

INTERPROFESSIONAL EDUCATION IN WOUND CARE SETTINGS

Carolina Weller, Greg Duncan, Nikki Frescos

Monash University, Melbourne, Victoria, Australia, LaTrobe University, Melbourne, Victoria, Australia

Aims: To assess the usefulness of a unique interprofessional education model implemented in 2 tertiary teaching wound care facilities in Melbourne, Australia.

To measure collaborative learning of students from four health disciplines using the interprofessional education model.

Methods: A questionnaire was developed and validated by three clinical academics from two universities. Medicine, Nursing, Pharmacy and Podiatry students were asked to complete the questionnaire whilst on clinical placement. Qualitative and quantitative data were collected to reflect key issues in experiential learning in the wound care clinical situation. N Vivo was used to analyse qualitative responses. Descriptive statistics were performed on the quantitative responses.

Results: 280 participants completed questionnaires. Qualitative results show that the most relevant aspect of student learning in the wound care setting was the interprofessional consultative process in clinical decision making. The research has shown a correlation between learning needs and outcomes and well as profession expectations and competencies.

Results have been used to modify curricula in all participating health disciplines.

Discussion: This research provides opportunities to improve interprofessional learning experiences. The formal evaluation has also identified the opportunity to improve wound care curricula in universities teaching different health disciplines.