What is IPP?

A number of frameworks have been developed that identify competencies required for effective IPP. By looking at these competencies we can start to get an idea of what ‘good’ IPP might look like.

One such framework was developed in Canada in 2010. This framework identifies six competency domains for interprofessional collaborative practice:
1. Patient/client/family/community-centred care
2. Interprofessional communication
3. Role clarification
4. Team functioning
5. Collaborative leadership
6. Interprofessional conflict resolution

These six competency domains are inter-related, and it can be difficult to try and look at them in isolation. Over a series of articles in subsequent newsletters, we will try and ‘unpack’ these competencies to get an idea of what they mean in practice.

Access the Canadian Interprofessional Health Collaborative framework to find out more >

Workforce Support Model for IPP

The Cunningham Centre is offering training and consultation to clinical areas wanting to understand more about this collaborative model of teamwork in healthcare. Our current project, the Workforce Support Model for IPP is a spectrum of support, incorporating online tools and resources, customised workshops, and the more intensive and longer term ‘team coaching’ model. This model is for clinical teams or work areas that want to more purposefully apply the interprofessional competency framework or enhance the collaborative functioning of their team.

The allocated IPP ‘coach’ can work closely with the team to 12 months to assist with embedding interprofessional collaborative practice principles in their team work and patient care. This may happen through a combination of team workshops and consultation aimed at identifying practices to help the team ‘work better together’. The Workforce Support Model for IPP project is led by the Cunningham Centre and delivered in close partnership with Southern Queensland Rural Health (SQRH), our local University Department of Rural Health.

To enquire about or access the Workforce Support Model for IPP, please visit the Cunningham Centre.

GARSS team commit to practice

The Geriatric Adult Rehabilitation and Stroke Support Service (GARSS) team are discovering how to ‘work better together’ to benefit patients and their families.

The Day Therapy team in particular have elected to work with the Cunningham Centre to explore the possibilities for IPP within their service. This team are the first clinical team in Darling Downs Health to opt in to the IPP Team Coaching model of support under the Workforce Support Model for IPP.

The team have participated in workshops focussed on key IPP competencies identified through a team self-assessment process as beneficial to enhancing collaborative teamwork, including patient-centred care, collaborative leadership and interprofessional conflict resolution.

Sessions were facilitated that involved mapping the patient journey, as well as developing a team commitment and vision for IPP during the annual GARSS Team Day.

The Cunningham Centre ‘coaches’ will continue to work closely with the leadership team from GARSS, as well as the broader Day Therapy team, to help facilitate their implementation of an IPP approach to the way they work together and deliver clinical care.

If your team is interested in learning more about how an IPP approach could work in your area, please visit the Cunningham Centre.

Welcome to the first edition of our Interprofessional Practice (IPP) newsletter. The aim of this newsletter is to help ‘spread the word’ about all things interprofessional. The newsletter will include ideas, opportunities and inspiration from both our team and our key partners in Southern Queensland Rural Health and clinical education. We welcome contributions from anyone keen to share their own innovations in this area.
Interprofessional Practice

Rural Interprofessional Education and Supervision (RISES) model

The RISES placement model is an innovative interprofessional model of clinical education that was specifically developed and implemented in two rural Queensland sites in 2017–18.

The model involves multiple students from different professions undertaking clinical placement at the same site concurrently (there is a period of at least five weeks where placement dates for each student overlap). During their placement, students participate in a number of structured interprofessional education activities, in addition to their usual uniprofessional placement activities.

Local student supervisors facilitate these interprofessional education activities, and are provided with training, support and resources to achieve this. Following positive outcomes from the initial trial in 2017–18, a further larger trial is currently underway with six sites across Queensland – Weipa, Mt Isa, Gayndah, Roma, Longreach and Kingaroy. This phase is being facilitated by the Cunningham Centre, in collaboration with SQRH and other partners across the state. Watch this space for further updates.

SQRH proactive about Interprofessional Practice (IP)

Since SQRH began in late 2017, a strong emphasis on Interprofessional Education (IPE) has led to several major achievements including the establishment of an IP Community of Practice, student IP workshops and international training brought to Roma and Toowoomba.

Interprofessional Practice Co-ordinator (South West) Toni Murray, who is working along with Interprofessional Practice Co-ordinator (Darling Downs) Nicola Cotter to drive the IPE agenda, said she is proud of the team’s achievements and looked forward to building more IP strategies in 2019.

