Interprofessional Teamwork: What is it and what does it mean for occupational therapy?
Goals

1. Describe interprofessional collaborative practice.
2. Identify what makes a team interprofessional.
3. Consider some of the evidence on interprofessional collaboration and teamwork.
4. Identify some of the challenges and opportunities of interprofessional teamwork.
Collaborative Continuum: Types of teams

Uni-disciplinary

Multi-disciplinary

Inter-disciplinary

Inter-professional

Trans-disciplinary
Interprofessional Collaborative Practice

Two or more different professional’s work in an interdependent and integrated way to problem solve and provide services.

- high level of collaboration
- active and ongoing partnership

(Freeth et al., 2005).
Evidence

Improves:
• Access to care
• Health outcomes for people with chronic conditions
• Quality of care
• Patient safety

Decreases:
• Cost of patient care
• Clinical errors
• Length hospital stay
• Mortality rates (Suter & Deutschlander, 2010; W.H.O, 2010)
Figure 1. Health and education systems

(W.H.O., 2010, p. 9)
“....the World Health Organization and its partners acknowledge that there is sufficient evidence to indicate that *effective interprofessional education* enables effective collaborative practice”

Interprofessional Placement

“The opportunity to live and learn together with other students was amazing, I now understand what the other disciplines do and offer”

(Student)
“... I have become more open minded and realise that the more people working towards a clients goal, the more likely success will be achieved”.

(Student, 2012)
Interprofessional Education Workshop
Challenges and Strategies

- Understanding Roles
- Communication
- Power & Status
- Professional Differences
- Organisational Structures
- Team Dynamics

Unfortunately, animals sometimes lack the necessary skills to communicate with each other.
Interprofessional education enables:
- health professionals to work collaboratively in teams.

Interprofessional collaboration improves:
- health systems and outcomes.
- patient safety.
- job satisfaction.
• Lapkin, S., Levett-Jones, T., & Gilligan, C. (2012). A cross-sectional survey examining the extent to which interprofessional education is used to teach nursing, pharmacy and medical students in Australian and new Zealand Universities. *Journal of Interprofessional Care, 26*, 390-396.
Bibliography


