Once upon a time, patients taught students IPC

- Facilitating interprofessional education through a narrative patient engagement approach in a student driven health clinic

NIPNET 2017
Fairytale storyline

Home

Away and out in to the world

Struggling 3 times

Back home

Living happily ever after.
.... And living happily ever after
Once upon a time, patients taught students IPC
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- Senior lecturer at the Education of Nutrition and Health
The IPC team
Antenatal class
IPE and IPC is highly prioritized
On the edge of a new paradigm

Good IPC is all about creating a room for negotiation between different professional perspectives, by focusing on how the health problem is solved in the best way by involving the patient.

(D’amour & Oandasan 2005)
Patient engagement

&

Negotiation by democratic methods
The patient engagement perspective
Two purposes with patient engagement

1) Engaging the patient in their own treatment.

2) Engaging the patients in structural or organizational development.

(Vibis)
The Health Clinic – a great learning setting for IPE
Negotiating by democratic values

Patient engagement in two narratives
Negotiating by democratic values
Focus group interview with students – 2016

My experience of working in an interprofessional team is, that you can learn a lot from each other.

When we first started out at the seminars, we had a lot of ideas, and then I sat there thinking to myself, very selfish, that we alone as midwives easily could teach all the subjects, but then of course it turned out that the other professions could add more specific knowledge to the users in our classes.

This was a good experience.
How to negotiate
Passing-on-the-present storyline

Your profession is good at X-competence

Thank you I'm good at the given competence

But I'm also good at X-competence

Your profession is good at X-competence

etc.
Playing with presumptions
Class about breastfeeding
I got a good understanding of what the other professions have to offer. What their cultures are and how they cope in different situations.

And I also got an understanding of why we sometimes disagree on how to do things. It is like, ok now I understand, they are simply used to work in a completely different way than us.

I learned that by listening to their perspectives in a totally different way during the supervision.
Patient engagement in two narratives

- Patchwork story
- Prismatic dialogue
Patchwork story
Actant Model

Giver → Object → Receiver

Helper ↓ Subject

Opponent ←
Prismatic dialogue
Solo writing
Duo interview
Plenum storytelling
Solo reflection
Prismatic dialogue
Patient Perspective
Scaffolding the prismatic dialogue

Did you maybe notice, what the father did when he did the exercise?

What do you think he would say, to the exercise, if we could ask him?

Should we try to ask him?

What do you think, he would like to be asked?

Interview the father
Ticket out
Look at yourself from a patient perspective
After one class, I had the feeling, that we presented way too much boring theory.

But then in the supervision I was asked to see it from our participants point of view, I actually described that some of the participants took 2000 notes and they were all listening very interested.

And just the fact that I could put my experience into words gave me a feeling of success. Because I realized that the participants received our presentation just fine.
Supervision storyboard

What they do

What they can

What they know

What is important for them

What it all says about who they are
Five Narratives

- Fairytale storyline
- Scaffolding the prismatic dialogue
- Passing-on-the-present storyline
- Supervision storyboard
- Patchwork story
Hans Christian Andersen
List of reference

- Lindgren, Astrid: (1945-77) “Bogen om Pippi Langstrømpe” (Pippi Longstocking), Gyldendal.
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