not only enjoy their experiences in the TIP programme, but also learn practical skills for working in health care teams in rural New Zealand.”

Being the first time we had entered a team in such a competition it was a significant and enjoyable learning curve for all mentors and participants. Congratulations to everyone in and involved with the team. They did a fantastic job representing Hauroa Tairāwhiti, TIP, EIT and University of Otago.

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**TIP facts and figures update**

The table below shows some interesting facts and figures about the number of students that will have been on the TIP programme from its inception in 2012 by the end of 2016. The IPE programme started with students from 5 disciplines, over time students from Dietetics, OT and Oral health have joined the programme. Opportunities to have Social Work students in 2017 are being explored. Students started going to Waitara in 2014.

One of the highlights of the programme is the number of IPE students that wish to return to the Tairāwhiti region for work or their intern year. We hope to see more IPE student focus here in 2017 and possibly from more disciplines.

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd (2012 - 2013)</td>
<td>35</td>
<td>44</td>
<td>59</td>
<td>55</td>
<td>9</td>
<td>12</td>
<td>51</td>
<td>42</td>
<td>311</td>
</tr>
<tr>
<td>Waitara 2014-2016</td>
<td>-</td>
<td>-</td>
<td>13</td>
<td>14</td>
<td>6</td>
<td>5</td>
<td>12</td>
<td>-</td>
<td>48</td>
</tr>
<tr>
<td>Returning to work in Tairāwhiti</td>
<td>1</td>
<td>-</td>
<td>8</td>
<td>12</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>-</td>
<td>27</td>
</tr>
</tbody>
</table>
Involving the community 2

http://ipeprogramme.wix.com/tipe-projects

Tairāwhiti IPE

Tairawhiti Interprofessional Education Programme

“Occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care.” (Freeth et al, 2005:17, derived from CAIPE definition)
Community Education Projects

The community education project is the key piece of work completed by the groups over the course of the 5 weeks together. The project topics are chosen by a particular community in Tairāwhiti or Wairoa as something they would like done for them.

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**Block 1 2016**

- Hauiti Hauora Group - A Cross Sectorial Infographic
- Turanga Health Group - Big Guys, Big Gals
- Wairoa Group - “Re organize my Meds”

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**Block 2 2016**

- Hauiti Hauora Group - Let’s get physical
- Turanga Health Group - Big Gals, Big Guys, Mark II
- Wairoa Group - Smokefree

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- 2015 Projects
- 2014 Projects
- 2013 Projects
- 2012 Projects
Wairoa Group
Smokefree - created by Twyla Vincent, Youri Wijland, Jessica-Paige Hunt, Anita De Borst, Arden Roberts - Block 2 2016

Video Presentation
Presentation
Resource Brochure

http://ipeprogramme.wixsite.com/tipe-projects
Consideration 4

Does IPE work?
(building our methods)
(up to five)
1. WITI mixed methods

Administered pre- and post-survey tools
Attitude To Health Care Teams Scale, Readiness for Interprofessional Learning Scale, Team Skills Scale

Focus groups were conducted with students and teachers

2. WITI Controlled Trial (immediate impact of a brief engagement programme)

83 students eligible to participate
- Dietetics \((n = 9)\)
- Medicine \((n = 36)\)
- Physiotherapy \((n = 12)\)
- Radiation Therapy \((n = 26)\)

Quasi-random allocation

40 (98%) Intervention Group
Completed measures

42 (100%) Control Group
Completed measures

## Baseline Scale Scores

<table>
<thead>
<tr>
<th>Attitude Scale (score)</th>
<th>Intervention</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Mean score†</td>
</tr>
<tr>
<td></td>
<td>(0 to 5)</td>
<td>(0 to 5)</td>
</tr>
<tr>
<td><strong>Attitude To Health Care Teams Scale (ATHCTS)</strong></td>
<td>39‡</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Readiness for Interprofessional Learning Scale (RIPLS)</strong></td>
<td>40</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Team Skills Scale (TSS)</strong></td>
<td>40</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>Long-Term Condition Management Scale (LTCMS)</strong></td>
<td>40</td>
<td>3.1</td>
</tr>
</tbody>
</table>

† scored on 5-point Likert scale, higher scores represent more positive attitudes.
‡ one medical student provided insufficient valid responses to allow a mean to be calculated for the ATHCTS.
Results

Post-intervention scores in control and intervention group participants adjusted for baseline scores * $p<0.05$; ** $p<0.001$
3. TIPE: Cohort study 2013-2014 (impact of a 5-week engagement programme)

- Cohort study (TIPE and non-TIPE students)
- Quantitative and Qualitative arms
- Logic framework; Kirkpatrick’s evaluation steps
- Attitudes & knowledge were measured pre and post 5-week rotation
- Analysis - descriptive statistics, paired samples T-tests for students who answered both surveys. Repeated measures analysis of variance (ANOVA) to identify changes in groups over time.
- (part of wider comprehensive evaluation process – stakeholders, teachers, clinical providers)
- Acknowledgement to Malatest International
• 131 students completed the TIPE programme in the period

