An Exclusively Veterinary Perspective on Interprofessional Working, Learning and Education

Tierney Kinnison

With:
Prof. Stephen May
Prof. David Guile
Talk Plan

• What is Interprofessionalism?
  – My focus on the veterinary team
• Why is veterinary specific interprofessional working & learning important?
• Why is veterinary specific interprofessional working & learning challenging?
• Future Research
Interprofessionalism – Looking Out

“One Health”

Interprofessionalism
Interprofessionalism

“Veterinary Team”
Rise of Interprofessional Working

Complex treatment

Public demands low cost, high quality

Division of labour partly due to “dirty work”: stigmatising tasks delegated from high profile professions to lower ranked occupations

New occupation’s range of roles and duties increase
Why is interprofessional working important?

- Optimises use of resources
- Improves quality of work
- Improves efficiency of work
What are the challenges?
<table>
<thead>
<tr>
<th>Veterinarians</th>
<th>Veterinary Technician/Nurse</th>
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<tbody>
<tr>
<td>First veterinary school in Lyon 1761</td>
<td>Veterinary Technician accreditation in 1972 by CVTEA</td>
</tr>
<tr>
<td></td>
<td>Veterinary nurse training scheme implemented in 1961</td>
</tr>
<tr>
<td>Recognises as a profession in UK in 1844 when RCVS was created by Royal Charter</td>
<td>Currently considered an occupation in UK</td>
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## Hierarchy & Monopoly

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With Professionalization of veterinary nurses in the UK:

- Registered Veterinary Nurses have legal responsibility for their own actions
- Veterinary nurses/other non-veterinarians own practices
- Partitioning of blame??
- Veterinary team is autonomous
Communication

• Lack of:
  – Salute and Stay Mute  
    Patterson et al. 2001

• Poor quality
  – Professional discourse/jargon
    -> recontextualising  
    (Guile, 2012)
  – Withheld: confidentiality, cognitive blindness, 
    limited time, stress  
    Freeth et al. 2005

Free flow of relevant information
  ‘Pool of shared meaning’
  Better decisions
• Existence of stereotypical views is a barrier to interprofessional working and learning

• Exacerbated by
  – Separate training
  – Lack of understanding of others perceptions
  – Lack of appreciation of others knowledge/skills

Interprofessional Education?
Future Research

• RQ:
  How do modern day veterinary teams work and learn together interprofessionally?
  What recommendations should be given to educators regarding interprofessional education?

CASE STUDY

• Social Network Analysis (SNA)
• Embedded Case Studies/Field Work
• Readiness for Interprofessional Learning Scale
• Social Network Analysis
  Theoretical alternative to the assumption of independent social actors Wasserman and Faust, 1994

• Qu: What is the nature of veterinary interprofessional interactions within the UK?
• Questionnaire SNA
  – With who do you: receive information, ask for help/advice, influences work, share thoughts/problem solve, meet socially
• Observational SNA
Who influences your working habits, for example through observation of their work?

Key:

<table>
<thead>
<tr>
<th>Color</th>
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<tbody>
<tr>
<td>Blue</td>
<td>Animal Nursing Assistant (ANA)</td>
</tr>
<tr>
<td>Red</td>
<td>Veterinary Nurse (VN)</td>
</tr>
<tr>
<td>Green</td>
<td>Veterinary Surgeon (VS)</td>
</tr>
<tr>
<td>Yellow</td>
<td>Director, Veterinary Surgeon (also VS)</td>
</tr>
<tr>
<td>Pink</td>
<td>Reception/Administration (RA)</td>
</tr>
</tbody>
</table>
Who influences your working habits, for example through observation of their work?

Key:

- Red: Branch 1
- Yellow: Branch 2 (main branch)
- Green: Branch 3
### Preliminary Pilot Results – Example Statistics

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
<th>Example 1</th>
<th>Example 2</th>
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<tbody>
<tr>
<td>Density</td>
<td></td>
<td><img src="image1" alt="Diagram 1" /></td>
<td><img src="image2" alt="Diagram 2" /></td>
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<tr>
<td>- In degree</td>
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<td><img src="image3" alt="Diagram 3" /></td>
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</tr>
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<td><img src="image5" alt="Diagram 5" /></td>
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<tr>
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Conclusion

• This research will allow us to better understand interprofessional working, in order to:
  – Improve our business
  – Inform curricular development; learning delivery (IPE)
  – Inform policy making
  – Prepare us better for working with other professions?
Thank You

• For listening

• To my supervisors
  Prof. David Guile (Institute of Education) &
  Prof. Stephen May (Royal Veterinary College)

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  Consortium

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