



Abstract Title: Exploring interprofessional placement in healthcare education

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Introduction

Healthcare graduates increasingly work interprofessionally (Moorhead et al 2016). Thus, interprofessional education and particularly interprofessional placements (IPP) are becoming more common. During IPP, students from two or more professions work together to deliver client services at the same clinical site (Morphet et al 2014). This has implications for multiple stakeholders, including students, educators and service-users.

Purpose

This review aims to synthesize current evidence regarding the experiences of IPP stakeholders. This will help us better understand how learning occurs during IPP and inform future planning for IPP. As this is an emerging research area there is also an impetus to identify and evaluate the research methodologies that have been utilised.

Approach

A comprehensive search string was developed with the support of the subject librarian. Inclusion criteria are: research papers focusing on IPP where there was direct student-service user interaction and participants were either students, educators or service-users. Databases including CINAHL, Embase and PsycINFO were searched with date limiters of 2008-2018. Grey literature was accessed via repositories such as the National Institute for Health and Care Excellence. Hand searches of key journals such as the Journal of Interprofessional Care were undertaken. The qualitative checklist of the Critical Appraisal Skills Programme was used to facilitate quality appraisal, by two reviewers with a third reviewer invited to settle disagreements. Rayyan software was used to support this.

Outcomes

Preliminary review of research indicates that student experiences have been the most considered to date, with some educator-related research and very little involving service-users. Research has primarily taken place in rural and remote settings and specifically established training wards, which differ from typical community or hospital

settings. When considering the research methodologies, there was little consideration of the underpinning research paradigms. Most research utilised qualitative post-placement interviews or questionnaires. Overall the research methodologies used to date rely on retrospective perceptions of what occurred during IPP. Studies lacked direct observation of IPP, which would enhance understanding of the process of learning during IPP (Reeves 2008).

Conclusion

There is a significant gap in the literature regarding IPP in practice. Further research is needed about the functioning of student IPP teams in community or hospital settings. There has been particularly little research into service-user's experiences of IPP. Therefore, an ethnographic case-study would be beneficial to further the knowledge base of the practices and processes of IPP, from the perspective of multiple stakeholders.

References

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