• 55 (42%) TIPE and 56 non-TIPE same-year cohort students completed both year-start and year-end questionnaires
How much do you agree that...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Year start score:</th>
<th>Year end score:</th>
<th>Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the roles, activities and skills of different healthcare professionals</td>
<td>3.09</td>
<td>4.55</td>
<td>+ 1.45*</td>
</tr>
<tr>
<td>Other</td>
<td>3.25</td>
<td>3.50</td>
<td>+ 0.25</td>
</tr>
</tbody>
</table>

| I am comfortable working with people from other health care disciplines | 4.02              | 4.73            | + 0.71*  |
| Other                                                                     | 4.07              | 4.09            | + 0.02   |

Change in students’ agreement that with two statements about working with other health professionals between the year-start and year-end surveys for 2013 and 2014 TIPE (n = 55) and non-TIPE students (n = 56). **Note:** TIPE changes are marked with an asterisk when they are significantly different (p < 0.05) from non-TIPE students.

### 4. TIPE students: End-of-block Results

<table>
<thead>
<tr>
<th></th>
<th>Mean response for item</th>
<th>95% Confidence intervals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013 (N = 53)</td>
<td>2014 (N = 70)</td>
</tr>
<tr>
<td><strong>Satisfaction with the Programme</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoyed taking part in the TIPE programme</td>
<td>4.5</td>
<td>4.3 - 4.7</td>
</tr>
<tr>
<td>I would recommend the programme to other students</td>
<td>4.2</td>
<td>3.8 - 4.5</td>
</tr>
<tr>
<td>I felt included as part of the Tairāwhiti community</td>
<td>4.6</td>
<td>4.4 - 4.8</td>
</tr>
<tr>
<td><strong>Hauora Māori</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a better understanding about how I can contribute to improve Māori health.</td>
<td>4.3</td>
<td>4.0 - 4.5</td>
</tr>
<tr>
<td>I have a better understanding of how to incorporate Māori culture and customs into my practice.</td>
<td>4.3</td>
<td>4.0 - 4.5</td>
</tr>
<tr>
<td>I feel more confident that I can provide care to Māori patients.</td>
<td>4.3</td>
<td>4.0 - 4.5</td>
</tr>
<tr>
<td><strong>Rural Health</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have become more confident in practising in rural health.</td>
<td>4.3</td>
<td>4.1 - 4.5</td>
</tr>
<tr>
<td>I have become more knowledgeable about the roles of other health professionals</td>
<td>4.3</td>
<td>4.1 - 4.5</td>
</tr>
</tbody>
</table>

1 = not at all - 5 = greatly/to a greater extent
Free text comments…

Opportunities we would never have at school, gaining skills in communicating with other professionals. I could overcome stereotypes towards rural area and Māori culture and health (Student, block 4, 2013)

…learning to work in a rural setting, interacting with a small community, working with Māori patients, living with other IPE students, Clinical placement excellent…

(Student block 3, 2014)
5. Longitudinal research: The LIP study 2015-2019

- Attitudes Towards Health Care Teams Scale (ATHCTS)
- Team Skills Scale (TSS)
- Interprofessional Collaborator Assessment. Rubric (ICAR)
Consideration 5

Educating the IPE educators....
The Interprofessional Educators
• Identify educators who are keen to teach interprofessionally
• Need at least one from each discipline
• Induct and support them
• Fund their teaching time, time to meet and time to prepare
• Need time to build trust
• Remember, educators may be initially apprehensive teaching in front of others
Resources for teachers

Video resources
Lesson plans
Standardised powerpoints

Interprofessional Education Session:
Hauora Māori

Monday 1 February 2016
Disciplines: Medicine, Physiotherapy, Radiation Therapy

Mihimihii

1. In pairs:
   * Introduce yourself to your partner (i.e. your name, iwi, where you are from, whānau/family etc) Share also why you chose to study your profession? What is it about this profession that appeals to you?

As a group:
   * Introduce your partner to the group

Activity

Meet Raukawa

Raukawa has been admitted to hospital with severe pain in the lower spine and limited movement of his legs.
He has just been transferred to Wellington hospital from Starship, where he had his 4th birthday.
Raukawa’s mother, Shirley is staying in the hospital with him.
Raukawa speaks both te reo Māori and English, and goes to kōhanga. He lives just outside Otaki with his mother and his older brother Tamihana.

August 2016: First session: Tuesday August 9th 2016

Using the process of interprofessional education: to form an understanding of health determinants in the New Zealand population and to explore why inequalities to access and health outcomes exist.

