

CAIPE

Requirements regarding interprofessional education and practice

A comparative review for health and social care

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Objectives:

- To facilitate the comparative review of requirements³ for interprofessional education and collaborative practice in regulations for pre-registration professional education for medicine, nursing and midwifery, social work and the allied health professions from the General Medical Council, the Nursing and Midwifery Council, the General Social Care Council and the Health Professions Council, and for other relevant professions provided by their regulatory bodies as information becomes available;
- To encourage consistent understanding and use of concepts and terms;
- To lodge an up-to-date and succinct source of reference in the public domain⁴;
- To inform the periodic revision of such requirements.

Sources

A systematic literature review took into account extant and draft documentation for pre-registration professional education from the General Medical Council (GMC, 2009), the Nursing and Midwifery Council (NMC, 2010), the General Social Care Council (Department of Health, 2002; GSCC, National Occupational Standards, 2002) and the Health Professions Council (HPC, 2008) with reference to interprofessional education and collaborative practice⁵.

Medicine

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³ Some current citations constitute advice or expectations stopping short of requirements

⁴ Please verify that information cited from your organisation is accurate, complete and up-to-date and draw our attention to comparable information from other regulatory bodies for health and social care

⁵ Terms such as "working with" "relationships with" and "partnership in teams (where multidisciplinary team is explicit or implicit) or with "colleagues" (where the context makes clear that colleagues also include those from other professions) were taken to be synonymous with collaborative practice.

The GMC, when updating Tomorrow's Doctors (see GMC, 2009) responded to a number of specific concerns to regarding the 2003 version including establishing and maintaining good relationships with patients and colleagues.

Stated outcomes now include:

"Formulate a plan for treatment – in partnership with the patients, their relatives or other carers, and other health professionals as appropriate." (p.20)

"Communicate clearly, sensitively and effectively with patients, their relatives or other carers, and colleagues from the medical and other professions, by listening sharing and responding." (p. 21)

"Respect all patients, colleagues and others." (p. 25)

"Learn effectively within a multiprofessional team:

- "Understand and respect the roles and expertise of health and social care professionals in the context of working and learning as a multi-professional team;
- "Understand the contribution that effective interdisciplinary team working makes to the delivery of safe and high-quality care;
- "Work with colleagues in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem solving approach;
- "Demonstrate ability to build team capacity and positive working relationships and undertake various team roles including leadership and the ability to accept leadership by others." (p.27-28)

"Medical schools must ensure that students work with and learn from other health and social care professional and students. Opportunities should also be provided for students to learn with other health and social care students, including the use of simulated environments and audiovisual recording and behavioural debriefing. This will help the students understand the importance of teamwork in providing care." (p. 52)

These statements from Tomorrow's Doctors (2009) confirm guidance from the GMC and the Medical Schools Council with reference to professional behaviour (GMC & MSC, 2007) and professional values (GMC & MSC, 2009)

Nursing and midwifery

Revised standards for nursing and midwifery from the NMC to be published during September 2010 will require pre-registration programmes to ensure that students have the opportunity to learn with, and from, other health and care professions" (R 5.7), in practice and in academic settings where possible (G 5.7) and find creative ways for inter-professional learning to take place throughout the programme so that students can develop the skills they need to work collaboratively with other health and social care professionals (A5.7a).

Supplementary advice in preparation will include additional information with reference to interprofessional education, and supervision and assessment of nursing students by members of other professions.

Competent nurses must:

- “show professional integrity and caring, working in partnership with people and other carers in other health and social care professions”;
- “understand the roles and responsibilities of other health and social care professions and seek to work with them collaboratively” (6);
- “the limits of their own competence and knowledge. They must reflect on their own practice and seek advice from, or refer to, other professionals when necessary” (9);
- “work effectively across professional and agency boundaries, respecting and making the most of the – to achieve integrated person-centred care”;
- “be able to use inter-professional and inter-agency working” (57).

