

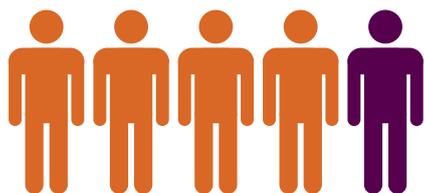
Skills Matter: Interprofessional learning pilot

This factsheet summarises participant feedback on the interprofessional learning pilot targeted at mental health and addiction workers. Published in August 2019.

In 2018, an interprofessional learning model was piloted in the New Entry to Specialist Practice Allied (NESP Allied) programme delivered by the Auckland University of Technology (AUT). This involved NESP Nursing participants from Waitematā DHB who attended the NESP Allied course run at the Auckland Campus. The aim was to promote sound interprofessional practice between participants who work in mental health and addiction across different disciplines, including nursing, occupational therapy, social work, and alcohol and other drugs.

What did the participants think?

Overall, feedback from 27 participants was positive (75% response rate). Participants reported the main advantage of learning alongside people from different professional groups was an increased understanding of the roles other professional groups play. This type of learning model also led to the acquisition of a broader range of skills and a deeper level of knowledge than before the course.



4 in 5 participants agreed they had gained a deeper level of knowledge learning alongside people from other professional groups.

Participants were engaged in interprofessional practice during their placements

“Working with other professions to provide collaborative care for [people] and their whānau. Talked to social worker about funding for a client, home visits etc. [and occupational therapist] for support exercise, cooking skills, sensory modulation etc.”
(Nursing participant)

“I am a part of [multidisciplinary team] with nurses, psychiatrist and [occupational therapists] on a weekly basis via face-to-face and email. Being able to understand their individual roles and my own enhance my capability to impart my recommendations into these hui.”
(Social Work participant)

“I have been able to work in a multi-disciplinary team and gain new knowledge and perspective which has been useful for applying to practice.”
(Occupational Therapy participant)

“At Uni we worked in mixed groups of the disciplines and got to hear their perspectives. I was often surprised by the overlap and similarities between each profession in particular [occupational therapy] and social work.” *(Occupational Therapy participant)*

Interprofessional learning and practice helped when working alongside different professionals

“Understanding what both [occupational therapists] and [social workers] do, what their philosophies are and what their point of view is when providing support for clients.”
(Nursing participant)

“It helped to better understand what other team member’s roles were and what their jobs entailed. This has given me insight into how I can collaborate with other team members to access services for my clients.”
(Social Work participant)

“I had more insight into their perspective, workload, role and value of the differing disciplines.”
(Occupational Therapy participant)

“Interprofessional practice helped me to consider another perspective to what could be beneficial in a situation. Also helped me to understand a different perspective to how a situation may be processed.”
(Occupational Therapy participant)

In summary, interprofessional learning enabled participants to work effectively alongside other roles. Further interprofessional learning opportunities for mental health and addiction workers are recommended, as well as organisational support to ensure interprofessional knowledge and skills are transferred from education into practice.

For more information about Skills Matter and interprofessional practice, see www.tepou.co.nz



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Whakaaro Nui**