Learning outcomes: At the end of the first session, students will:
- Describe the social determinants and their influence on health and wellbeing.
- Understand the role of health navigators, to support access to care and to help patients through the healthcare journey.
- Develop ideas around the rationale for interprofessional education.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45am</td>
<td>Room set up in 4-tables with group s names (in 5/6) Give the scene: overview the IPE programme as a whole and overview the learning objectives for the first day.</td>
<td>Eileen, Hazel &amp; Rachel (D13/R) Craig &amp; Meredith (Level 5) Tom &amp; Karen (Pataka/Tauapakā) Sarah &amp; Ryan (D17/R)</td>
</tr>
<tr>
<td>12:00pm</td>
<td>Voices from the-field: Navigators talk, with a case study focus on Te reo Māori and personal factors facilitated by good health and engagement with healthcare providers.</td>
<td>pp outlines</td>
</tr>
<tr>
<td>1:30pm</td>
<td>Afternoon tea bottle water/plastic cups and a snack.</td>
<td>pp outlines</td>
</tr>
<tr>
<td>2:00pm</td>
<td>Allocate the two vignettes (each class has 4 groups, 2 duplicate vignettes), MR Cook</td>
<td>X</td>
</tr>
</tbody>
</table>
Consideration 6

• Partnering with other organisations to grow the IPE programme

But, think carefully about why you want to do this (bigger is not always better)
University of Otago, Wellington
2011 onwards

- Dietetics - 2\textsuperscript{nd} and final year of Masters
- Medicine - 4\textsuperscript{th} to 6\textsuperscript{th} years
- Physiotherapy - 4\textsuperscript{th} and final year
- Radiation Therapy - 1\textsuperscript{st} to 3\textsuperscript{rd} years
University of Otago, Wellington

2016

– Dietetics - 2\textsuperscript{nd} year of Masters
– Medicine - 4\textsuperscript{th} of 6\textsuperscript{th} years
– Nursing – 2\textsuperscript{nd} of 3 years
– Physiotherapy - 4\textsuperscript{th} of 4 years
– Radiation Therapy – 3\textsuperscript{rd} of 3 years
Need....

• A Memorandum of Understanding (pro rata the costs)
• Many meetings
• A pilot
  – Use a e-learning platform
  – A simple lesson plan
  – Induct the partner organisation’s teachers
Announcements

Demand at highest; 12.45pm at the Pyramid

Please try. The clock is 8:54.

1. Questions on the slides are welcome. The slides are for your own use only. 10 will be available to help you find the slides. You can脏ask as many questions as you want. The questions on the slides are for your own use only.

2. The presentation will be on the slides. The slides are for your own use only. 10 will be available to help you find the slides. You can脏ask as many questions as you want. The questions on the slides are for your own use only.

3. The presentation will be on the slides. The slides are for your own use only. 10 will be available to help you find the slides. You can脏ask as many questions as you want. The questions on the slides are for your own use only.
Discussion Board

Forums are made up of individual discussion threads that can be organised around a particular subject. Create Forums to organise discussions. More Help

Create Forum

Delete

- **Teachers introductions**


  Please post where you come from, best weekend activity, your discipline and who you teach.

  On Tuesday 9th August after the first session in the Small Lecture Theatre you will be meeting in Totara/Tawa room on Level F

- **Classroom Two:** Kate M, Thomas D, Yukako T, Hilary V, Elena dL, Barbara P, Lydia C, Laura E, Emma W, Rose G, Shayla P, Michelle C, Ellyott R, Kate M, Kevin F, Rebecca G, Sophie Dalzell, Kate Shearer, Liam G, Sophie Fisher, Megan H, Jesse E, Alexandra S

  Please post and introduction: your name, your home town, your favourite Wellington cafe, where you hope to live/work in the future.

  On Tuesday 9th August after the first session in the Small Lecture Theatre you will be meeting in Seminar Room on Level G


  Please post and introduction: your name, your home town, your favourite Wellington cafe, where you hope to live/work in the future.

  On Tuesday 9th August after the first session in the Small Lecture Theatre you will be meeting in Room C07 on Level C
Hi everyone,

I'm Kate and I'm from Gisborne. It's too difficult to just choose one cafe but Maranui, Fidels, Prefab and El Matador are some of my favs. I'd like to live/work anywhere that will employ me so I'm up for anything really.

Look forward to meeting you :)

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Hi my name is Megan and I'm from Wellington. My favourite Wellington cafes currently are Olive and Tomboy. I'd love to work in Wellington next year probably in a private practice (I'm studying Physio).

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Hi, my name is Shayla and I'm originally from Auckland, so far my favourite cafe has to be Sweet Vanilla Kitchen in Lower Hutt and I'm hoping to go back home and work in the future.

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Hey, I'm Kate from Feilding (near Palmy North) and my favourite cafe is probably Enigma or Sweet Mothers Kitchen. I'd love to work overseas, most likely in Europe or the UK but like most people seem to, I plan to settle back in NZ.
Consideration 7

Wicked problems:
- Timetabling
- Rooms
- Resistance
- Mismatching cohort numbers
- Assessment

Thistlethwaite J and Nisbet G. Interprofessional education: what's the point and where we're at…. The Clinical Teacher. 2007; 4: 67-72
DOI:10.11120/pblh.2013.00003.
Final consideration: first do no damage

• Model interprofessional practice in the teaching team
• Work hard to reduce the subtle power hierarchies amongst students
• Watch out for the small-numbers disciplines
• It’s the little details that can trip you up (lack of alignment of curriculum dates, lack of time to liaise between disciplines, lack of funding, lack of administrative support)
Thanks for listening

Questions?