Social work

Relevant sources for social work include the Department of Health, National Occupational Standards and GSSC Codes of Conduct. The Department of Health (DH, 2002) requires providers to demonstrate that all students undertake specific learning and assessment in partnership working and information sharing across professional disciplines and agencies. Unit 17 of the National Occupational Standards for Social Work (2002) expects competence “within multi-disciplinary and multi-organisational teams, networks and systems.” Social workers should “develop and maintain effective working relationships, agree goals and objectives and deal constructively with disagreements and conflicts”.

The GSSC codes of practice include:

- “Ensuring that relevant colleagues and agencies are informed about the outcomes and implications of risk assessment” (4.4)
- “Working openly and cooperatively with colleagues and treating them with respect” (6.6)
- “Recognising and respecting the roles and expertise of workers from other agencies and working in partnership with them (6.7)

The allied health professions

The HPC guidance on standards of education and training (SETs) for people wishing to run courses (HPC, 2008) states that:

“When there is interprofessional learning the professions-specific skills and knowledge of each professional group must be adequately addressed.”

“Successful interprofessional learning can develop students’ ability to communicate and work with other professionals, potentially improving the environment for service users and professionals. Where you

provide interprofessional learning, you must make sure that it does not prevent each professional group from learning skills and knowledge specific to their profession.

“We appreciate that you may not be able to offer interprofessional learning because of factors beyond your direct control. As a result, we do not make it a requirement. However, interprofessional working is included in the standards of proficiency (particularly 1b) and the standard of conduct, performance and ethics.

“To show how you meet this SET, you might provide information about which parts of the curriculum are shared, and which are not, with reasons behind this. You may also want to comment on how you see interprofessional education developing, and how it benefits those groups which are involved.

“You should be aware that under SET 4.1 and SET 6.1, those students who successfully complete the programme must meet the standards of proficiency for their parts of the register.”

We have not reviewed documentation for each of the fifteen professions for which the HPC is responsible which include relevant requirements.

CAIPE is responding separately to the HPC consultation on generic standards of proficiency.

Comparing the Documents

Interprofessional education

- Learn with and from other professions (GMC, NMC, GSCC)
- Interprofessional learning throughout the undergraduate programme (GMC)
- Joint assessment of interprofessional learning (GSCC)
- Competence in teams, networks and systems (GSCC)
- Learn within the interprofessional team (GMC)
- Understand roles and expertise of other professions (GMC, NMC)
- Understand contribution of teamwork to patient safety and high quality care (NMC)
- Conditions for assessment of students by other professions (NMC)
- Protecting profession specific learning needs (HPC)
- Acknowledging difficulties which can prevent provision of interprofessional education (HPC)

Collaborative practice

- Joint planning of treatment (GMC, GSCC)
- Communications (GMC, HPC)
- Respect (GMC, GSCC)
- Passing on information (GMC, GSCC)
- Informing others about risk assessment (GSCC)
- Working in partnership with other professions (GSCC, NMC)
- Refer patients (GMC, NMC)

- Recognise the limits of one's own competence (NMC)
- Seek advice from other professions (NMC)
- Work across professional and agency boundaries (NMC)
- Working openly with other professions (GSCC)
- Conflict resolution (GSCC)
- specific learning and assessment in partnership working and information sharing across professional disciplines and agencies(GSCC)
- Improving the working environment (HPC)

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References:

Department of Health (2002) *Requirements for social work training.*

General Medical Council (2009) *Tomorrow's Doctors.*

General Medical Council and Medical Schools Council (2007) *Medical students: professional behaviour and fitness to practice.* Guidance from the GMC and the MSC. General Medical Council and Medical Schools Council (2009) *Medical students: professional values and fitness to practise.* Guidance from the GMC and the MSC.

General Social Care Council (2008) *Codes of practice.*

Health Professions Council (2008a) *Standards of education and training.*

Health Professions Council (2008b) *Standards of education and training guidance – consultation document*

National Occupational Standards for Social Work (2002)

Nursing & Midwifery Council (2010) *Standards for pre-registration nursing education: Draft for consultation.*