‘In September 2018 the first meeting of the Community of Practice (CoP) was held with a group of 25 health professionals discussing the focus and role of the CoP, strategies for implementation and confirmation of a formal launch event. Attendees included representatives from SQRH, University of Queensland, University of Southern Queensland and Darling Downs Health’.

SQRH Community of Practice Launch

All hands on deck including (from left) Vanessa Burge (Cunningham Centre), Dr Lisa Beccaria (USQ), Toni Murray (SQRH South West), Andrea Nagle (Darling Downs Health), Dr Norman Ng and Professor Jacquie McDonald (USQ).

‘Then on November 7 we held a very successful launch with our keynote speaker University of Queensland lecturer Dr Norman Ng delivering an inspiring presentation on his work with the course “Professions, People and Healthcare (HLTH1000)”. HLTH1000 brings together 1400 students across 14 programs to provide students an enhanced capacity to navigate the health landscape of the future and be better equipped for future roles in increasingly complex and changing workplaces.

Visit the Cunningham Centre to access IPP resources

‘The pinnacle of the year was later in November when SQRH hosted a visit from University of Toronto presenters who provided Educating Health Professionals in Interprofessional Care (EHPIC) training to over 100 rural health professionals in two, three-day intensive interprofessional workshops’, she said.

Toni said the feedback from the EHPIC training was excellent with participants agreeing that the invaluable knowledge and skills they acquired could then be implemented at health facilities across the Darling Downs and South West regions.

EHPIC training workshop | Roma

Representatives from SQRH, SWHHS, UQ, USQ, DDH and other rural health professionals taking their IP learning to the next level.

‘SQRH has also implemented IPE workshops for nursing, midwifery and allied health students across Southern Queensland and again the feedback has been very positive,’ she said.

Toni and Nicola said they recognised that in some parts of the health system IP occurred however structured training, robust frameworks and increased awareness will bring improved health outcomes and benefits for communities.

Toowoomba Student IPE workshop

UQ and USQ students participate in an SQRH IPE workshop last year. Pictured with workshop booklet is SQRH Clinical Education (Speech Pathology) Chrissy O’Connell.
Integrating student learnings regarding interprofessional practice with placement experience.

The following are Occupational Therapy students from Griffith University on clinical placement within Darling Downs Health who have had exposure to interprofessional learning in their university and then integrated this with learning experiences from clinical placement.

Caitlynn Henry
4th year Occupational Therapy student completing a placement in Mobile Intensive Rehabilitation team - Mental Health, Toowoomba Hospital

‘Placement in the Mobile Intensive Rehabilitation Team has been an overwhelmingly positive experience for my future practice. Working in a cohesive mental health team has taught me the differences between a healthcare team and a successful IP team. The team of MIRT understand and build on each other’s expertise to achieve common, shared goals improving the treatment outcomes. Experiencing this on placement has changed my future practice by enabling me to see the crucial value an IP team can have on client’s outcomes. As a future practitioner I will ensure that I build strong rapport and respect with fellow clinicians to achieve greater outcomes for clients.’

Usamah Al Sallakh
4th year Occupational Therapy student completing a placement at Warwick Hospital

‘I have had the opportunity to collaborate with multiple members of the allied health team. This has given me insight into the benefit of IP care and patient outcomes. It has also given me an appreciation of other disciplines and their contribution to health.’

Chiara Marx
4th year Occupational Therapy student completing a placement in Cancer Care services at Toowoomba Hospital

‘Working in cancer care and palliative Care has shown me how valuable team dynamics and communication can be. The healthcare team have taught me the value in working together; where working to our strengths, acknowledging our limitations and communicating with each other are essential tools to provide best practice. I have found that Toowoomba Hospital is a workplace where staff not only have respect for each other, but hold the same respect for students. The entire team has played a vital role in my learning whether or not they are aware of it.’

Usama Rane
4th year Occupational Therapy student completing a placement in the Older Persons Mental Health team - Toowoomba Hospital

‘Placement has provided me with an interactive opportunity to meet skilled health professionals from a range of different health discipline backgrounds. This has provided me with an in-depth understanding about the scope of each profession and how we each utilise our individual skills as a team to provide the optimum care for consumers. Placement has also provided me with valuable hands on experience, supporting my ability to learn and communicate as a member of a healthcare team within a diverse practice context.’

Get in contact!
To find out more or make a contribution to the IPP newsletter, please contact:
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