

Danish University Colleges

Tell us a story and you will learn

Narrative Supervision, facilitating interprofessional valuebased education and practice through narratives.

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Tell us a story and you will Learn - abstract for an interactive workshop ATBH 2016

Mulle Signe Nielsen & Anne Mette Vibeke Rasmussen - Metropolitan University College, Copenhagen, Denmark

Abstract for an interactive workshop in the category: “Innovation, Implementation and Evaluation in interprofessional education in academic and practice settings”.
Second priority: a poster.

Title

Tell us a story and you will learn - Narrative Supervision, facilitating interprofessional valuebased education and practice through narratives.

Background and objective

The increased knowledge that prevention of diseases at the same time enhances the complexity of the work within health promotion. And as a consequence follow an increased need for more detailed and informed decisions based on knowledge from various health professions. Therefore it is of great importance for the future effect on health promotion that the new professionals learn how to work in interprofessional (IP) teams. At the Metropolitan University College in Copenhagen Denmark IP education (IPE) is highly prioritized. The students within health professions are e.g. given the opportunity to train their IP competences in a student driven health (SDH) clinic.

At the SDH Clinic we aim at fulfilling WHO’s definition that: “IPE occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes”.

But the students primarily worked side by side, thereby only learning about and from each other, but to a very limited degree with each other. The result was that they could refer to each others competencies, but they didn’t get a deeper insight, recognition and respect for the different mono- and IP values and methods. They lacked the ability to negotiate and create a shared understanding of the values and methods they could use in working interprofessionally. They lacked to learn how to become a “collaborative practice-ready health worker”. This was the aim for this project.

Methods

We present our research on how we through a narrative approach guide health professional students toward becoming “collaborative practice-ready health workers”. In the workshop we will emphasize a “hands on perspective” by giving concrete examples on how we facilitate the students learning process, e.g. how we structure the learning environment , use reflection exercises, implement supervision (structure in the session, editing stories, asking questions, the witness process, the scaffolding technics, unintended language), and the role as a supervisor. Our approach is amongst others inspired by White, Bird, Romer, Morell, Lindgren, Vygotsky, Holmgreen, Hall, Oandasan and Reeves.

Outcomes

The evaluation shows that the students successfully learned effective IP collaboration. The observations and the focus groups show that the narrative approach is a very beneficial method in facilitating IPE. The questionnaire provides solid documentation for the great learning potential in

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teaching IPE in a SDH clinic. The empirical framework is partly carried out in a larger national EU funded research project UDDX a partnership between academia and practice.

Target group and interactivity in the workshop

Professionals working with IP healthcare in practice or education; e.g. lectures, clinical counselors, project leaders and management staff. The focus is on the narrative method both in education and in practice.

The participants will try out parts of the narrative method. The narrative exercises are designed so that they provide the participants with an opportunity to relate their existing practice to the new knowledge presented in the workshop. The participants will thereby get their own experience with the method, a good introduction to the narrative theoretical framework in an IP setting, documentation of the effectiveness of the method and inspiration to implement the method in their own practice.

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Description for the conference program

Innovation in interprofessional education in a combined academic and practice setting. The effects and insights on how to use narratives when facilitating interprofessional health work. An introduction to a narrative theoretical framework and effective use of narrative supervision in a student driven health clinic.

Key words

Supervision, Narrative Theory, Interprofessional Education.

Presenter/Author information

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Anne Mette Vibeke Rasmussen: Amra@phmetropol.dk Denmark, Metropolitan University College, Copenhagen. Midwife and Master of Adult Education, and Senior lecturer and Coordinator of the IP education at the midwifery department at the Institute of Nutrition and Midwifery. She has more than 30 years of experience from the hospital sector and lately academia. Recently she completed a qualitative evaluation of an IP project in a partnership with the Danish highly specialized hospital Rigshospitalet, funded by the Danish Health Authority.
